



SCOTT EMERGENCY PLAN

Issue No: 28

Date 03.12.13

Purpose

“An incident might be designated as a critical incident where the result is likely to have a serious impact upon the school, a serious disruption to the running of the school, or significant public and / or media attention on the school.”(Managing Critical Incidents in school 2008).

A critical incident can be defined as a situation which results in:

- Loss of life/serious injury to establishment personnel or pupils,(or to members of the public on school/Borough premises).
- Significant fire/ flood incidents, which are too large for the cleaners and Site Agent to handle.
- Significant structural damage to the building leading to possible school closure.
- Other disasters/ tragedies.

Aims

The main aims of any critical incident response is to:

- Protect life and ensure the safety of pupils and staff.
- Protect the school infrastructure and facilities.
- Lessen the impact and escalation of the incident.
- Wherever possible to protect and secure the assets of the school.
- Wherever possible and practicable, ensure that the school is able to remain open.

Procedure

To ensure that we are ready to respond to a critical incident, it is vital that we have up to date information, on and off-site. It is also vital that we know where this information is kept and that we have access to it 24 hours a day on and off the school site. In the event of an emergency we may need to contact and inform many different people and organisations. The table below shows which information is in place at Scott.

Information Required	In Place	Needs to be done.	Not Relevant	Person Responsible.
Telephone numbers of all staff 24 hours.	X			A. Barker/ Admin Officer
Contact numbers for all parents.	X			A.Barker/ Admin Officer
Contact list of all people, groups, used by the school.	X			A.Barker/ Admin Officer
Names and contacts of all key holders.	X			A.Barker/ Admin Officer
Names and contact numbers for school governors	X			A.Barker/ Admin Officer
Children's Data	X			A.Barker/ Admin Officer

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Resources and Information:

To ensure that we can return to normality as soon as possible, we need to have access to key resources and information. We have ensured that the following information is backed up and stored securely.

- Medical information relating to pupils and staff.
- Backups of key accounts, records, inventories, confidential information etc.
- School bank details.
- Copy of key policies.
- Inventory of assets.

School Premises and Building Issues.

If a critical incident were to occur that affects the school building itself, emergency services and other contractors may need to gain access to key parts of the school. By identifying key areas and locations of utility supplies and rooms where hazardous materials may be stored, the incident can be handled quickly and safely.

Information Required	In Place	Needs to be Done	Not Relevant	Person Responsible
Premises and site plans	X			Site Agent
Locations of gas, water, electric.	X			Site Agent
Location of COSSH materials	X			Site Agent
Copy of asbestos log.	X			Site Agent
Location of fire doors and emergency exits	X			Site Agent

A copy of the above documents will be kept at Beauchamp Middle School.

Current Procedures:

We have the following procedures and plans in place:

- Fire Procedures/ Evacuation Plans.(See Fire risk assessment).
- Lockdown Procedure.
- Procedures for Educational Visits.
- Risk Assessments for school site.
- Security initiatives on site e.g fencing, CCTV, burglar alarms.
- Procedures for school closure.

Preventative and Precautionary Measures:

Some incidents can be prevented and others minimized by taking some simple precautionary measures. At Scott, these include:

- Ensuring that all staff are familiar with the school's fire and emergency routine.
- Ensuring that all staff are familiar with our school's security regulations and ensuring that people not wearing a visitor's badge are challenged and escorted to the school office.
- Following the correct procedure with regards to school visits.
- Ensuring that pupils sign in/ out when they arrive late/ need to leave school in the middle of the school day.
- Ensuring that staff are aware of children in their class with health problems and ways in which they should be treated.(any child care plans).
- Ensuring that backups of important information are taken and stored in a separate building. Backups of the main school computer network are taken every 24 hours.
- Ensuring that staff never go alone to deal with a potentially violent situation.

The school office, wherever possible, should be used as the central liaison point for all incidents.

The central liaison point should have telephone and fax facilities.

The information in Appendix A clearly shows what action would need to happen

Monitoring

Most incidents are of a nature that staff and pupils deal with them on a daily basis. There is however, a range of events, which by their very nature, could strike at the heart of any school. These incidents may be those which the school cannot deal with by using their own internal resources, those incidents which need the assistance of outside organisations to support and assist in protecting pupils and returning the school to normality as soon as possible. In order to assess the risks to our school, we use the checklist below. (This should be carried out with committee members from the B&S group).

Risk	Risk Level	Action Required to mitigate effect.	Further Risk Assessment Required yes/ no
Accidents involving injury at school.	Medium	Risk assessment, monitoring accident book	No
Accidents involving death at school	Low	Risk assessment	No
Accidents involving injury away from school.	Medium	Risk assessment	No
Fire (Accidental)	Medium	Fire Plan Building & Site Inspections	No
Fire (Arson)	Medium	Fire Plan Security fencing & Cameras	No
Structural damage to buildings.	Medium	Building & Site Inspections	No
Contractor Failure.	Low	Risk assessment supplied by contractor & monitored by Site Agent	No
Flood.	Low	n/a	No
Severe weather.	Medium	Risk assessment	No
Serious misbehaviour.	Low	Ethos & atmosphere of school	No
Loss of key staff.	Low	Seek advice of LA	No
Failure of essential services, e.g, gas, electricity, water.	Low	Contact service provider	No
Health hazards from	Low	Control of Local	No

local businesses.		authorities Environmental agency	
Contagious illnesses.	Medium	Follow Health Agency guidelines	No
Main roads next to the school.	High	Lollipop Man Perimeter fence Local Authority Review	No
Intruder entering school.	Medium	Perimeter fence Security system CCTV	No
Missing pupils.	Low	Perimeter fence Registers, supervision, missing child policy	No
Theft/ vandalism.	Low	Perimeter fence Security system CCTV	No
Contaminated food/ water.	Low	Legionnaire disease log Cater link take responsibility	No

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination Act

Scott Lower School is committed to having due regard to the following

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

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

INCIDENT OCCURS

Headteacher is notified

Headteacher rings:

Local Authority requesting help

OUT OF OFFICE HOURS 0208 553 6114

Central Control Contacts a

Designated Senior Officer from the 'LA EMERGENCY SUPPORT TEAM'

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-coordinator.)

LA Team Co-coordinator	Senior Officer	Headteacher
<ul style="list-style-type: none">• Puts Support Team Officers on Standby• Attends site• Mobilises Support Team Officers as required	<p>Attends site to:</p> <ul style="list-style-type: none">• Assist/advise Headteacher/Nominee• Determines full needs• Takes action accordingly	<ul style="list-style-type: none">• Nominates on-site Co-ordinator• Identifies on-site facilities• Mobilises on-site Team (if appropriate)

Emergency Action List

Action by: Headteacher

Stage 1 - Initial Actions

- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Then consider whether Incident requires involvement of 'Local Authority Support Team'. Initial contact should usually be made with the Local Authority in emergencies in case they have wider significance.

If during term time

- Unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines & timetables.

If outside term time (or outside school hours)

- Arrange for:
 - The Site Agent to open certain parts of the school as appropriate and to be available (and responsive) to requests.
 - Immediate School Administration support.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.

- If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements. Try to postpone Media comment until after the LA's PR Officer arrived (who will be part of the 'Local Authority Support Team'). If you cannot, see Appendix 2 for some key points to remember.

NB: It is especially important that if names of those who may have been involved in the incident are known DO NOT release – or confirm – them to anyone, before those identities are formally agreed and parents are informed.

- If deputising for the Headteacher, try if possible to contact and brief her.
- Inform Chair of Governors-
 - Of Incident and, if appropriate, of involvement of 'Local Authority Support Team'.
 - They should standby to be available for interview by the Media.
- Call in the designated staff members to form the 'School Emergency Management Team', consisting of; Head teacher, Site Agent, Office Manager, Chair of Governors and nominate one as the On-Site Coordinator to oversee that Team on your behalf.
- Be prepared to receive many telephone calls.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 – Once established

Brief Staff Member acting as On-Site Co-ordinator to oversee the following: -

- If 'Local Authority Support Team' has been activated, arrange for On-Site facilities for the Team.
- Agree appropriate identification of staff by using badges
- Expect to see identification of Local Authority Support Team Officers.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring –
 - Sufficient help is available to answer the many calls that could be received (The Local Authority Support Team will be able to assist with a 'Help-Line')
 - Staff maintain records of all calls received
 - Brief, but up-to-date prepared statements are available to staff answering phones
 - Media calls are directed to the LA's PR officer
 - Care is taken when answering telephone calls
 - An independent telephone is made available for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted
 - Telephone staff are reminded that some calls could be bogus
- To arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged.
- To be aware of how colleagues are coping
- To arrange for all pupils to be told, in simple terms, at an early stage (ideally in small groups and initially by class teachers, wherever possible).
- To brief Team to discourage staff and pupils from speaking to the Media.
- To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

Parents:

- If pupils are involved, the contacting of parents will be an important early task (remember if it is a major Incident, the parents may well have already heard). It may be appropriate to ask the parents to come to the school for a briefing and support. This will need to be done with the utmost care.
- Maintain regular contact with parents.
- If Incident away from school seek Police advice whether parents should travel to the scene, or whether children should be taken home.

Staff:

- Remember to have regular breaks, and advise others to do so.

- Maintain regular contact with staff (Teachers and office staff). Make a point of seeing that all staff involved know each others' roles & responsibilities.
- Always try to think of something positive to say to staff & respond positively to ideas and suggestions
- Be available to see staff when required.
- Remember some members of staff may be so affected, that they will not be able to help in supporting children
- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support.
- If Incident is away from school, try to dissuade shocked staff from driving parents to the scene.

'Local Authority Support Team'

- Maintain liaison with 'Local Authority Support Team' Senior Officer for duration of Incident.

Stage 3 – Period following the close of the incident

- When appropriate, seek advice from 'Local Authority Support Team' and local clergy contact on special assemblies/funeral/memorial services.
- Prepare joint report with named Senior Officer, for Director.
- Arrange for a member of staff to make contact with any pupils either at home or in hospital.
- **Make sensitive arrangements for the return to school (as appropriate).**

Stage 4 – Longer term issues

The effects of some Incidents can continue for years. Thought will need to be given to:

- Work with Staff to monitor pupils informally
- Clarify procedures for referring pupils for individual help
- Be aware that some Staff may also need help in the longer term.
- Recognise and if appropriate, mark anniversaries
- Remember to make any new staff aware of which pupils were affected and how they were affected.
- Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Remember if the Incident does attract Media attention, it is likely that interest will continue for many weeks.

Emergency Action List

Action by: Emergency Management Team

Stage 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
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to sensitively inform staff and pupils to provide appropriate support
- Assist class teachers who will undertake classroom briefings
- Arrange special groups for very distressed pupils.

Stage 2 – Once Established

- Under guidance from School On-Site Co-ordinator, assist headteacher or school administrator
- Work with LA Support Team, headteacher and School On-Site Co-coordinator as directed.

Stage 3 – Period Following Close of the Incident

- As above

Emergency Action List

Action By: Administrative Staff

Stage 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

Appendix B

Points to note with media interviews

- Have another person with you, if possible, to monitor the interview, preferably the local authority PR officer.

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 control your emotions during interviews-especially if it is TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.