



EMERGENCY PLANNING POLICY

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|-------------------------------------|-----------------------------|
| Governing Body with Responsibility | Resources Committee |
| Proposed by Headteacher on | 15 th April 2016 |
| Agreed by Governors on | 9 th June 2016 |
| Staff Member Responsible for Review | Head Teacher / Bursar |
| Reviewed on | May 2017 |
| Chair's Signature | |
| Date of next review | June 2018 |

The Governing Body of St. Johns Walham Green CE Primary School have formally adopted this Policy.

ST. JOHN'S WALHAM GREEN CE PRIMARY SCHOOL

Filmer Road, Fulham, London, SW6 6AS

Telephone: 020 7731 5454

Headteacher - Ms Barbara Wightwick

Chair of Governors - Mrs Evie Hambi

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INTRODUCTION

An Emergency is “*An event or circumstance which happens with or without warning that causes or threatens injury to people, disruption to School operations, or damage to property or to the environment*”.

This document has been based on a template provided by the London Borough of Hammersmith and Fulham hereafter referred to as the LA (Local Authority). The Plan has been amended to suit the local requirements of the school.

This plan provides the actions that should be followed by the Headteacher, nominated deputy and the school management team in case of an emergency in school, on an education visit and in the wider community.

Examples of school emergencies include:

- A serious accident on or off the school premises
- A violent intrusion onto school premises - malicious persons, either in person or by means of arson or a bomb
- A fire in the school buildings
- The release of hazardous substances
- Severe weather such as floods, high winds, extreme storms etc.
- An epidemic of disease or illness
- The death or injury of a child, staff member or governor (through accident, suicide or murder)
- An incident in the community which is seen or experienced by the pupil(s) or staff
- An incident affecting relatives of pupils and which is known about within the school
- An incident affecting a nearby or comparable school

Any emergency affecting a school may afterwards be the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about the response to the incident is lost.

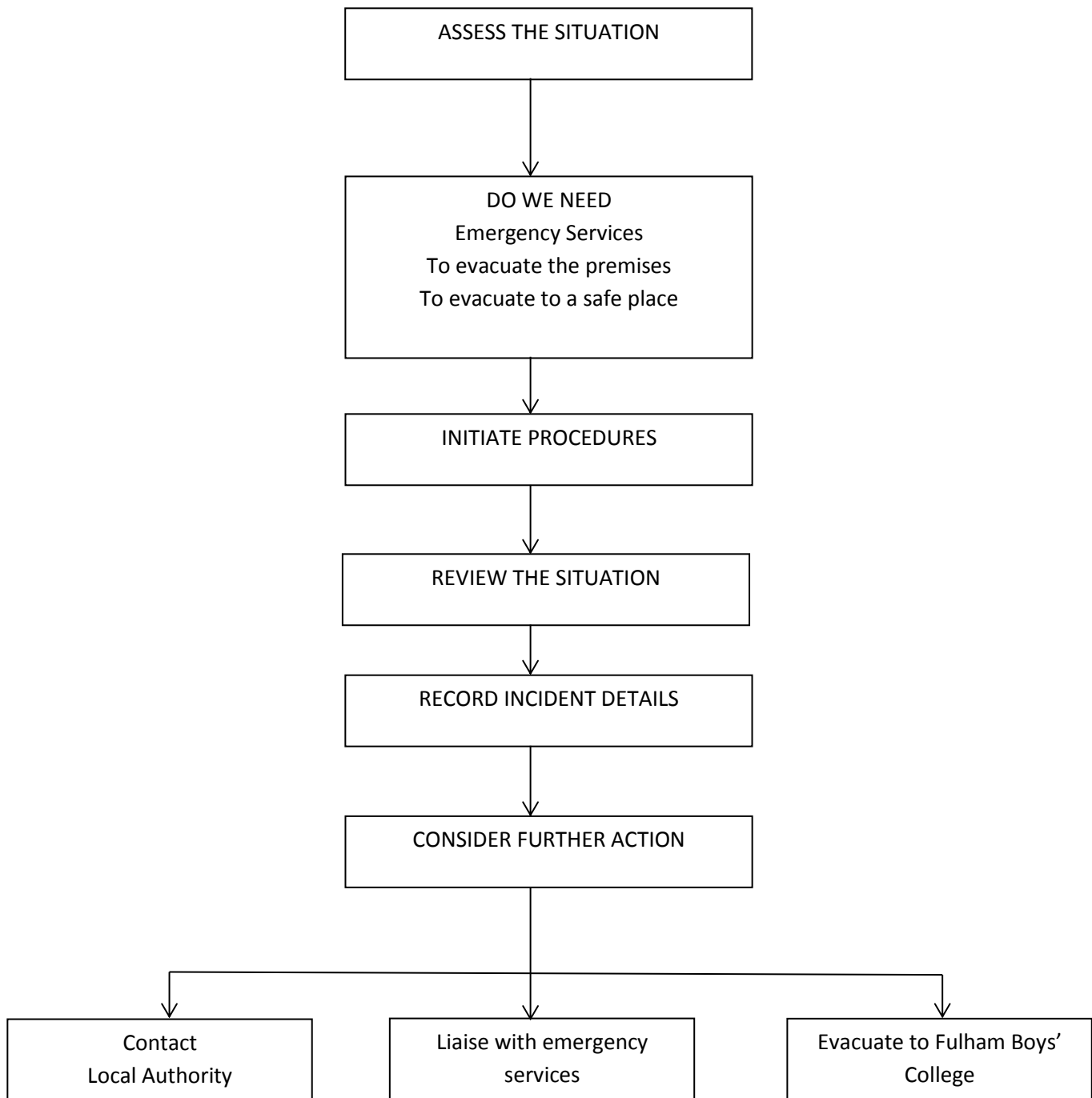
| | |
|---|-----------------------------------|
| Date of issue: September 2013 | Date of next review: June 2017 |
| Copies of this plan are kept at: <ul style="list-style-type: none">• Emergency Contact Forms File• After School Club• An electronic format that can be accessed on/off site• Fulham College Boys' School• St Johns Church | |
| Person/s responsible for reviewing plan: Headteacher/Bursar/Health and Safety Governor | |

ROLES AND RESPONSIBILITIES

Our School Plan identifies the staff below to fulfil the following roles. Please refer to Job Cards on page 26 for details about responsibilities of each role.

| ROLE | 1st in line | 2nd in line |
|-----------------------------------|-------------------------------|-------------------------------|
| INCIDENT MANAGER | Head Teacher | Deputy Head Teacher |
| NEXT OF KIN/PARENT LIAISON | Senior Admin Officer | Admin Assistant |
| ADMINISTRATOR | Senior Admin Officer | Bursar |
| SITE | Site Manager | Bursar |
| COMMUNICATIONS | Head Teacher | Deputy Head Teacher |
| CASUALTY AND WELFARE | Senior Admin Officer | Admin assistant |
| EDUCATIONAL VISITS | Head Teacher | Trips Coordinator |

PHASE 1: IMMEDIATE ACTION



EVACUATION PROCEDURE

Signal to be used to evacuate to the assembly point: fire alarm.

Location of initial assembly point: onsite: Main Playground

Primary Evacuation Location: **Fulham College Boys' School**
Kingwood Road
London SW6 6SN
Tel: 020 7381 3606

Secondary Evacuation Location: **St John's Church**
North End Road
Fulham
London SW6 1PB
Tel: 020 7385 7634

On hearing the signal, all staff, pupils and visitors will evacuate the premises in an orderly manner. All teachers in control of a class will:

- Lead children by the nearest safe route to the assembly point/safe area
- Carry out the roll call procedure
- Notify the incident manager of any persons unaccounted for
- Ensure children remain at the assembly point/safe area
- Await further instruction from the incident manager

Vulnerably persons will be evacuated in accordance with the personal emergency evacuation plans developed for those individuals. Copies are attached to this plan.

On hearing the evacuation signal:

- The Emergency Contact Form File will be collected by SENIOR ADMIN OFFICER
- School registers will be collected by SENIOR ADMIN OFFICER/Admin Assistant
- School visitor's book will be collected by SENIOR ADMIN OFFICER
- Pupil's medications will be collected by Admin Assistant
- First aid box will be collected by: classroom staff

Each class teacher will take the register when all pupils assemble at evacuation site, then pass registers to **SENIOR ADMIN OFFICER**.

Kitchen staff evacuate to main playground.

Staff in charge of extended/after school clubs will take the following action:

- Evacuate pupils to main playground via doors leading to playground. Keep pupils in safe area and await further instructions.

LOCK DOWN PROCEDURE

Lock down procedures are required when it is safer to keep staff and pupils indoors rather than invoke evacuation processes. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally, of air pollution (smoke plume, Gas cloud etc.)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

Alert to staff:

Staff will be alerted to the activation of a school lock down through the school telephone communication. The phone message “Full Lock Down” will signify an immediate threat to the school and start the immediate action.

Lock Down Immediate action:

- All pupils return to classrooms and should remain there
- Teachers are to immediately take the register and email /call the office confirming registration of class
- Staff should notify the office immediately of any pupils not accounted for via email or mobile phone
- Pupils who are outside of the school buildings are brought inside as quickly as possible, unless this endangers them and others.
 - Pupils that remain outside the school building will be evacuated to the primary evacuation site by the accompanying adult
- Staff should encourage the pupils to keep calm
- External doors are to be locked. Classroom doors are to be blocked
- During the lockdown, staff will keep agreed lines of communication open
- As appropriate, the school office will establish communication with the Emergency Services and notify the Local Authority.
- Pupils will not be released to parents during a lockdown
- Staff and pupils remain in lock down until it has been lifted by a senior member of staff / emergency services
- If it is necessary to evacuate the building, the fire alarm will be sounded

Communication between parents and the school:

- Parents will be told that during a school lock down situation the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out.
- Parents will be notified as soon as it is practicable to do so via text messaging. Any incident or development will be communicated to parents as soon as is possible.
- Parents should be given enough information about what will happen so that they:
 - Are reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety
 - Do not need to contact the school. Calling the school could tie up telephone lines that are needed for contacting emergency providers
 - Do not come to the school. They could interfere with emergency provider's access to the school and may even put themselves and others in danger
 - Wait for the school to contact them about when it is safe for you to come get their children, and where this will be from

Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown. Emergency Services will support the decision of the Head teacher with regarding the timing of communication to parents.

INCIDENT INFORMATION SHEET

Information about an incident may come from a number of sources. Whoever receives the alert should ask for, and record, as much information as possible.

| | |
|--|-------------|
| INCIDENT DATE | TIME |
| INCIDENT LOCATION: | |
| WHAT HAPPENED | |
| CASUALTIES (NUMBER/NATURE OF INJURIES) | |
| EMERGENCY SERVICES (Those involved/advice given) | |
| EVACUATION On-site evacuation or evacuation to alternative safe place | |
| DAMAGE TO PROPERTY Details of any known damage | |
| HAZARDS Any known continuing hazards | |

INCIDENT INFORMATION SHEET: EDUCATIONAL VISITS

Information about an incident may come from a number of sources. Whoever receives the alert should ask for and record as much information as possible.

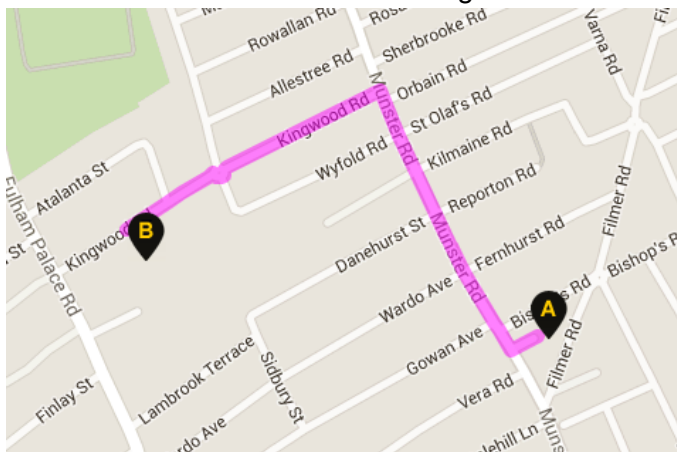
| | | | |
|---|-------------|----------|-------|
| DATE | TIME | | |
| CLASS INVOLVED | | | |
| PERSON IN CHARGE | | | |
| PERSON REPORTING INCIDENT | | | |
| PLACE BEING VISITED | | | |
| LOCATION OF INCIDENT | | | |
| | | | |
| WHAT HAPPENED | | | |
| CASUALTIES (Number/nature of injuries) | | | |
| CASUALTY LOCATION/S (eg HOSPITAL) | | | |
| LOCATION OF SCHOOL PARTY (eg HOTEL) | | | |
| ADVICE FROM EMERGENCY SERVICES | | | |
| OTHER ACTION TAKEN | | | |
| NUMBER OF PEOPLE ON VISIT | PUPILS | TEACHERS | OTHER |
| | | | |

EVACUATION SITE DIRECTIONS

Primary Evacuation Site

Fulham College Boys' School
Kingwood
London SW6 6SN

Estimated time: 20 minutes walking Facilities: Toilets, shelter, running water, phone line

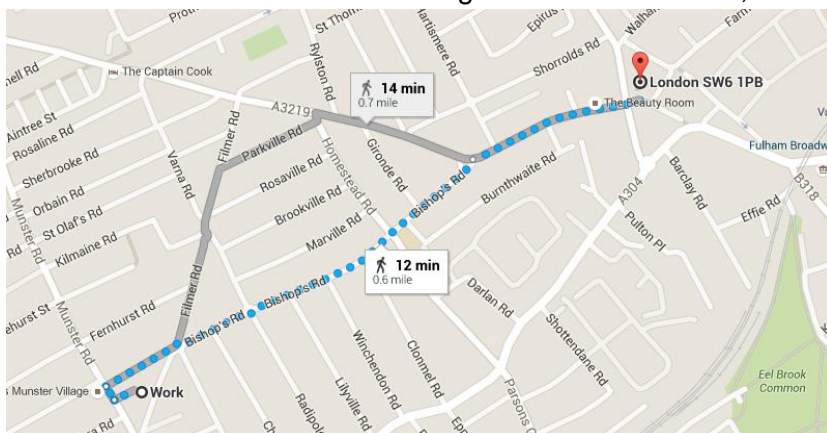


A = St. John's CE Walham Green Primary School
B = Fulham College Boys' School

Secondary Evacuation Site

St Johns Church
North End Road
Fulham
London SW6 1PB

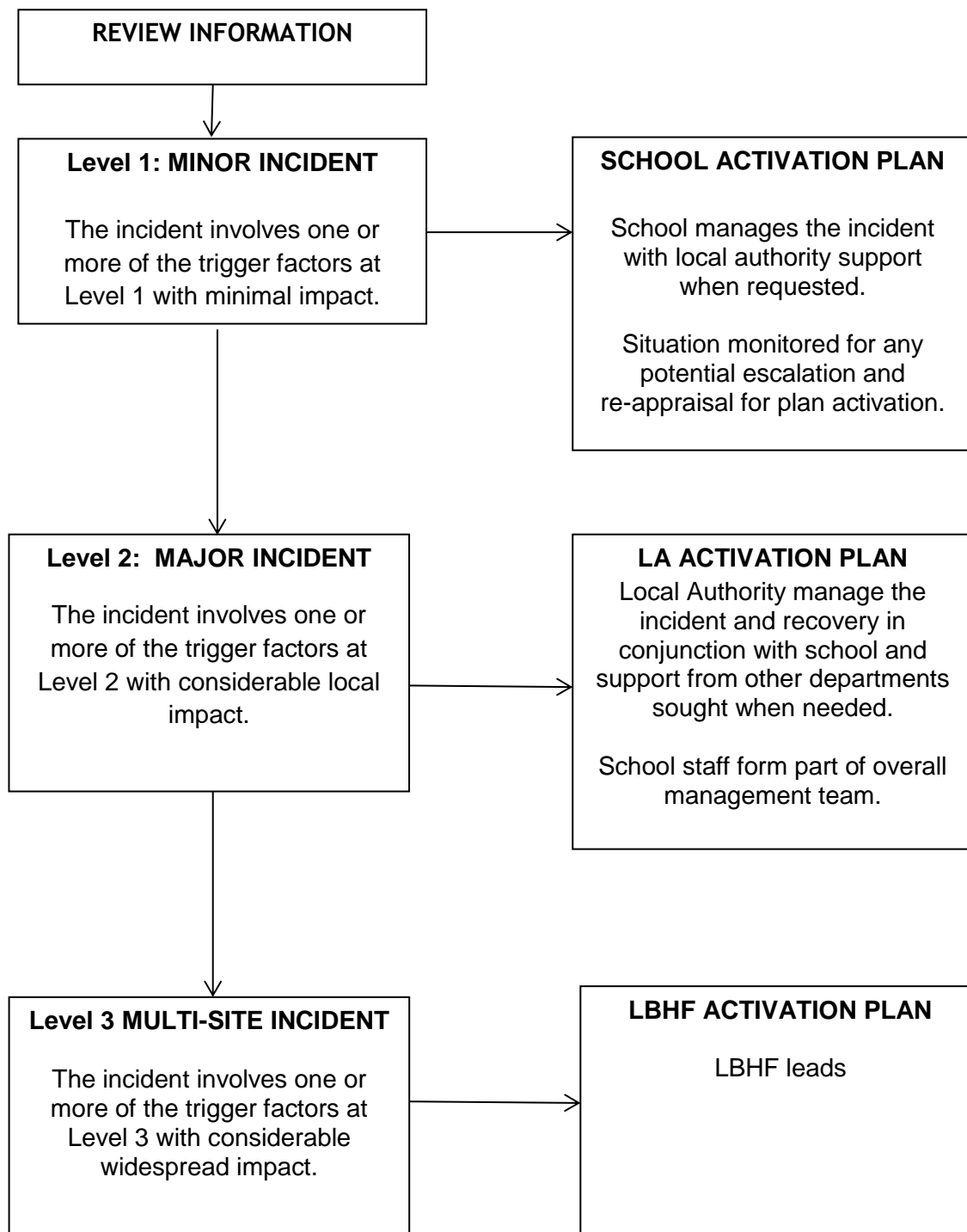
Estimated time: 12 minutes walking Facilities: Toilets, shelter, running water, phone line



Work = St. John's CE Walham Green Primary School
London SW6 1PB = St Johns Church

PHASE 2: PLAN ACTIVATION

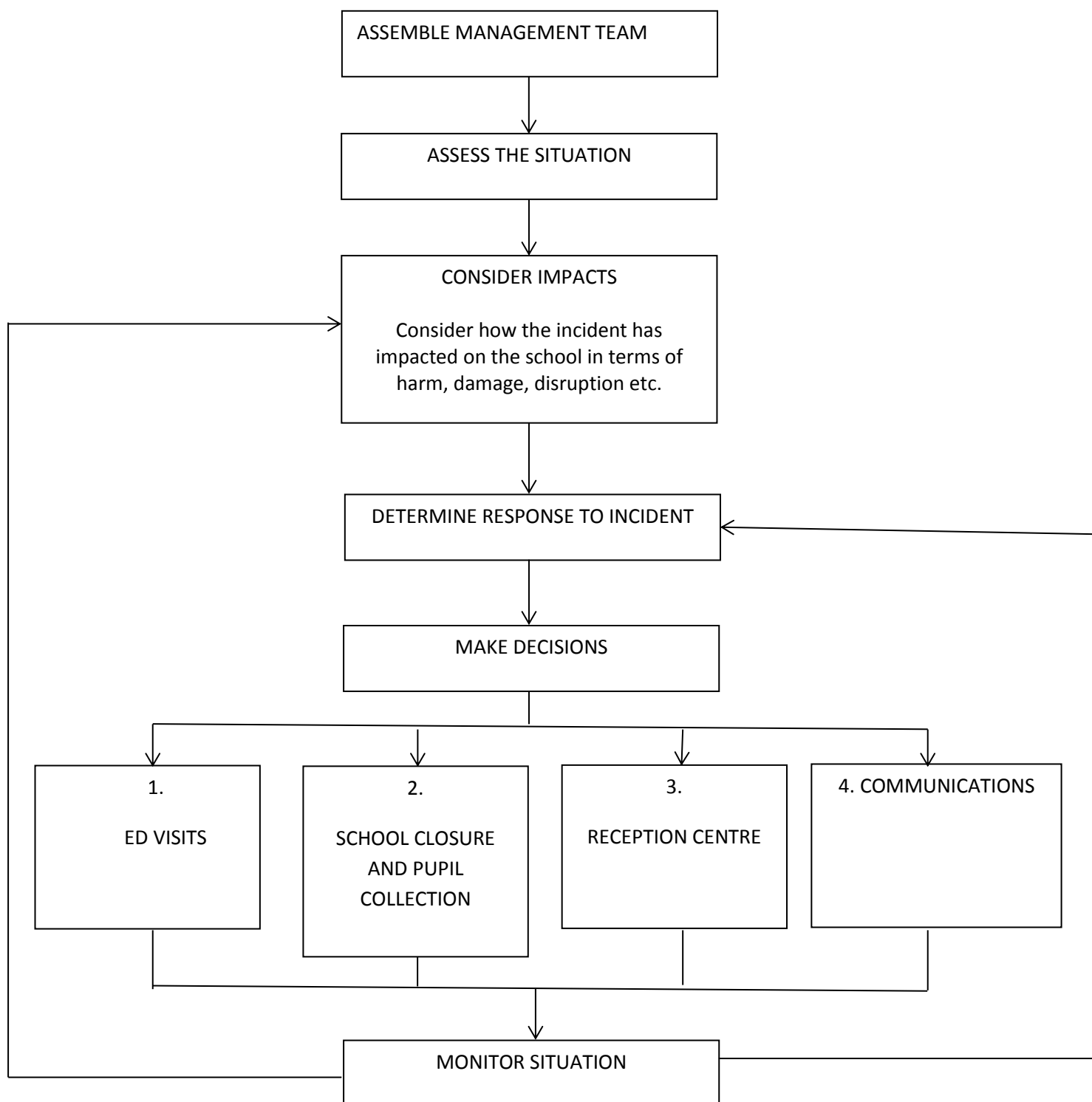
The following flowchart and trigger levels can be used to determine what further action is required in relation to the incident. This may be done in conjunction with the Local Authority.



ACTION TRIGGER LEVELS

| Factor | Level 1 | Level 2 | Level 3 |
|------------------------------|--|--|--|
| PREMISES | Minor or moderate loss/denial of access to main school building | Major or complete loss/denial of access of main school building | Widespread levels of loss/denial of access to a number of establishments |
| PEOPLE | Single person involved with minor injuries or harm requiring local first aid provision | Single person involved – serious injuries/death or multiple casualties requiring professional treatment. Potential serious harm to persons (eg abduction). | Multiple deaths or injuries requiring professional treatment across numerous sites. |
| SCHOOL TRIPS | Single person involved with minor injuries or harm. Local trip capable of returning to school unaided. | Single person involved – serious injuries/harm or multiple minor casualties. School trip domestic or overseas requiring assistance to return home. | Multiple deaths or serious injuries. Numerous school trip parties unable to return home (domestic or overseas) |
| UTILITIES | Partial loss of a utility for a short period of time. Limited damage to plant and equipment. | Loss of numerous utilities for a week or more. Major damage to various items of plant and equipment. | Complete loss of all utilities in numerous sites with extensive damage to plant and equipment. |
| ICT | Loss of administrative or educational data and hardware. Short-term loss of communication systems. | Loss of schools network and/or communications systems. Loss of school related Council systems | Total loss of all Council and schools ICT system. |
| SUPPLIERS | Short term loss of local school contractors. | Loss of specific critical contractors for extended period of time. | Total loss of borough wide contractors (catering) for extensive period of time. |
| EDUCATIONAL MATERIALS | Limited loss of educational materials | Total loss of all educational materials | Total loss of all educational materials |
| OTHER | | | |

PHASE 3: MANAGE THE RESPONSE



TACTICS

TACTICS: EDUCATIONAL VISITS

The following action should be taken:

- Identify all educational visits that are underway
- Identify those educational trips that may be directly and indirectly effected by the incident
- Contact group leaders for those groups identified as being effected
- Consider if the educational trip members need to return from the trip
- Make arrangements for the trip to return or for parents/next of kin to attend location.

TACTICS: SCHOOL CLOSURE

The following action should be taken:

- Assess the need to close the school fully or partially based upon the information available
- Assess the need to close additional services that are provided (e.g. breakfast clubs, after-school clubs etc.)
- Identify any transport needs particularly for vulnerable pupils
- Put in place children collection and release procedures
- Determine method for informing parents of school closure
- Inform parents of closure and of collection procedures
- Put in place arrangements for pupils who are not collected
- Identify who else will need to be informed of closure/partial closure (e.g. Chair of Governors etc)
- Identify procedures for keeping stakeholders informed of ongoing closure (e.g. ICT Technician for publishing on website)
- Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time
- Ensure the security of the school premises during period of closure

TACTICS: RECEPTION CENTRE

The following action should be considered:

- Determine if parents/next-of-kin of those harmed/involved will need to attend the school/alternative site
- Determine if pupils need to be collected from school or an alternative site following site evacuation/school closure
- Consider how many parents/next-of-kin may need to be accommodated
- Consider if the police or other agencies will need to speak to parents/next-of-kin
- Identify areas that can be used as reception centres
- Identify sufficient staff to be present at the reception centre and brief them.

TACTICS: COMMUNICATION

Notification of incident and provision of ongoing information:

- Identify who will need to be informed of incident (e.g. pupils, parents, governors etc.)
- Determine the information that needs to be provided about the incident
- Determine how the information is to be provided (e.g. letter to parents, parent call, website, pupils/staff briefings etc.)
- Decide who is responsible for delivering what message to what persons
- Ensure that messages are authorized before they are delivered
- Keep under review information and messages as incident progresses

Decide the most appropriate method of contacting relatives of pupils/staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.

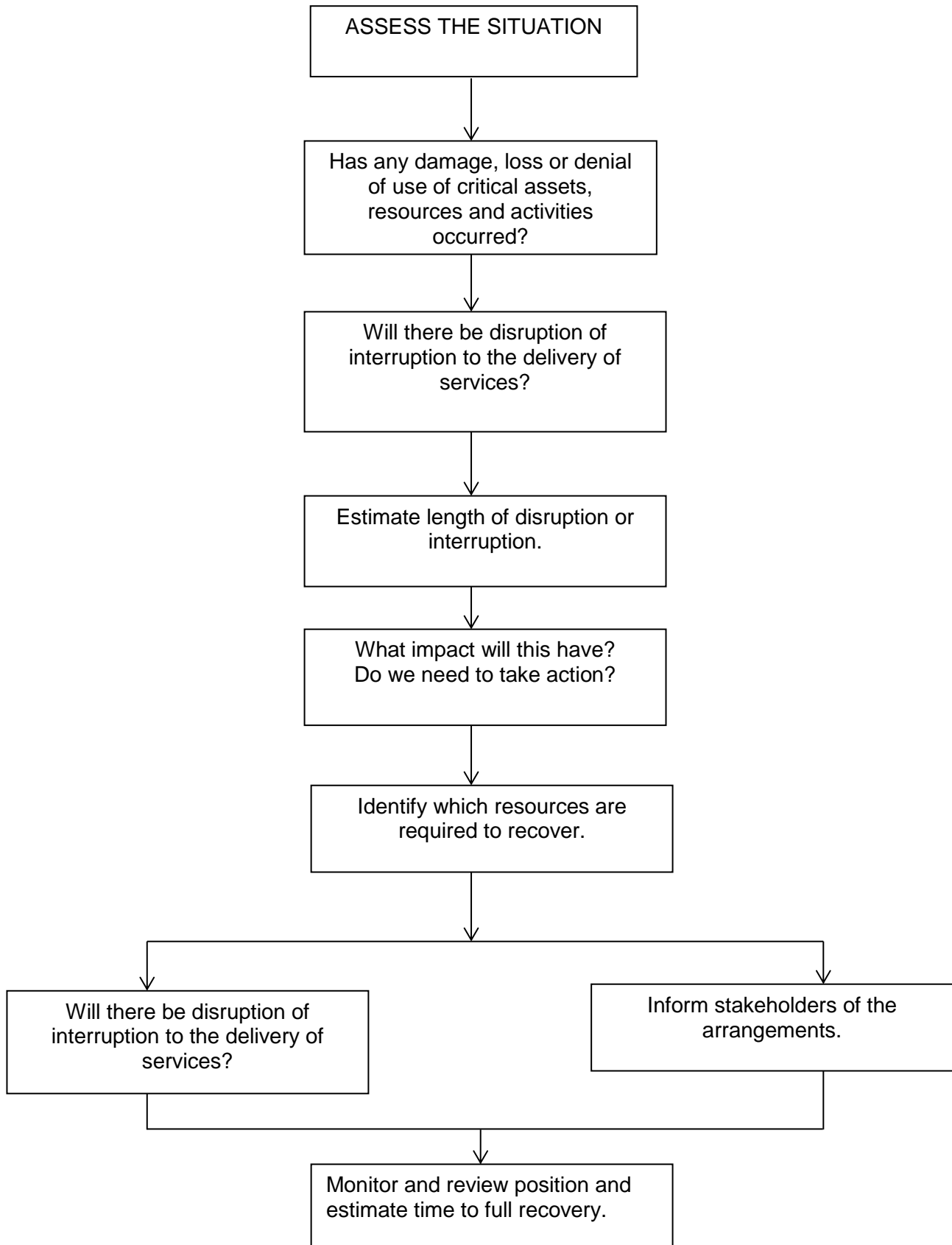
Incoming enquiries and requests for information:

- **Prepare a response for parents/next-of-kin**
- **Nominate person to respond to enquiries**
- **For parents/next-of-kin obtain confirmation of identity before providing information**
- **For press enquiries, refer to the corporate communications team**
- **Ensure a direct contact number is available for incoming calls**
- **Prepare a message on the school answer machine.**
-

The following action should be taken where press enquiries are made:

- Seek advice from corporate communications
- Prepare a written statement in conjunction with corporate communications
- Brief staff and, if necessary, pupils on talking to media
- Advise parents/next-of-kin on talking to media.

PHASE 4: MANAGE RECOVERY



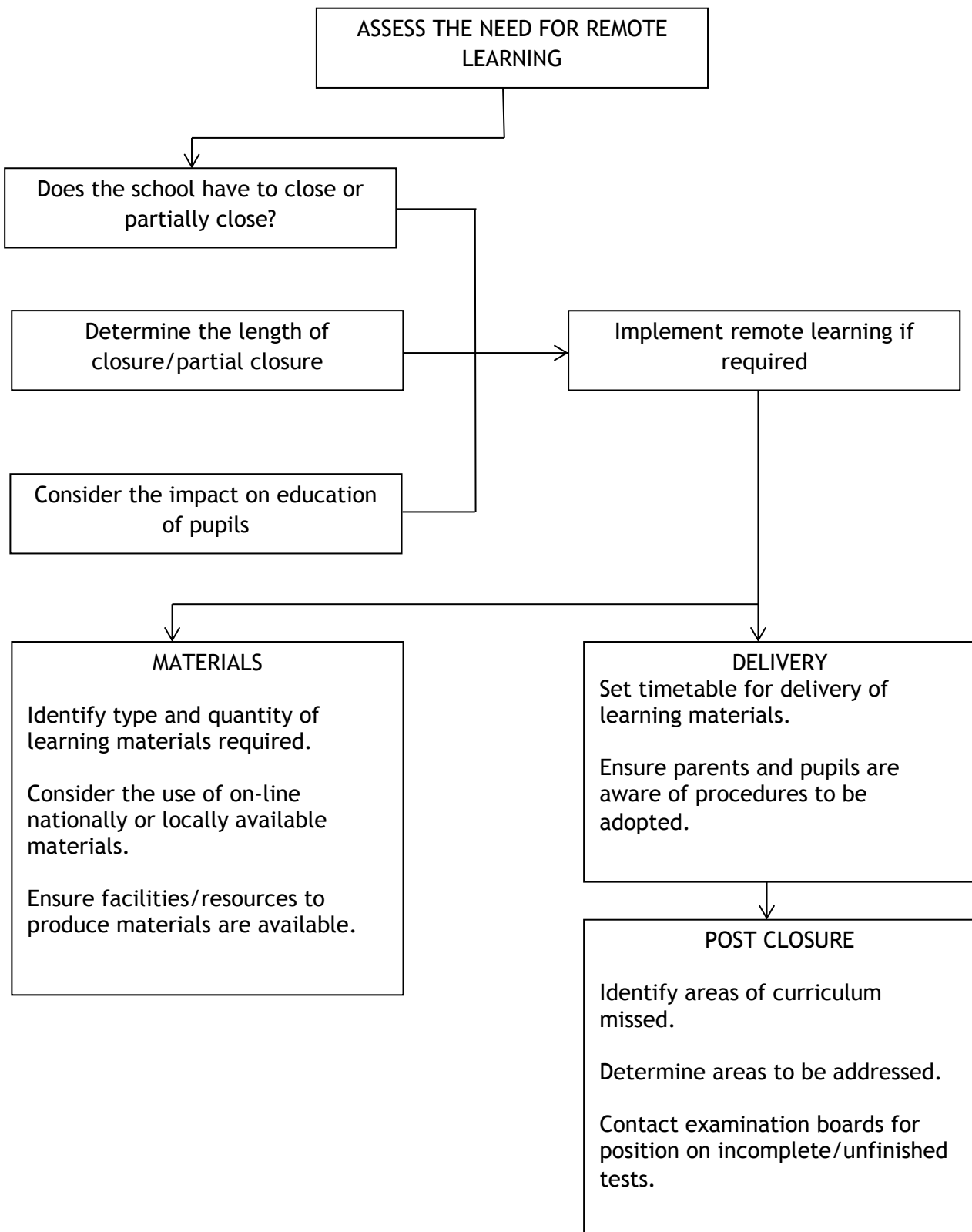
POTENTIAL IMPACTS OF INCIDENT

| AREA | POTENTIAL INCIDENT IMPACTS |
|---------------------------------|---|
| Education | Disruption to examinations Disruption to general education Lost teaching days |
| Educational visits | Loss of contact with school party/group leader School party unable to return on time School party stranded in UK School party stranded overseas |
| Pupil welfare/well-being | Major injury or harm to pupil/s Concern/upset over friends involved Loss of supervision and behavioural issues Loss of support for SEN children Loss of free school meals Ongoing health and safety concerns |
| Parents/Guardians | Large number of enquiries to school Parents unable to get information (site evacuated) Parents arriving at school site Concern/anger over failure in duty of care |
| Premises | Denial of access to premises (whole or partial) Damage to property, assets and facilities Loss of vital utilities Loss of ICT and communications Loss of supplies and suppliers |
| Press/Media | Large number of press enquiries Press arriving at scene Press intrusion (pupils, parents, staff) Social media use by staff, pupils, parents, press |
| Extended Services | Disruption to service delivery Loss of income |
| Staff | Major injury or harm to member of staff Loss of key staff members Stress and psychological issues over colleagues Loss of personal goods and information |
| Statutory | Breach of statutory duty Crime scene and crime investigation Enforcing authority investigation LBHF investigation |

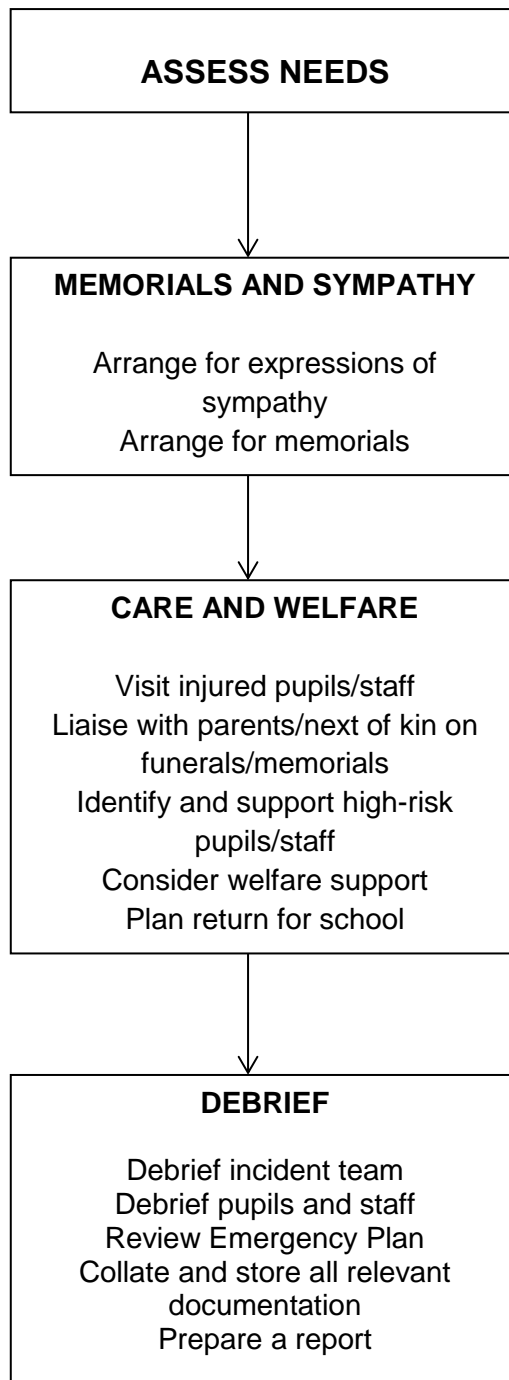
RESPONSE AND RECOVERY

- Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.
- Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary)
- Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible
- Work with school staff and other organisations to restore the usual school routine as a matter of urgency
- Put in place arrangements for remote learning, if necessary
- Work with the 'communication' role to ensure staff, pupils and parents/carers are informed of any changes to the school routine
- Make an inventory of any equipment which has been damaged. Arrange for important items/documentation to be salvaged, restored or replaced.

REMOTE LEARNING PLAN



WELFARE AND DEBRIEF



WELFARE AND SUPPORT

- Establish arrangements to meet the needs of pupils, staff, parents/carers, visitors and responders
- Identify those who may require additional support, SEN, medical, etc.
- Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.
- Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.
- Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.
- Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.
- Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards/messages to those affected.

JOB CARD: INCIDENT MANAGER

PRIMARY FUNCTION: Coordinates the school response to the incident and manages the school team.

| | | |
|----------------|---|--|
| REACT | Establish a basic overview of the incident | |
| | Determine if blue light services are required | |
| | Determine whether to evacuate/invacuate premises | |
| | Gather basic information (Incident Information Sheet) | |
| | Inform Children’s Services of the incident | |
| | Determine if evacuation of the site is required | |
| RESPOND | Determine if emergency plan requires activation | |
| | Identify who needs to be informed of the incident | |
| | Assign staff members to management team roles | |
| | Gather management team together at designated location | |
| | Ensure staff are clear on designated responsibilities | |
| | Re-assess the situation | |
| | Consider incident impacts and determine initial response | |
| | Ensure Decision Log is started | |
| | Implement Tactics: Communications | |
| | Implement Tactics: Educational Visits | |
| | Implement Tactics: School Closure | |
| | Implement Tactics: Reception Centre | |
| | Continue to liaise with other agencies/blue light services | |
| | Monitor the situation, continue to take decisions and record actions | |
| RECOVER | Assess the situation with other stakeholders (LEA, insurance etc) | |
| | Determine interruptions and disruptions and how long they will last | |
| | Identify potential impacts and action to be taken | |
| | Identify resources required to recover | |
| | Consider how normal school life may be maintained | |
| | Consider the need for remote learning | |
| | Ensure stakeholders are kept informed | |
| | Ensure post-incident support is available | |
| | Complete any necessary forms and paperwork | |
| | Arrange a debrief for staff | |
| | Represent the school at other debriefs and where necessary produce report | |
| | Review emergency plan | |
| | Share lesson learnt with other schools | |

JOB CARD: PARENT LIAISON

PRIMARY FUNCTION: Acts as the link and point of contact between the school and the parents/guardians of school pupils.

| | | |
|----------------|--|--|
| REACT | Assist with evacuation/invacuation if parents on-site | |
| | Obtain up-to-date list of parent contact details for all pupils | |
| | Provide parent contact details to police where requested | |
| | Liaise with 'Casualty & Welfare' to identify pupils that may be casualties and provide parent contact details | |
| | Liaise with 'Casualty & Welfare' to identify pupils that may be vulnerable and provide parent contact details | |
| | Liaise with 'Casualty & Welfare' and emergency services to identify pupils that may be missing and provide parent contact details | |
| RESPOND | Liaise with 'Communications' to identify dedicated telephone for incoming calls from parents and answer calls to pre-prepared message (see Tactics: Communication) | |
| | Liaise with 'Communications' to prepare outgoing message/s for parents and method of delivery (see Tactics: Communication) | |
| | Liaise with 'Casualty & Welfare', 'Communications' and police over communication with parents of pupils who are casualties, missing or vulnerable | |
| | Implement 'School Closure' procedure where necessary (see Tactics: School Closure) | |
| | Liaise with 'Casualty & Welfare' and 'Educational Visits' to identify appropriate reception area for parents (on-site or off-site)(see Tactics: Reception Centre) | |
| | Identify appropriate number of staff required to manage the reception area | |
| RECOVER | Implement 'Remote Learning' plan where necessary | |
| | Keep parents informed of recovery procedures/school re-opening timetable | |
| | Where appropriate, obtain and offer further contact numbers to parents for support or additional information | |
| | Keep parents informed of memorials, sympathy arrangements etc | |
| | Inform parents of school re-opening procedures | |
| | Review procedures and attend debriefs | |

JOB CARD: ADMINISTRATOR

Primary Function: Supports Incident Manager on initial actions. Maintains a central decision log and records any information received or relayed. Provides general support to other team members.

| | | |
|----------------|--|--|
| REACT | Contact emergency services when requested by Incident Manager | |
| | Initiates evacuation/invacuation procedures when requested by Incident Manager | |
| | Collect 'School Emergency Pack' (grab bag) | |
| | Collect copy of Emergency Plan and Guidance | |
| | Contact alternative evacuation site/s where necessary | |
| | Gather basic information and complete Incident Information Sheet with Incident Manager | |
| RESPOND | Inform relevant parties identified by Incident Manager of incident/plan activation | |
| | Ensure those with incident management roles/responsibilities meet at pre-arranged location | |
| | Ensure that refreshments, supplies and equipment required are available | |
| | Commence master log of decisions and actions taken | |
| | Continue to collate incident updates and relevant information | |
| | Provide support and assistance to other team members | |
| RECOVER | Arrange debriefs for staff involved in managing the incident | |
| | Attend debriefs and take notes | |
| | Review 'Administrator' procedures | |
| | Collate all relevant information, documentation and other related data | |
| | Ensure records and documents related to the incident are archived securely | |
| | Provide records and documents to relevant external agencies when requested | |

JOB CARD: SITE

PRIMARY FUNCTION: Supports other team members with premises related issues and ensure the security of the site and those occupying the site.

| | | |
|----------------|---|--|
| REACT | Support 'Administrator' in implementing evacuation/invacuation procedures | |
| | Collect 'Premises Information' folder and provide information to emergency services | |
| | Meet emergency services and ensure that they can gain access where needed | |
| | Act as liaison between emergency services and management team if site is evacuated | |
| | Prevent access to the site by unauthorized persons or to ensure the safety of others | |
| | Ensure on-site assembly point remains secure and safe | |
| RESPOND | Liaise with 'Administrator' to ensure on-site facilities, if required have the necessary supplies and equipment | |
| | Liaise with 'Parent Liaison', 'Casualty & Welfare' and 'Educational Visits' to identify safe and secure reception areas | |
| | Prevent unauthorized persons/media from entering the premises | |
| | Assist in recording details of authorized visitors to the site and provide means of identification | |
| | Ensure parents/next-of-kin are directed to appropriate reception areas | |
| | Take action to secure premises if school is closed or points of access have been damaged | |
| RECOVER | Assist in identifying any damage or losses to the site, plant and equipment | |
| | Liaise with contractors, insurers, salvage experts and loss adjusters to make site safe and assess damage | |
| | Provide information to management team of estimated timescales for repair and restoration | |
| | Work with suppliers to replace plant and equipment lost or beyond repair | |
| | Identify suitable locations for leaving of sympathy message, flowers etc | |
| | Maintain security of premises during any period of extended closure | |

JOB CARD: COMMUNICATIONS

Primary Function: Coordinates all communications functions and acts as liaison between school and local authority press officer.

| | | |
|----------------|---|--|
| REACT | Assist in evacuation/invacuation of the site and alerting staff of incident | |
| | Obtain details of incident from 'Administrator' | |
| | Liaise with emergency services in responding to immediate media enquiries | |
| | Liaise with 'Parent Liaison' in responding to immediate parent enquiries | |
| | Inform and seek support and information from LA communications officer | |
| | Report serious incidents to the appropriate authorities | |
| RESPOND | Prepare basic facts statement in conjunction with LA press officer and advise staff on talking to parents and press | |
| | Liaise with 'Parent Liaison' to identify dedicated telephone that can be used for incoming calls | |
| | Liaise with press officer to identify dedicated line that can be used for media incoming calls | |
| | Ensure those answering incoming enquiries are aware of the approved message to give | |
| | Liaise with 'Casualty & Welfare', 'Parent Liaison' and police over contacting parents of pupils who are casualties, missing or vulnerable | |
| | Identify strategy to be used to provide out going information on incident, school closure etc (see Tactics: Communication) | |
| | Liaise with 'Site' to ensure media do not gain unauthorized access to the site, staff or pupils | |
| | Liaise with 'Administrator' to gather information as incident progresses | |
| | Monitor media response to incident in conjunction with press officer and react accordingly | |
| RECOVER | Keep media informed of developments in the recovery process | |
| | Be aware of media interests/potential intrusion into memorials etc | |
| | Liaise with 'Parent Liaison' and 'Casualty & Welfare' to provide advice and guidance to parents on talking to the media | |

JOB CARD: CASUALTY & WELFARE

PRIMARY FUNCTION: Coordinates initial response to casualties and acts as point of contact for next-of-kin/parents of pupils

| | | |
|----------------|--|--|
| REACT | Assist with any evacuation/invacuation of those with vulnerabilities | |
| | Coordinate actions involving first aid and administration of medicines | |
| | Ensure all persons are accounted for/report on missing persons | |
| | Identify any vulnerable persons directly/indirectly involved in the incident | |
| | Record details of those injured/missing etc and liaise with 'Parent Liaison' | |
| | Keep accurate records of anyone admitted to hospital or treated by the emergency services | |
| RESPOND | Establish arrangements necessary to meet welfare needs of pupils, staff, parents, visitors | |
| | Liaise with 'Communications', Parent Liaison' and police regarding contacting parents/next-of-kin of those harmed, missing etc | |
| | Organise for a member of staff to attend hospital/s where those harmed have been taken | |
| | Liaise with 'Parent Liaison' and 'Site' to ensure parents can collect vulnerable pupils at appropriate reception area | |
| | Monitor the on-going well being of pupils and staff directly involved but unharmed | |
| | Seek support and advise from LA educational welfare and educational psychologists | |
| RECOVER | Organize memorials/sympathy procedures | |
| | Organize appropriate on-going welfare and support to pupils and staff (see Tactics: Welfare and Support | |
| | Attend debriefs and keep managers informed of ongoing issues | |
| | Review procedures and share lessons learnt | |

JOB CARD: EDUCATIONAL VISITS

PRIMARY FUNCTION: Acts as point of contact for group leaders undertaking educational visits at the time of the incident.

| | | |
|----------------|--|--|
| REACT | Identify any school trips being undertaken and collect relevant documentation | |
| | Determine what trips will be affected (directly or indirectly) | |
| | For trips directly involved, liaise with 'Administrator' to ensure that Incident Information Sheet is completed | |
| | Identify any vulnerable pupils on trips from documentation | |
| RESPOND | Liaise with 'Parent Liaison', 'Communications', 'Casualty & Welfare' to make arrangements to contact parents/next-of-kin of those harmed on trip | |
| | Determine if any parents need to travel to join the educational visit and how this will be achieved | |
| | Liaise with group leaders on a regular basis to update on developments and to offer re-assurance | |
| | Consider if trips will need to return and the arrangements required to achieve this | |
| | Liaise with appropriate stakeholders for trips that are overnight stays or overseas | |
| | Determine arrangements for notifying parents of arrangements to be adopted for returning trips | |
| | Liaise with 'Communications' over any media enquiries made directly to the group leader/visit site | |
| | Liaise with 'Parent Liaison' and 'Site' to identify appropriate reception areas for returning trips | |
| | Identify staff required to manage the reception area | |
| RECOVER | Arrange debrief with staff on trips | |
| | Liaise with 'Casualty & Welfare' in relation to on-going welfare issues of staff and pupils | |
| | Collate any paperwork from group leaders | |
| | Attend debrief with Incident Manager | |
| | Review procedures and share lessons learnt | |

Appendix 1.

Adverse Weather Plan

School Closure Statement:

The closure or partial closure of the School is an action of last resort and is usually made only on health and safety grounds. The reason for closure could be anything that affects the school's ability to provide a safe and secure environment for children to learn or staff to work. Most circumstances that lead to closing a school are known about before any children arrive. These could include: heavy snow or ice, no water/power/heating, flooding, fire damage, or other risk factors that cannot be satisfactorily managed.

Following severe weather overnight, the following action will come into force:

- a) 6am to 6.30am: Site Manager and Head Teacher to determine whether the site is suitable for pupils and make the decision to close the school or not by 6.45am**
- b) If the decision is made to close to school, the following procedure will be implemented.**

BY 7.00am

1. Senior Admin Officer (SAO) to text all staff
 - Local staff to make way in (unless otherwise notified) to support informing parents or keeping children who have arrived alone occupied until they can return to parent or career
2. SAO to send text to all families on system
3. SAO to change answer phone message with details of school closure
4. Bursar to put notification on School website
5. Head Teacher to inform governors and email the Local Authority via: schoolclosures@lbhf.gov.uk
6. Staff in school to be on phones to answer queries from parents
7. All staff sent copy of this plan for information
8. Site Manager to inform the cleaners and kitchen staff

Staff on the school premises during an adverse weather closure should:

- Follow the opening and closing procedure with care.
- Have mobiles with them at all times
- Have suitable footwear
- Inform the Site Manager of any premises concerns immediately
- Sign in and out as usual
- Put signs on gates for information
- Prepare activities for children who arrive.

Health and Safety Procedures at School during Adverse Weather Conditions

Light snow fall:

- Evening before – grit or salt to be put on all stairways, and on pathways into school
- Relevant H&S slip signs to be on all staircases/lino floors/toilets
- Check heating working
- Check thermometers in class
- Pathways cleared into building and salt put down
- Staff to be on all entrances in to school as children and parents arrive
- All phone calls/actions recorded on H&S sheet

Heavy snow fall if the decision has been made to keep the school open:

- Follow the above procedures for light snow fall as necessary
- Open school for staff to enter to ensure all stakeholders informed of decision to stay open
- Head Teacher to ensure adequate numbers of First Aiders are on site
- Site Manager, Head Teacher And Staff to be around in playground at all times when children at play and beginning and end of the day
- Outdoor playtimes can still take place as long as the Head Teacher, in consultation with the Site Manager, deems it safe to do so.
- The Head Teacher has the right to decide that school can be closed if the weather worsens during the day

Heat Waves:

Whilst relatively rare, heat waves can have an impact on children's health and the way they learn. During an official MET office warning the school will follow the guidance as set out by *Looking after Children and those in Early Years Settings during Heatwaves* (Public Health England – May 2015):

Indoor

- Open windows as early as possible in the morning before children arrive
- Almost close windows when the outdoor air becomes warmer than the air indoors - this should help keep the heat out while allowing adequate ventilation
- Close indoor blinds/curtains, but do not let them block window ventilation
- Keep the use of electric lighting to a minimum switch off all electrical equipment, including computers, monitors and printers when not in use - equipment should not be left in 'standby mode' as this generates heat
- If possible, use those classrooms or other spaces which are less likely to overheat, and adjust the layout of teaching spaces to avoid direct sunlight on children
- Encourage children to eat normally and drink plenty of cool water
- Children should not take part in vigorous physical activity on very hot days, such as when

Outdoors

- Children should not take part in vigorous physical activity on very hot days, such as when temperatures are in excess of 30°C
- Encourage children playing outdoors to stay in the shade as much as possible
- Children should wear loose, light-coloured clothing to help keep cool and sunhats with wide brims to avoid sunburn
- Use sunscreen (at least factor 15 with UVA protection) to protect skin if children are playing or taking lessons outdoors for more than 20 minutes
- Provide children with plenty of water (such as water from a cold tap) and encourage them to drink more than usual when conditions are hot