

Chappel C. of E. (VC) Primary School

School Emergency Management Plan

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Definition

An incident becomes a **critical incident** when it constitutes a serious disruption arising with little or no warning on a scale **beyond** the coping capacity of the school operating under normal conditions, and requiring the assistance of the Emergency Services and/or Essex County Council and/or District Councils and/or other agencies.

Examples of critical incidents impacting on schools include:

- death or serious injury as a result of violence, accident, self-harm and/or sudden or traumatic illness;
- child protection incident (individual or collective abuse)
- events which result in higher than normal absences (e.g. infectious diseases such as influenza or meningitis)
- major fire;
- building collapse;
- riot and/or civil disorder;
- natural disaster such as flooding;
- terrorism;
- missing person(s)/abductions;
- intense media interest arising from incidents such as those listed above.

Such incidents can occur, for example:

- on the school site during school hours;
- on school transport;
- whilst the pupils are taking part in activities away from the school site;
- on school premises as part of after-school activities;
- within the local community involving pupils from the school.
- Within the vicinity of the school

AIMS

To:-

1. Create an awareness of the need for planned arrangements to be made.
2. Provide re-assurance of the practical help that is available from the Local Authority and other agencies, at short notice.
3. Recommend the need for each school to develop complementary emergency arrangements, in line with the enclosed draft plan.
4. Pass on advice based upon previous experiences.
5. Give guidance on other source of information and help.

SCOPE OF THE PLAN

In School

- A deliberate act of violence, such as the use of a knife or firearm
- A school fire or explosion
- A pupil or teacher being taken hostage
- The destruction or serious vandalising of part of the school
- The death of a pupil or member of staff through natural causes or accidents
- Accidents resulting in serious injury to a pupil or member of staff

Outside School

- The death of a pupil or member of staff through natural causes or accidents
- A transport-related accident involving pupils and/or members of staff
- A more widespread disaster in the community
- Death or injuries on school journeys or excursions
- Civil disturbances and terrorism
- Accidents resulting in serious injury to a pupil or member of staff

In respect of school visits guidance is available from the DfE and Evolve (Essex County Council Education Visits website).

The Local Authority Support Team Activation

In the event of a School related emergency the proposed arrangement is outlined here:

INCIDENT OCCURS

Headteacher or Deputy/Senior Member of Staff is notified



Headteacher rings:

Essex Critical Incident Team

03330139880

07894963922



The Senior Officer Activated:

- Establishes contact with the Headteacher
- Activates 'First Response Officers' as per contact list, to attend the school (e.g. Communications Experts, Public Relations and an LA Team Co-ordinator.)



LA Team Co-ordinator

- Puts Support Team Officers on Standby
- Attends site
- Mobilises Supports Team Officers as required



Senior Officer

Attends site to:

- Assist/advise Headteacher/Nominee
- Determines full needs
- Takes action accordingly



Headteacher (or Assistant)

- Nominates on-site Co-ordinator
- Identifies on-site facilities
- Mobilises on-site Team (if appropriate)

Emergency action list

ACTION BY: - Headteacher or Assistant Headteacher

Phase 1 - Immediate actions

Actions 1 - 7 should be undertaken straight away; however the order in which these actions should be undertaken will be determined by the needs of the situation.

Action 1

Ensure the safety of all children and adults - assess continuing risk;

- Contact emergency services as appropriate.
- Enter in incident log all contacts made, actions taken and times.

Recording what has happened in a log of events with times and details of actions taken will be important for any subsequent inquiry which could range from an internal school/ECC inquiry to a formal inquiry with legal implications such as a Coroner's inquiry or an insurance claim.

Those involved may be required to give a statement to Police and/or attend court as a witness. The original contemporaneous record of events and actions is crucial in these circumstances.

- If off site, establish arrangements for reuniting children, adults and staff with their families.
- Determine that adults and staff involved in the incident are safe to drive or take public transport or whether they need collecting or transportation.

Action 2

Implement the School's Incident Management Plan

- Person(s) with lead responsibility to be released from all duties.
- Collect school's incident management plan and contact numbers.
- Open a log of events, actions and times.
- Establish an independent telephone line (for example: a mobile or borrowing a phone line in a nearby building).
- Inform associated schools that could be directly affected by an incident.

Action 3

Obtain information about the incident

- Obtain information about the exact nature of the incident, for example:
 - When and where incident occurred.

- Names of children and adults involved in the incident including those who witnessed it.
 - Nature of any injuries/fatalities sustained.
 - Hospitals where injured have been taken.
 - Names of adults with injured children/adults.
 - Actions undertaken by emergency services, including arrangements for caring for children/adults who do not require hospital treatment.
 - Locations of the uninjured.
 - Remaining hazards at the scene.
- Collect relevant pupil/staff lists and contact numbers as appropriate.
 - If telephone contact, note relevant number(s).
 - Control the escape of inappropriate or inaccurate information via mobile or public phones from within the group.

Action 4

Contact key people (see Essex Infolink; School Management; Critical Incidents)

- Contact the [SCF Communications Team](#) at ECC and agree whether the Schools, Children & Families Service needs to initiate critical incident support and/or other actions as appropriate. The SCF Communications Team will then co-ordinate the other ECC support services as described below:
- Where notification of a critical incident is received from a school, the SCF Communications Team will establish what form of support is required immediately and what might be required in the near future (for example, the death of a pupil with a terminal illness might be imminent and the LA given advance notice that counselling support might be requested within the next few days).
This might typically involve any one, or a combination, of the following:
 - the SCF Trauma Support team (counselling service for anyone within the school community);
 - the ECC Media Team;
 - on-site support from (for example):
 - a SCF senior officer;
 - an Emergency Planning officer;
 - a Health & Safety officer.
- Any ECC personnel visiting the site will agree with the Headteacher and/or the Chair of Governors or their representatives the duration and nature of the support required and this will be logged with the SCF Communications Team. The team will keep in touch with the school during, and immediately after, the incident, as appropriate, calling upon different forms of LA support on behalf of the school as the situation develops.
- The [SCF Communications Team](#) will follow up all such incidents to ensure that the support offered was appropriate to the school's needs

Out-of-hours incidents

- Alert the Children's Social Care Emergency Duty Service for both serious situations affecting vulnerable children and adults and for other major incidents affecting the school, who will alert the appropriate contacts within the Directorate and elsewhere.

Action 5

Mobilise the school's incident management team

- Brief the school's Incident Management Team.
- Clarify tasks, make plans and assign roles.
- Set up timetable of meetings to review management of incident. A senior officer from the LA may be present - see Action 4.

Action 6

Contact families of pupils, adults and staff involved in the incident

- Designate key member(s) of staff to make contacts.
- Ensure that persons making contacts are fully briefed. (It may well be appropriate to rehearse and/or have written guidance as to what is to be said).
- Use the record of contacts to avoid confusion and distress through duplication of contacts and to ensure that no one is missed out.
- Establish and offer useful telephone numbers, either for support or for more information, such as emergency disaster number or hospital.
- Check that families/parents are not left alone in distress; suggest that they make contact with other relative/neighbours.
- Where appropriate, share the contact number of other families involved in incident where they have given permission for this.
- Where appropriate, give advice to parents and families (in line with the County Council's media advice) on responding to contacts from the media.
- Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents/families.
- Where a parent or family cannot be contacted, consider asking the Police or another professional to visit the home.

Guidance should be taken from the Police if the incident involves injury or death or if the incident is very serious but the full facts are not yet known.

It may be necessary, particularly in a small school, to enlist the help of the [ECC Human Resources \(Schools\) team](#), governors, local religious/community leaders, GPs, police and so on, if there are a large number of parents to be contacted and supported. Some families/parents may need to be brought to school to receive information about what has happened.

Action 7

Brief staff, governors, pupils, parents, religious leaders and other members of the school community

- Contact and brief chair of governors; request that he/she inform all other governors.
- Hold briefing meetings for all teaching and support staff; consider setting up a schedule to keep staff informed and updated (such as break times, beginning/end of day)
- Issue a prepared statement for all parents.

If a press statement is required, take advice from the County Council's Media Team ([Contacts](#)).

A prepared statement should give the known facts of the situation, initial actions that the school is taking and appropriate expressions of sympathy and concern.

- Inform all pupils in the most appropriate way.

Ensure that staff tasked with telling children are able to undertake this task. Make special arrangements to protect and support staff, adults and children who were close in any way to those affected.

- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.

Phase 2 – Managed response

Action 8

Plan management of the incident (with identified ECC staff and other agencies as appropriate)

- Meet with the [senior](#) ECC officer(s), the school's Incident Management Team and other professionals as mobilised by the Schools, Children & Families critical incident arrangements and/or County Emergency Plan.
- Review plans, clarify tasks, assign roles and make further plans accordingly.
- Ensure that school and other agencies' actions are properly co-ordinated.
- Establish timetable of meetings to review the management of the incident.
- Clarify criteria for withdrawal of outside agencies at appropriate stage.
- Access further advice from the Emergency Services if required.

Action 9

Set up arrangements to deal with enquiries

- At the earliest opportunity, and certainly before speaking to any representative of the media, contact the County Council's [Media Team](#).
- Ensure that all media contacts are either directed to, or are dealt with in line with advice from, the County Council's [Media Team](#).

Names of those involved in the incident should not be released or confirmed to the media or other callers until the statutory authorities (such as the police) have confirmed the identity and the parents and families have been informed and have given permission.

- Consider providing those answering the phone with a written statement as to what it is appropriate for them to say (see notes on Action 7)
- Caution staff about talking to the media.
- Organise additional staff to deal with phone enquiries and people coming to the school as necessary.
- Designate separate areas for parents, media, staff and agencies managing the incident and others; avoid too many people in any one space.
- Ensure that an entry is made in the incident log of all important contacts.

Action 10

Make arrangements to support children and adults

- Identify those children, adults and staff who are most likely to be in need of support.
- Arrange for school staff/support agencies, including the [LA's Trauma Support Team \(part of SENCAN\)](#) to provide support. It is good practice to inform and/or seek consent from parents/carers where their child is to be involved with an outside agency.
- Ensure that pupils, adults, staff and parent/carers are aware of the support arrangements that school is making and how these are accessed.
- Consider setting aside and staffing an appropriate area for children who are becoming too distressed to continue with their lessons.
- Consider setting aside and staffing a further area for people coming into school who are distressed.
- In addition to the individuals directly affected, children and adults who are most likely to suffer distress as a consequence of an incident are those who:
 - are uninjured, but were at greatest risk;
 - directly witnessed death/injury/violence as part of the incident;
 - are siblings;
 - have any possible perceived culpability for what has happened however indirect or incorrect; (for example, those who may blame themselves and/or those who may be blamed by others)
 - are experiencing instability at home;
 - have learning difficulties;
 - have pre-existing emotional and behavioural/mental health difficulties;

- are vulnerable due to cultural and/or language difficulties; or
- have previously suffered bereavement or loss.
- Maintain normal school routines wherever possible.

If the school has to close, ensure all staff and parents are briefed on the arrangements for the collection of children. Supervise children being collected and make arrangements for those who are not able to be collected. Ensure that staff and parents are clear as to the arrangements for re-opening the school.

- Consider holding staff meeting with support agencies to discuss appropriate management strategies for distressed children.
- Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention.
- Give children permission individually and collectively to discuss what has happened and their reactions.

Deal sensitively with open expressions of distress. Allow children to discuss what has happened in lessons where they clearly wish to do this. Do not discourage them from talking.

- Consider putting on a special class session to give pupils information about the grieving process and to enable them to talk through their experiences.
- Plan appropriate support for staff to enable them to cope with children's questions and discussion.
- Ensure that all staff including those co-ordinating the school's response do not neglect their own need for support.
- Schedule staff co-ordinating the school's response to be 'off duty'.
- Ensure staff are alert to physical and/or emotional change or any other signals of distress among staff as well as children.
- Refer staff, adults and, with parental consent, children to outside agencies for support.

Action 11

Make arrangements for personal effects, registers and area(s) of the school affected

- In discussion with parents/families, decide on what to do with the personal effects of the individuals who are critically ill or have died.
- Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), such as desks, books, or lockers belonging to individuals who have died or are critically ill.
- Make arrangements to adjust class registers, rotas and any other pupil listings accordingly.
- Make appropriate arrangements for the part of a school where the incident occurred.

Phase 3 – Return to normality

Action 12

Make arrangements for expressions of sympathy and/or acknowledgement of what has happened

- Make arrangements to express support/sympathy to families, children and adults who have been hurt or bereaved.
- Make arrangements to support the plans that the family may have for a memorial.
- Make plans for attendance at funerals. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with these tasks.
- Make arrangements for someone from school to visit the injured in hospital or the bereaved at home.
- Consider sending cards and messages from children and staff to children, adults and staff affected.
- Consider organising a special assembly/service to acknowledge collectively what has happened and how the school is coming to terms with this. Consider involving local religious leaders. Consult with families of individual affected.
- Consider setting up an area in the school where writing, art work or other mementos can be dedicated to individuals affected.

Action 13

Plan for the return to school of those involved in the incident

- Home visit by an appropriate member of staff to discuss arrangements for return (such as visits or part-time attendance).*
- Planned support for emotional needs (such as how to cope with the comments and questions of other pupils or permission to remove themselves from lessons to go to an agreed place if they are becoming distressed).
- Support for possible physical needs (such as mobility difficulties, or disfigurements).
- Rota of home visits from school friends.
- Where appropriate, organise work to be sent home prior to return.
- Brief staff and children on how best to support individuals returning to school.
- Arrangements to differentiate work, for example: manage missed coursework; special arrangements for exams; also, adjust workloads for members of staff returning to school.

Action 14

Plan memorials and commemorations

* For reasons of safety and support it is recommended that staff making home visits do so in pairs

- Consider an appropriate memorial, taking into account the wishes of those who were involved or bereaved (such as a special garden; tree; furniture; painting; sculpture; photograph; memorial prize).
- Appeals and donations are a complex area and advice should be sought from the British Red Cross.
- Discuss how to mark anniversaries, for example: commemorative service/assembly; concert; display.

ACTION BY:- ADMINISTRATIVE ASSISTANTS

Phase 1 - Initial Actions

- Obtain full facts of Incident from Headteacher
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- If coming in from home, remember to bring useful items, such as any keys needed.

Stage 2 - Once established

- Under guidance from School On-Site Co-ordinator, assist the Headteacher (or Nominee)
- Work with LA Support Team the Headteacher (or Nominee) and School On-Site Co-ordinator as directed.
- Remember the School Office is likely to be the first point of contact for visitors, so exercise caution in making comments
- Concerning incoming telephone calls
 - take especial care when answering telephone calls early on
 - maintain a record of calls received
 - only give out information from prepared statements that will be made available
 - remember that some calls could be bogus

Stage 3 - Period Following Close of the Incident

- As above

Support from the LA and other bodies

County Council roles and responsibilities

SCF Communications Team

The [SCF Communications Team](#) is the first point of contact for the school. Where another service receives a call for advice and/or assistance, this should be forwarded without delay to the SCF Communications Team.

The role of the SCF Communications Team includes -

- determining, in consultation with the school, whether an incident is critical;
- acting as the key contact between the school and Essex County Council services;
- advising the school on its actions.

Where an incident is deemed to be critical, the role extends to -

- mobilising and co-ordinating resources within ECC services as required;
- triggering ECC Emergency Planning as required;
- supporting / leading in the school's management of the incident.

Decision 1: In consultation with the school, the SCF Communications Team will determine whether the incident is of a nature that requires considerable support from LA and/or other sources.

The decision for determining whether an incident is deemed critical is based on the definition of a critical incident. This essentially involves making a judgement that the incident -

- constitutes a serious disruption;
- has arisen with little or no warning;
- is on a scale **beyond** the coping capacity of the school; and
- requires assistance from Emergency Services, and/or ECC and others.

Other factors which may be taken into account could include:

- the school's coping capacity being diminished because it is not operating under normal conditions;
- the experience of headteacher / management team;
- a combination of adverse circumstances.

If the incident is deemed not to be critical

The SCF Communications Team should advise the school on its actions as required.

Arrangements should be made for the school to keep in regular contact with the SCF Communications Team so that the situation can be monitored and additional advice provided as necessary. Depending on the unfolding of events, it may become necessary to deem the incident as critical at a later point in time.

If the incident is deemed to be critical

Decision 2: In consultation with the school, the SCF Communications Team will determine what additional resources are required and who will mobilise them accordingly.

Decision 3: In consultation with the school, the SCF Communications Team will determine whether the County Council Emergency Planning Team also needs to be involved.

The County Council Emergency Planning Team should become involved where an incident-

- is of a large scale magnitude, for example involving large numbers of people; covers a wide geographical area beyond the school; or affects a number of schools; and/or
- requires a co-ordinated response between emergency services; and/or
- requires additional resources beyond those available to the ECC services already supporting and advising the school.

Decision 4: To decide who will take overall control of the school's management of the critical incident.

Decision 5: In consultation with the school, the SCF Communications Team will determine whether the ECC Insurance Service should be involved.

The ECC Insurance Service should become involved where an incident -

- requires assistance from an insurance professional;
- has caused major damage to premises; and/or
- involves damage to the building which has caused major disruption to the school's activities.

Decision 6: To decide whether the SCF Communications Manager or another senior LA officer should go directly to the school or temporarily stay in place and co-ordinate the additional resources from County Hall.

LA Trauma Support Service

The Special Educational Needs & Children with Additional Needs Service (SENCAN) has experienced and trained professionals who can respond rapidly with support during and following incidents in schools.

Aims

To provide a service that enables a school and school community to cope and come to terms with the emotional and psychological impact of a critical or major incident and its

consequent effects through

- normalisation - helping those involved realise that their physical, mental and emotional responses are entirely normal and that it is the incident that is abnormal;
- reduction of tension through the airing of feelings;
- cognitive organisation - making sense of the experience and incorporating it into the frame of reference and meaning with which they understand themselves in the world; and
- validating and enhancing existing ways of coping/mobilising inner resources to develop new ways of coping.

The work of the support agencies should be seen as supporting and complementing, rather than replacing, the work of school based staff.

Protocol

1. Following a decision between the school and the [SCF Communications Team](#) that a critical incident has occurred, the SCF Communications Team will inform the Principal Educational Psychologist or County Senior Ed Psych for Mental Health & Emotional Well-being and in the event of their absence admin at county hall will get in touch with the relevant Senior CAMHS EP for the area.
2. The Principal Educational Psychologist (or senior manager) will initiate the SENCAN protocol on dealing with critical and major incidents in schools and appoint a lead officer.
3. The lead officer will require the following information from the school or SCF Communications Team. The name and contact details for the person(s) co-ordinating the school response.
 - Information about the critical incident.
 - Details of the school's incident management plan (in the case of a critical incident) and actions that the school has already taken.
 - Other agencies that are involved and their actions to date.
4. The lead officer will agree with the Principal Educational Psychologist the tasks, personnel and time scales for input into school.
5. The Principal Educational Psychologist will then liaise with the relevant senior managers, who will arrange cover for team members in consultation with their professional line managers.

6. The lead officer will then agree tasks, personnel and time scales with the school. This will be subject to review with the person(s) co-ordinating the school response.

Tasks that SENCAN could undertake:

- Advice to the person(s) co-ordinating the school response on appropriate actions at individual, group and/or whole school levels for managing trauma, stress and bereavement reactions amongst children, their families and school staff.
- Advice to school staff and parents on appropriate actions for managing trauma, stress and bereavement reactions amongst children and also with regard to themselves, colleagues and/or other family members.
- Liaison and support for pupils, families and wider community and also to provide access and support in terms of language and culture.
- Individual and group support and counselling for children and adults who have identified themselves or who have been identified as requiring support.

Capital Programme & Building Development Service (CP&BD)

The SCF Communications Team will inform CP&BD and Facilities Management of any incident that results in the school or any part of the school being taken out of use.

Role and responsibilities

The role of CP&BD includes

- liaison as appropriate with all emergency services;
- co-ordination with Essex Property and Facilities to undertake a damage assessment;
- mobilising and co-ordinating resources within ECC services as required;
- involving school officers and governors; and
- involving Diocesan officers as necessary in the case of an aided school.

In liaison with the SCF Communications Team and the school, CP&BD will advise on the following:-

Decision 1:

Whether the school can continue / resume use of the premises with the minimum amount of disruption.

Action: CP&BD will work with the school and County Asset Management to ensure that the premises are safe and fit for use.

Decision 2:

Whether the school can use only part of the premises or the premises are totally unusable.

Action: Liaising with SCF Planning and Admissions, CP&BD will take the appropriate action to ensure that alternative accommodation is provided as soon as possible.

ECC Emergency Planning & Business Continuity Team

The [County Council Emergency Planning & Business Continuity Team](#) is responsible for preparing emergency plans to enable the County Council and District and Borough Councils to respond to an emergency. Plans are made in conjunction with the emergency services, industry, and the utilities and voluntary organisations; and training events and exercises are also held.

The team provides round-the-clock emergency cover, to receive notification of emergencies and to activate and co-ordinate an effective response. This operates 24 hours a day, 365 days a year.

The Emergency Planning Team maintains a comprehensive list of the organisations and individuals with whom contact may be needed in the event of an emergency, for example:

- providers of food, transport and equipment;
- environmental and industrial organisations;
- utilities (gas, water, electricity, telecommunications);
- government agencies.;
- voluntary bodies such as WRVS and British Red Cross.

One of the Emergency Planning Team's roles is to make plans for events where there are large crowds. The team also works closely with industry to prepare off-site emergency plans to mitigate the effects of a major industrial accident.

The Emergency Planning Team can provide assistance during all phases of an incident.

ECC Human Resource Service

If, as a result of a critical incident, a headteacher or governing body feels that further action is required in respect of an employee who may not have followed the agreed policies and procedures already mentioned in this document, they may wish to consider invoking a disciplinary investigation. In these circumstances, the school should refer to the appropriate human resources policy adopted by their governing body and seek the advice of their human resources

service (either within the County Council - [HR \(Schools\) Advice & Support](#) - or elsewhere).

ECC Media Team

In a crisis it is inevitable that the school will be contacted by the media. This can be seen to be insensitive and uncaring by school staff, but it is a part of any journalist's job.

Obviously the scale of media interest will depend on the scale of the crisis itself - it could range from two/three phone calls to a number of television crews turning up at the school gates, demanding interviews with the headteacher and parents.

The [ECC Media Team](#) can field media calls, and issue statements on behalf of the school. (Those statements having been agreed beforehand with the headteacher/deputy or chair of governors).

If there is intense media interest, media relations officers will also visit and handle press queries on site.

In the case of an aided or controlled church school the Media Team will liaise with the [Diocese](#) over press statements whenever possible.

ECC Risk Management Consultancy Service - Health & Safety

The Council's Risk Management Consultancy Service [Health and Safety](#) Team sets standards and provides professional advice and guidance to schools on any matters concerning the health and safety of staff, pupils, volunteers or visitors.

Headteachers need to report any incident involving employees and non-employees i.e. pupils, visitors, members of the public using the online reporting form (Community and V/C Schools only. Foundation and V/A Schools must record and keep on record in the School). Further guidance on the types of incidents that need to be reported can be found in the Incident Reporting Procedure on the Health & Safety pages of the Schools Infolink.

In addition to this certain incidents, such as death or major injury as a result of an accident, will require immediate reporting to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Guidance on incident reporting including RIDDOR can be found on the [Essex Schools Infolink](#) site under the Health and Safety A-Z Managing Risks, I for Incident Reporting.

During office hours the Health and Safety Team can be contacted on 01245 436896 for any health and safety queries, including if an incident needs to be reported.

Out of normal office hours the County Risk Management Consultancy Service Health and safety

Team can be contacted through the [Emergency Planning Team](#) which maintains a list of 24-hour contact numbers.

ECC Insurance Services

Risk Management Consultancy Services manage all aspects of insurance and risk management and will provide a full service of advice, assistance and support to schools concerning all aspects of insurance and risk management to those schools that wish to Procure their Insurance via Risk Management Consultancy Services;

- liaise with schools, insurers, advisers, solicitors and others to provide an efficient day to day service;
- ensure that all areas of risk are adequately covered and limits of indemnity are reasonable in line with current trends;
- provide governors and staff with information and assistance to reduce the need for their budget and resources to be used unnecessarily for insurance and risk management purposes;
- process all claims and enter into correspondence, with the help of Essex Legal Services where appropriate, with claimants and their legal representatives as appropriate;
- handle all insurance-related County Court Summons and legal requirements within appropriate fixed timescales with assistance from Insurers and Essex Legal services;
- reduce the impact and disruption to schools should the premises suffer serious damage or be rendered unusable, by immediately enlisting the attendance of suitable professionals;
- With the help of Essex Legal Services obtain all documents to defend a claim within the set legal time limits; and
- provide assistance to insurers and solicitors to enable a claim to be properly defended.

Support from the Dioceses

- The Diocese will be available to provide pastoral support if requested by the school.
- The Diocese may produce a press statement, ideally in liaison with any statements produced by the [ECC Media Team](#).

Appendix 1

Points to note with media interviews

- Have another person with you, if possible, to monitor the interview
If possible, agree an interview format i.e. establish what the interviewer wants to ask.
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't over-elaborate your answers
- Refuse requests for photos or schoolwork of children/staff involved.
- Try to keep a grip on your emotions during interviews-especially if it is TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.

Appendix 2

School Contact List

The names and telephone numbers of organisations and individuals who may be useful to the School in an emergency:

Name	Organisation	Telephone No.
Julie Ingram	Head -Chappel C. of E. (VC) Primary	W: 01787 222296 H: 01787 463637 M: 07753 246770
Stephen Thompson	Chair of Governors - Chappel C. of E. (VC) Primary	W: N/A H: 01787 224704 M: 07792172121
Lucy Bull	School Administrator - Chappel C. of E. (VC) Primary	W: 01787 222296 H: 01787 223 724 M: 07840 424426
County Emergency Planning	Essex County Council	Office Hours 01245 434745
Police	Colchester Police Station	0300 3334444
Hospital	Colchester District General Hospital	01206 747474

Appendix 3

Guidance for schools for informing ECC in the event of a critical incident

1. Background

In the event of a critical incident / emergency involving school pupils and / or school staff each school should have their own up-to-date and tested emergency / business continuity plan for managing critical incidents.

Examples of critical incidents impacting on schools include:

- Death or serious injury of a pupil / member of staff in school or on a school trip
- Child protection incident (individual or collective abuse)
- Events which result in higher than normal absences (e.g. infectious diseases such as influenza or meningitis)
- Major fire
- Building collapse
- Natural disaster, such as flooding
- Missing person(s) / abductions
- Intense media interest.

2. The School Incident Management Plan - roles and responsibilities within schools

The Governing Body is responsible for ensuring that appropriate policies and procedures are created and maintained.

The Headteacher must have an agreed site emergency plan, which can be put into operation by the school in the event of a critical incident. A deputy or assistant headteacher should be nominated to cover in the absence of the Head. In the case of school trips or other out of school / offsite activities, the adult(s) in charge should be clearly identified in advance to avoid any confusion in the event of an incident.

A sample School Incident Management Plan (template) is under review and should be available in due course.

3. Informing the Local Authority - key contact numbers

Please have precise details of the incident before informing Essex County Council (ECC) via the number listed below.

Communications team (Schools, Children and Families (SCF))	03330139880 07894963922	Office hours (9am - 5pm) Out of hours contact
---	----------------------------	--

Where notification of a critical incident is received from a school during office hours, the SCF Communications team (who should be your first point of contact) will establish what form of support is required immediately and who should be contacted within ECC. This might typically involve any one, or a combination, of the following:

- Trauma Support / Critical Incident team (SENCAN) - if a counselling service is required for anyone within the school's community
- Press Office – if support is required for dealing with the media
- Health and Safety Advisory Service
- Emergency Planning Officer
- Executive Director
- Cabinet Member.

If an incident occurs 'out of office hours', the Emergency Duty Service, for both serious situations affecting vulnerable children and for other major incidents affecting the school, will alert the appropriate contacts within the Schools, Children and Families Directorate and elsewhere within ECC.

4. Information that will be required in the event of a critical incident

The following details will be required from the school when informing the ECC of a critical incident:

- Name and telephone number of the person making the call
- Name of school / establishment and location (town)
- Nature, date and time of the incident – onsite or off-site?
- Names and telephone numbers of those involved
- Action taken so far
- Telephone number(s) for future communication. For serious accidents where the media are involved, try to identify alternative telephone numbers at 'home' and at an 'offsite' base, as other lines will quickly become jammed.

Last updated: June 2012

Appendix 4

Essex County Council Contact Information

Service Name	Telephone Number	Email Address
Alternative Education Commissioning Service	exclusions@essex.gov.uk	
Anti-Bullying	0333 013 6327	Paul.dale@essex.gov.uk
Broadband and Telephony	0333 013 7084	schoolsbandwidth@essex.gov.uk
Critical Incidents	0333 013 9880	schools.communication@essex.gov.uk
Customer Care	0345 743 0430	haveyoursay@essex.gov.uk
Data Collections	0333 013 9856	schooldata@essex.gov.uk
eDBS Service	0333 013 5890	DBS.ServiceCentre@essex.gov.uk
Educational Visits	01245 221020	educational.visits@EESforSchools.org
EES for Schools	0345 200 8600	enquiries@EESforSchools.org
Essex Health Protection Team	0300 303 8537 <i>Out of Hours 01245 444417</i>	EastofEnglandHTP@phe.gov.uk
Essex Legal Services	0333 013 99930333 013 96440333 013 2305	ELS.Children@essex.gov.uk carolyn.austwick@essex.gov.uk ELS.enquiries@essex.gov.uk schools@essexoutdoors.com
Essex Outdoors	0345 200 4220	
Essex Schools Infolink Team	Essex.SchoolsInfolink@essex.gov.uk (for password / new account queries)	Password.EIM@essex.gov.uk
Essex Virtual School	virtualschool@essex.gov.uk	
Essex Youth Service	0333 032 2800	youth.work@essex.gov.uk
Finance Team	0333 013 8987	finance.monitoring@essex.gov.uk
Health and Safety	0333 013 9818	HS@essex.gov.uk
Healthy Schools Programme	0333 013 7009	carol.partington@essex.gov.uk
Human Resources	0333 013 9810	educationHR@eesforschools.org
Infrastructure Delivery	infrastructure.delivery@essex.gov.uk	
Information Governance	0333 013 9824	IGS@essex.gov.uk

Appendix 3

Flood planning

There are some very simple steps that can be taken to develop self preparedness for your location.

Step 1: Find out if your location is at risk of flooding by checking on the Environment Agency website, www.environment-agency.gov.uk, and enter the postcode for your location.

If you are at risk of flooding:

Step 2: You should register for free on the Environment Agency's Floodline Warning Direct by calling 0845 988 1188.

Step 3: Understand what the flood warning codes are and what the implications are for your location.

Flood Watch: Flooding of low lying land and road is expected.
Be aware. Be prepared. Watch out!

Flood Warning: Flooding of homes and business is expected. Act now!

Severe Flood Warning: Severe Flooding is expected. There is
extreme danger to life and property. Act now!

All Clear: No further is expected. Water levels will start to go down.

Step 4: Check with your District Council, Borough Council or Unitary Authority to find out what their "Sandbag Policy" is, as this varies between local authorities.

Step 5: Investigate purchase of flood mitigation equipment. This is not just a case of buying sandbags. There are many different types of flood protection products available. However it is not one size fits all and a serious degree of investigation is required to ensure you purchase the most appropriate product for your location and type of flood risk. For example if you are at risk of flooding from sea water, some of the polymer filled bags do not inflate in salty water. A good source of information is an independent organisation, The National Flood Forum, who produce "The Blue Pages", a directory of flood product suppliers. www.floodforum.org.uk and follow the links to Blue Pages.

Step 6: Check your insurance, and confirm what you are actually covered for.

Step 7: Make a list of important telephone numbers. You may well already have such a

document to cover other emergency such as evacuation due to fire.

- Step 8:** Know where and how to turn off your utilities, electricity, gas and water supplies.
- Step 9:** Store valuable, sentimental or important documents and objects out of the reach of flood water.
- Step 10:** Consider vehicles you may have parked, whether those of staff, visitors or business vehicles and where they could be re-located to in the event of a flood.
- Step 11:** Prepare an emergency kit suitable to your location. Ensure it contains 1st aid kit, torch, battery, rubber gloves, buckets, whistle other appropriate items for the purposes of your location.
- Step 12:** Follow advice given by Local Authority and / or Emergency Services.
- Step 13:** Monitor information being given via the media, local television and local radio. This will be the main way information will be passed out to the community.
- Step 14:** Monitor local weather forecasts to develop understanding of how intense periods of rainfall, or extreme tides may affect your location.
- Step 15:** Ensure there is sufficient drainage from hard standing areas. To help protect buildings during short intense periods of rainfall.
- Step 16:** Don't forget to consider the school pets. Move outdoor pets, such as rabbits and guinea pigs, indoors to a garage or shed. Keep all domestic pets indoors and upstairs, if necessary. Plan to take these animals away from the school during the flooding event. For further advice of animal welfare during flooding visit www.rspca.org.uk

During a Flood

Flood can kill! Stay in a safe place.

Avoid contact with flood water, it will be contaminated.

Don't walk on sea defences, river banks or cross river bridges, they may collapse.

Don't walk, swim or drive through floodwater. There may be hazards such as missing manhole covers or underwater obstructions. Flowing, ankle deep water is enough to knock a person off their feet.

Only use 999 if you believe there is risk to life.

Do not try to return to your location unless you have been told it is safe to do so.

After a Flood

Call your insurance company

Contact your utility suppliers to arrange re-connections.

Investigate alternative accommodation if your location is un-useable.

Keep a record of flood damaged property.

Don't eat fruit or veg that may have been growing in the school veggie patch, (if you have one).

Open doors and windows to help ventilate your building/s.

Don't attempt to start repairs until the flood is over.

Monitor the weather forecasts.

If you are not at risk of flooding.....

Check to see if your location will be come isolated on high ground.

Check to ensure your access and egress routes will remain clear and not become flooded.

Some thoughts and ideas.....

During the next Fire Drill, consider how this would work if you have just received a flood warning and advice to evacuate your location?

1. Who do you need to contact?
2. Where would the students go?
3. How do you contact the parents? Telephone lines may be down.
4. How do you continue the education of those students affected? The flooding event may be quite protracted, with a long recovery phase.
5. What if this occurred during the exam season?

Many of these points are probably already covered under your Fire Plan or similar document.

However, it's a good idea to apply these considerations to a flooding scenario.

For more information on how to prepare for and respond to flooding events visit the Environment Agency website www.environment-agency.gov.uk

Appendix 5

Pandemic 'flu planning

The latest guidance on national and local arrangements for managing an outbreak of pandemic 'flu may be found on the [Essex Schools Infolink \(http://esi.essexcc.gov.uk\)](http://esi.essexcc.gov.uk).

The location from the home page is **Advice & Guidance / 'F' / 'Flu (pandemic)** but the above link will take you straight to it.

Appendix 6

Incident Log

Note: Copies of this template should be made so that the log sheets are ready for use if required.

Incident:

Location of Incident:

Date:

Time:

Maintain a log below of your actions taken as the incident progresses.

Date	Time	Event / Action Taken	Reason(s)
Please attach any emails sent and received			

Name:

Signature:

Date:

Appendix 7

Emergency procedures

Fire

At Chappel C. of E. (VC) Primary School, there are these responsibilities

- **School Fire Officer** (Miss Ingram)
- **Area Fire Marshal** (staff located in areas)
- **Classroom Fire Marshal** (staff located in classrooms)

The most experienced teacher is first reserve School Fire Officer, in her absence a member of the teaching team takes this role.

We operate a "sweep system" supported by roll calls; taken to assess the efficiency of any test evacuation

Where one person takes on more than one role, then it is in the following priority

Classroom Fire Marshal > Area Fire Marshal > School Fire Officer

Staff are the **Classroom Fire Marshals** and **Area Fire Marshals** of the room or area that they are in and are responsible for the safe evacuation of all persons in their classroom or area.

Normally the class teacher will be the Class Fire Marshall and any support staff the Area Fire Marshal. As human behaviour in a fire is often about indecision, curiosity or possession, it is essential that the **Fire Marshals** evacuate the classroom or area and follow the quickest, safest route to the assembly points in the playground.

During the evacuation, and only if it is safe, **Fire Marshals** should

- Close all windows
- Close all doors
- Switch off electricity
- Ensure that any disabled person has an able bodied "buddy" and is safely evacuated in a manner that does not impede the safe evacuation of others. This may be via a different route or after other evacuees.

At the assembly point, the **Classroom Fire Marshals** should be prepared to take a roll call. If a **Classroom Fire Marshal**, and only if it is safe, then takes on the responsibility of **Area Fire Marshal**, they should first hand over their **Classroom Fire Marshal responsibilities** to a colleague.

Area Fire Marshals are responsible for sweeping designated areas of the school and informing the School Fire Officer of the condition of that area.

Area Fire Marshals should

- sweep their area in less than one minute
- note any likely locations of fire
- not search any smoky areas (but call out to see if anyone may be trapped)
- check doors for heat before opening them
- pass relevant information to the **School Fire Officer**

During the evacuation, and only if it is safe, **Area Fire Marshals** should

- Close all windows
- Close all doors
- Switch off electricity

The **School Fire Officer** is responsible for

- any decision to return to the building or to evacuate the school site and assemble at The Swan Public House
- passing on information to the emergency services

Other responsibilities

Office staff are responsible for contacting the emergency services and for removing contact information from the office for use in a roll call or site evacuation.

The **Office Staff** are responsible for ensuring all annual electrical, fire extinguisher etc tests.

The **Caretaker** is responsible for the good repair of the school so that any risk of fire is lessened, any evacuation is not impeded and all alarm and lighting systems are working.

The **Health and Safety** team are responsible for at least termly tours of the school to note and effect resolution of any Health and safety issues.

All Staff are responsible for maintaining their workspaces so that any risk of fire is lessened and any evacuation is not impeded.

The **School Fire Officer** will normally determine at least annual training for all school staff, so that if school staff decide to fight a fire, they are able to do so safely.

In any case, a fire should only normally be approached

- after the alarm has been sounded
- after the appropriate extinguisher has been collected
- by two people, trained in the use of extinguishers, working as a team
 - one person attacks the fire, the other assesses the situation
 - the extinguisher is tested, at its location, before it is taken and used
 - the fire is not getting bigger in spite of using the extinguisher
 - the team have a clear evacuation exit in the opposite direction to the fire

Lettings

The hirer will

- Be given a copy of this protocol together with information concerning fire exits and location of extinguishers.
- Be given a map of the school stipulating where they have access.

- Complete a risk assessment.
- Be responsible as a **Classroom Fire Marshal, Area Fire Marshal and/or School Fire Officer** if those staff are not on the school site.
- Be responsible for contacting the fire authorities directly.
- The **Caretaker** is responsible for communicating these expectations to the hirer, on an at least annual basis.

Working outside of school hours

If a fire is suspected inside the school building, school staff should act as an **Area Fire Marshal** with the most senior member of staff then acting as **School Fire Officer** and also be responsible for contacting the fire authorities directly. In some cases this may be one and the same person when working alone. Only if it is safe should staff check areas other than the one that they are working in.

Vacant School

If a fire is suspected inside the school building when it is locked and vacant, then no member of staff should enter the building but rather should make an external inspection of the school in order to determine the likely location of the fire before contacting the fire authorities.

Appendix 8

Chappel C. of E. (VC) Primary School Risk Analysis One Off Event

Review dated:

Hazard/ Activity	Persons at risk	How harmed	Controlled by	Comments/Actions
One –off event				
Location ➤ . ➤ .	Pupils Staff Visitors	Personal Injury Slips, Trips, Falls, Electric shock	<ul style="list-style-type: none"> ➤ Litter - ➤ Collision - ➤ Trailing flexes - ➤ Traffic - 	
All indoor locations should also have these considerations. ➤ .	Pupils Staff Visitors	Fire	<ul style="list-style-type: none"> ➤ clear, unobstructed signing ➤ clear, unobstructed exits ➤ designated window if only one exit ➤ 	

Notes

- First aid response (Who during event? How would emergency services be contacted?)

- Evacuation procedure (using school fire notices)

- Any special considerations (disability etc)

Signed (Hirer)

Date

Appendix 9

Guidance on a Temporary School Closure

Introduction

Closures related to severe weather, site issues or exceptional circumstances should be **reported via the notification box on the secure area of [Essex Schools Infolink](#)**. Schools are no longer required to contact the Schools Communication Team.

How does the notification system work?

Your school submits a notification via the secure area on Essex Schools Infolink. Once a notification is submitted it is instantly displayed on the Emergency Closures page on the Essex County Council website. You can submit a notification either on the day or the day before the closure. Closures for the next day will only display from 6pm the day before. Closures can be submitted by any colleague with secure access with a valid username and password. It is recommended to arrange a process with colleagues so that only one notification is submitted and that colleagues have access to their log in details at home and at work. Once a closure is submitted it is difficult to remove it from the Essex County Council website – please take care when submitting a notification to ensure it is correct.

Who should decide whether to close the school?

The County as a whole can experience severe or exceptional weather from time to time, though conditions can vary considerably from one area to another and for this reason the responsibility for decisions about an individual school's organisation on any particular day rests with the Headteacher. The Local Authority does not 'approve' temporary closure of individual schools.

Whilst schools should only be closed as a last resort (on grounds of severe weather or for other serious reasons, such as a funeral), it is for the Headteacher to decide whether or not to close the school, having due regard for health and safety considerations, as well as the implications for parents who may have to arrange childcare. Schools are expected to be open for pupils on 190 days each year.

The Head may wish to discuss the situation with the Chair of Governors, especially where the proposed closure is decided in advance.

Where should I direct parents so they know my school is closed?

Parents can see the full list of closures on the Essex County Council website. The page can be access using the below link and path:

Website Link - <http://www.essex.gov.uk/Education-Schools/Schools/Dates/Pages/Emergency-School-Closures.aspx>

Path – Visit Essex County Council’s homepage at www.essex.gov.uk and search for Emergency School Closures or click in to the Education and Schools area, click Schools, click Dates and click Emergency Closures.

The Emergency Closures page will update as and when notifications are received, therefore it is recommended to continue to check or refresh the page.

For any further queries or concerns please contact the Schools Communication Team on 01245 434745 or by email schools.communication@essex.gov.uk

Appendix 10.

What to do in the event of a bomb threat or terrorist attack

In the event that an intruder enters the building and uses weapons or threatening behaviour children and staff are encouraged to make their way out onto the school field and then disperse as far as possible away from the building. If possible a member of staff will collect the key for the gate at the bottom of the field and encourage everyone out through this point. All staff are well aware that they should Run - Hide - Tell. When safe to move everyone is encouraged to meet at The Swan Public House if safe or the Village Hall.

Lockdown Procedures

Although it is important to be prepared and have Lockdown procedures in place, it is vital that the children's welfare is considered throughout. The procedure needs to consider which members of staff need to be informed, depending on the type of occurrence to ensure that key staff are informed without unnecessarily alarming students or other staff.

Alarming/concerning students when unnecessary may cause them to become scared and develop a fear of going to school.

Communication is a key aspect in these situations so make sure that all emergency numbers are close to hand (preferably inputted into mobile phones already). Note that any mobile phones containing staff personal contact details should be password protected to protect data in accordance with the Data Protection Act.

The Reception team will probably be the first to hear about an emergency and pupils may be sharing on social media before

management know, which may raise other concerns.

Areas to think about:

- Bomb threats
- Search planning
- Evacuation/invacuation planning
- Guidance for firearms and weapon attacks
- Staff awareness and security culture
- Preparedness
- Physical security
- Mail handling
- Hostage situations

ALWAYS:

- Reassure staff, students and parents
- Review and implement proportionate protect and prepare security planning

Partial Lockdown – *this is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality), should the situation escalate.*

May be as a result of:

- A reported incident / civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school.
- A threat received by the school, ECC, media etc.
- A warning being received regarding the risk of air pollution
 - o In the event of air pollution, air vents should be closed (where possible) as an additional precaution. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

Immediate Action:

- Contact the Emergency Services if necessary
- All outside activity to cease immediately, pupils and staff return to building.
 - o Method of communication needs to be arranged so staff members can be alerted during break times.
- All staff and pupils to remain in the building with external doors and windows locked.
- Depending on circumstances, free movement within the building may be permitted

Once all staff and pupils are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services, which should then be communicated to staff and pupils.

Full Lockdown – *this signifies an immediate threat to the school and may be an escalation of a partial lockdown.*

Immediate action:

- Contact the Emergency Services if necessary
- All pupils return to base (classroom, tutor room or other agreed location, e.g. sports/assembly/dining hall)
- External doors are locked, classroom doors locked (where a member of staff with a key is present), windows locked, blinds/curtains drawn, pupils sit quietly out of sight (e.g. under desk or around a corner) somewhere not visible to external people.
- Register taken – the office will contact each class in turn for an attendance report.

Staff and pupils remain in lock down until it has been lifted by a senior member of staff/emergency services. At any point during the lockdown, the fire alarm may sound which is a cue to evacuate the building - although staff should be mindful that the fire alarm may have been activated by the intruder. Perhaps consider the use of hand bells in smaller schools.

During lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the central office as this

could delay more important communications.

Bomb Threat – upon receiving a message that a bomb has been planted in school.

Immediate Action:

- Ask questions such as: where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling, why the caller is doing this
- Listen closely to caller's voice and speech patterns and to noises in the background
- Notify the Headteacher/most senior member of staff
- Headteacher/most senior member of staff orders evacuation of all persons inside the building(s)
- Headteacher/most senior member of staff notifies police (call 999)

Evacuation Procedures:

- Headteacher/most senior member of staff warns students and staff (do not mention "Bomb Threat". Use standard fire drill procedures:
 - o Students and staff must be evacuated to a safe distance outside of school building(s)
 - o Teachers take register after being evacuated
- No one may re-enter the building(s) until the entire building(s) is declared safe by fire or police service
- Headteacher/most senior member of staff notifies students and staff of termination of emergency.

Where examinations are taking place (advice from [JCQ – Joint Council for Qualifications](#)):

- Immediate Action:
 - o Evacuate the examination room in line with the instructions given by the appropriate authority
 - o Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
 - o Make a note of the time of the interruption and how long it lasted
 - o Make a full report of the incident and of the action taken, and send to the relevant awarding body

It is recommended that schools check on the relevant awarding board websites for any further/updated recommendations. For

schools undertaking SATs they should check the Test Administrator's Guide for any further recommendations.

Further Information

Further information is available from [Gov.uk](https://www.gov.uk) and includes the [Stay Safe Film – 'Run, Hide, Tell'](#) and [Emergency Planning and Response](#).