



EMERGENCY PLANNING POLICY

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	July 2018
Chair's Signature	
Date of next review	July 2019

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.

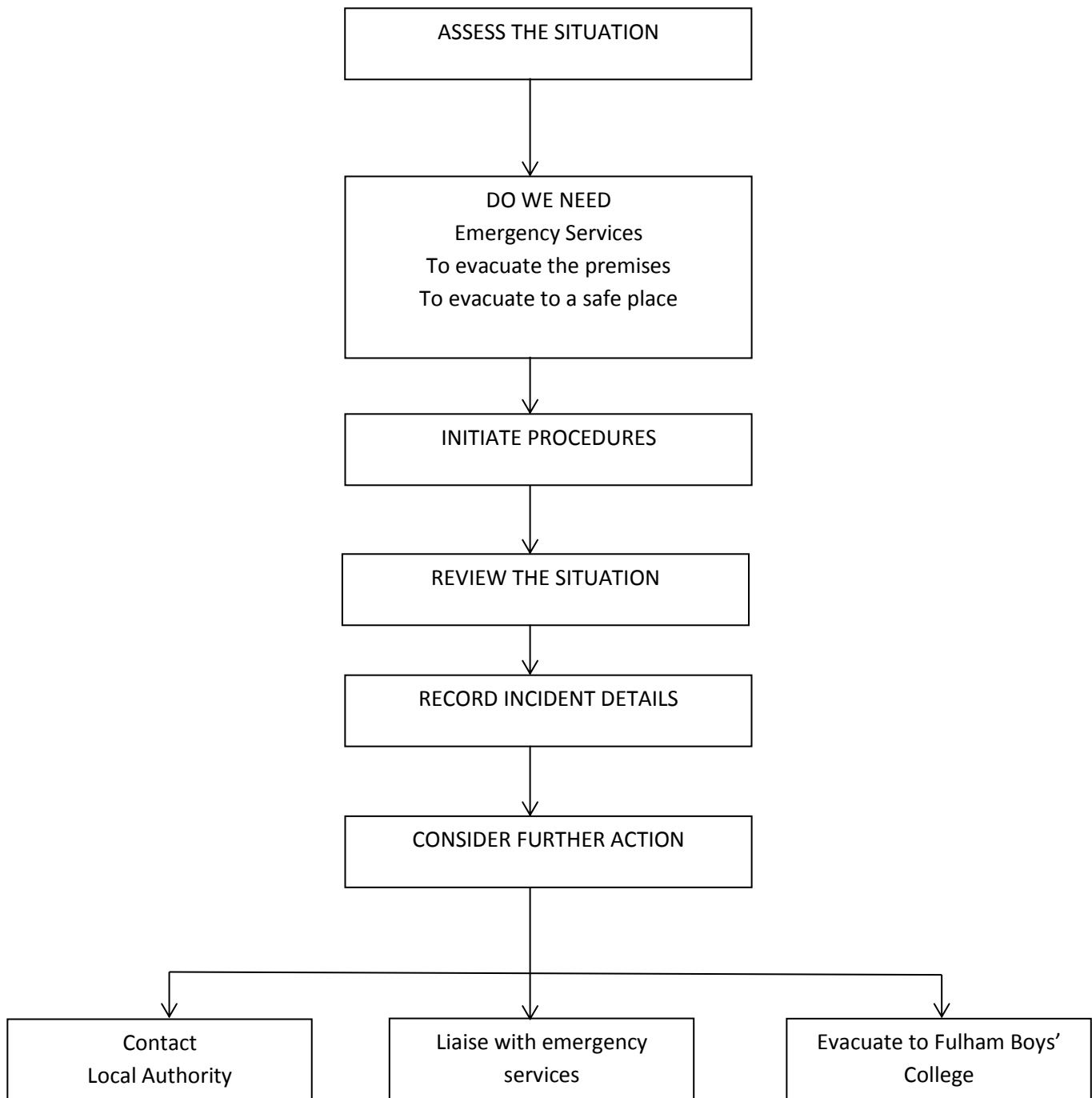
Date of issue: September 2013	Date of next review: June 2019
Copies of this plan are kept at: <ul style="list-style-type: none">• Emergency Contact Forms File• After School Club• An electronic format that can be accessed on/off site• Fulham College Boys' School• St Johns Church	
Person/s responsible 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.

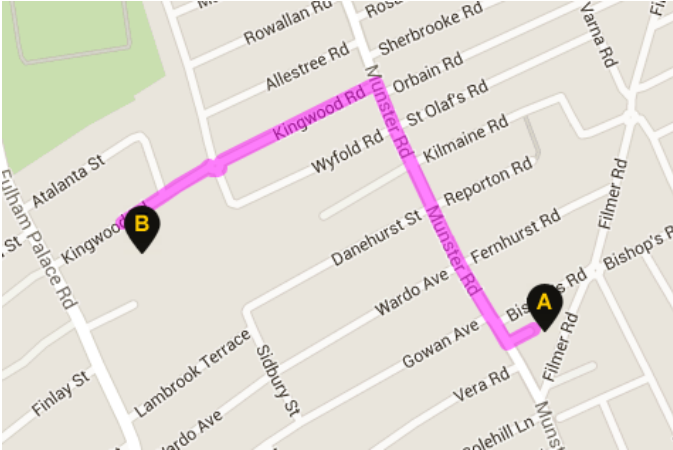
DATE	TIME		
CLASS INVOLVED			
PERSON IN CHARGE			
PERSON REPORTING INCIDENT			
PLACE BEING VISITED			
LOCATION OF INCIDENT			
WHAT HAPPENED			
CASUALTIES (Number/nature of injuries)			
CASUALTY LOCATION/S (eg HOSPITAL)			
LOCATION OF SCHOOL PARTY (eg HOTEL)			
ADVICE FROM EMERGENCY SERVICES			
OTHER 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

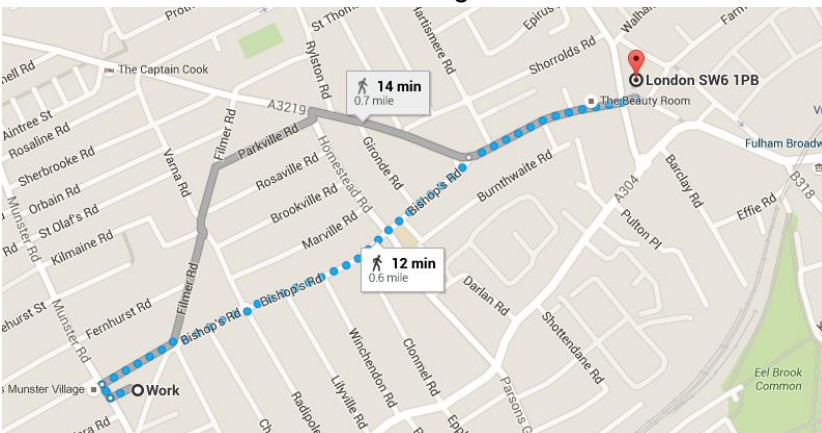


A = St. John's CE Walham Green Primary School
B = Fulham College Boys' School

Secondary Evacuation Site

St Johns Church
North End Road
Fulham
London SW6 1PB

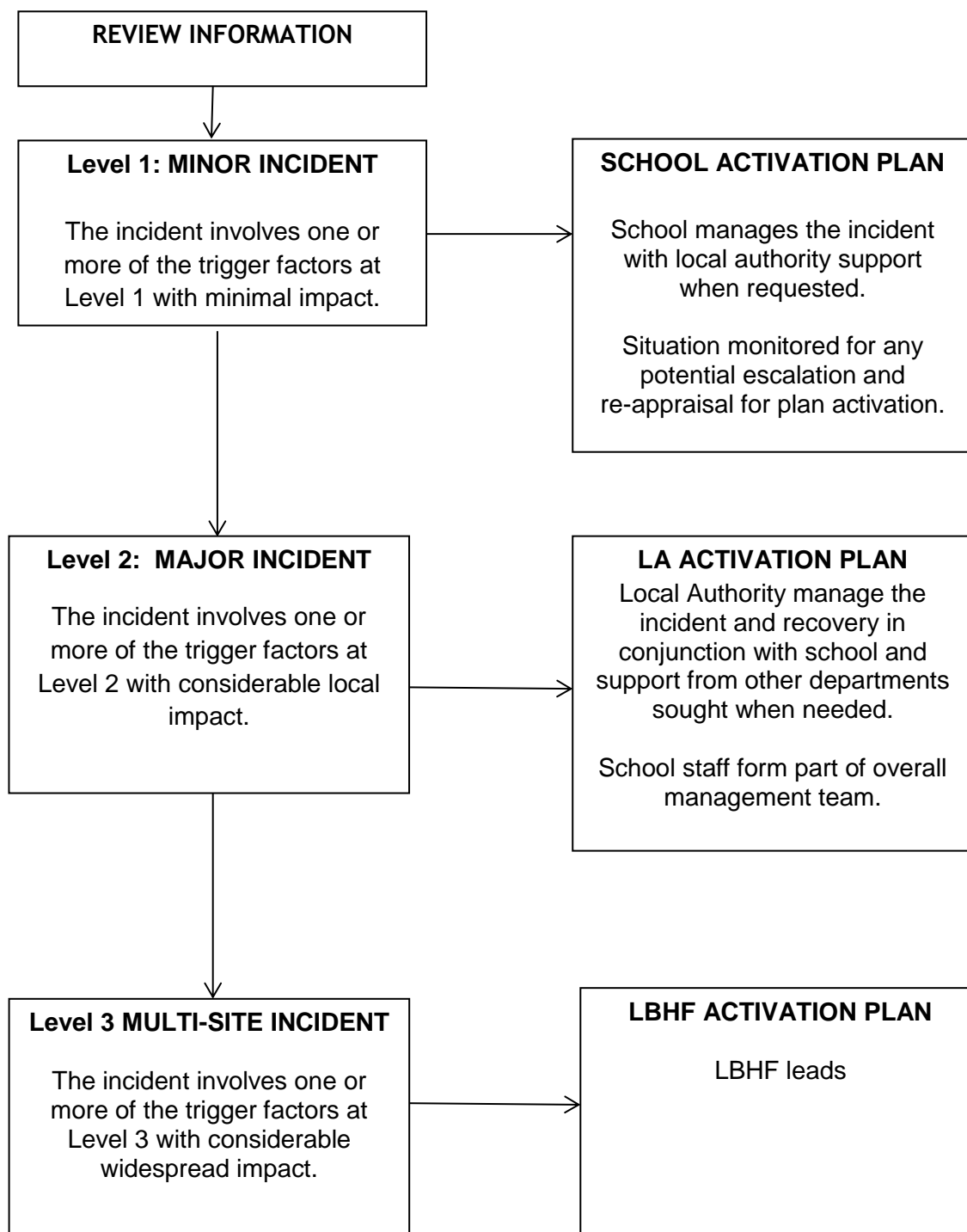
Estimated time: 12 minutes walking Facilities: Toilets, shelter, running water, phone line



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

PHASE 2: PLAN ACTIVATION

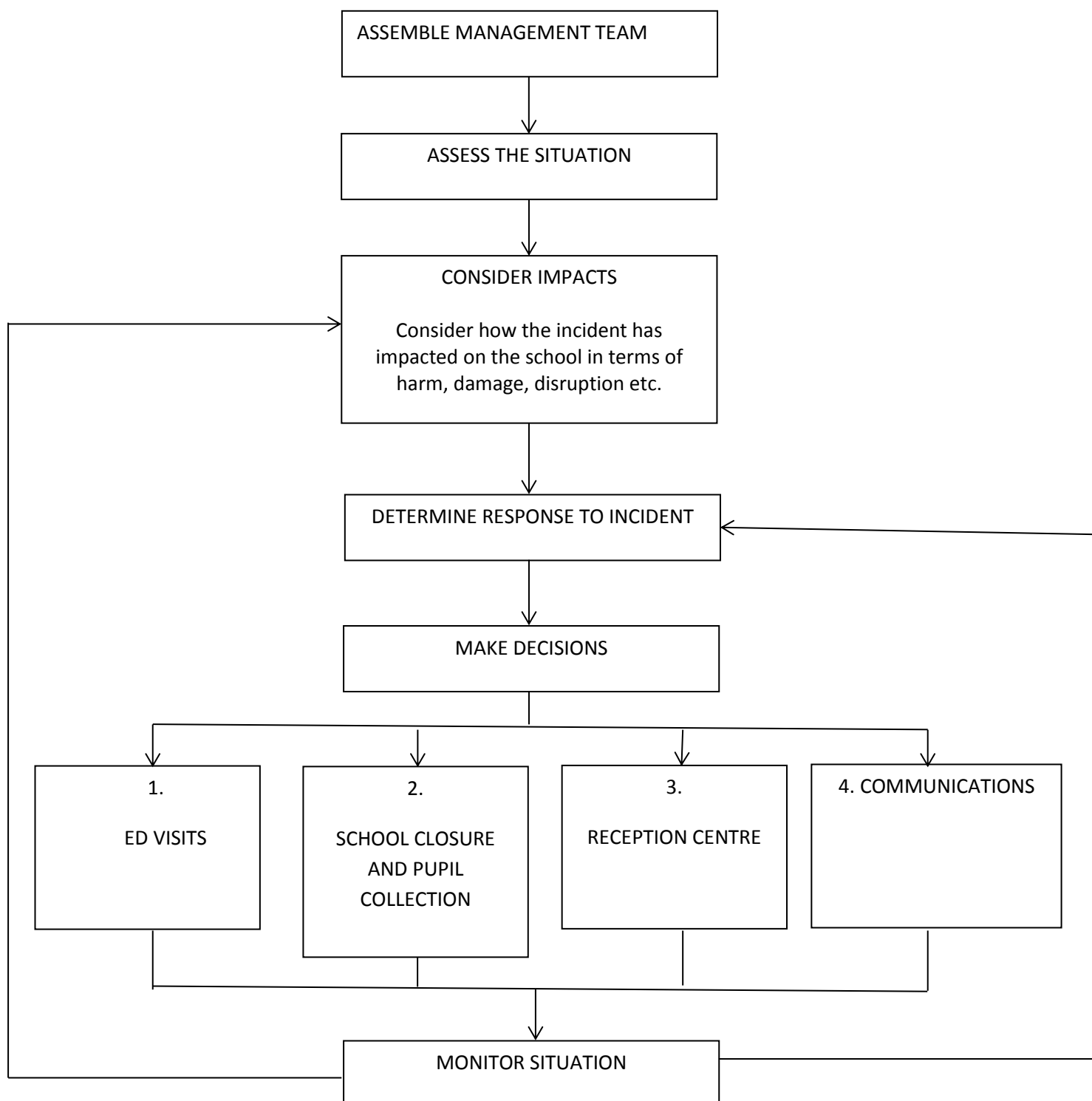
The following flowchart and trigger levels can be used to determine what further action is required in relation to the incident. This may be done in conjunction with the Local Authority.



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.

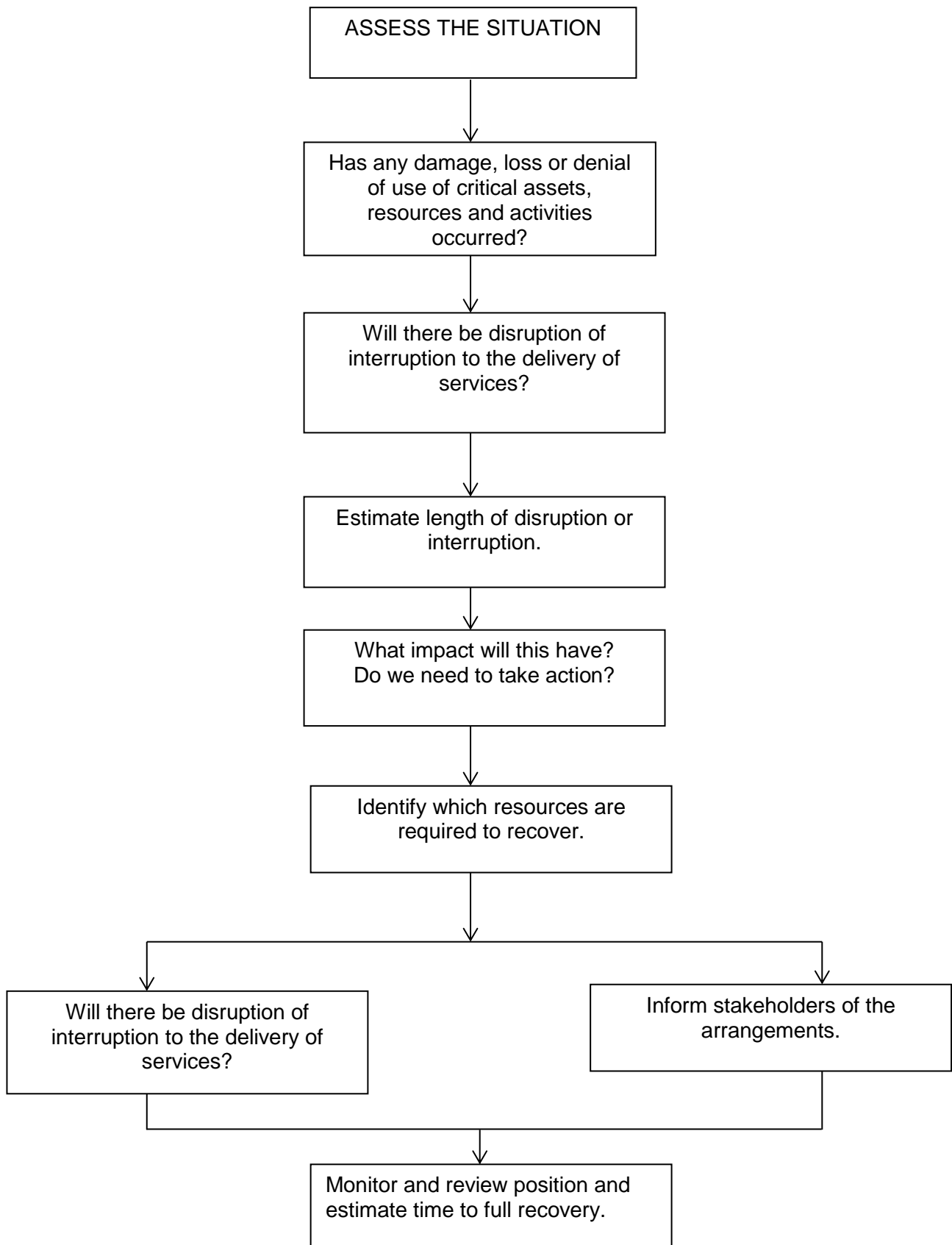
Incoming enquiries and requests for information:

- **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



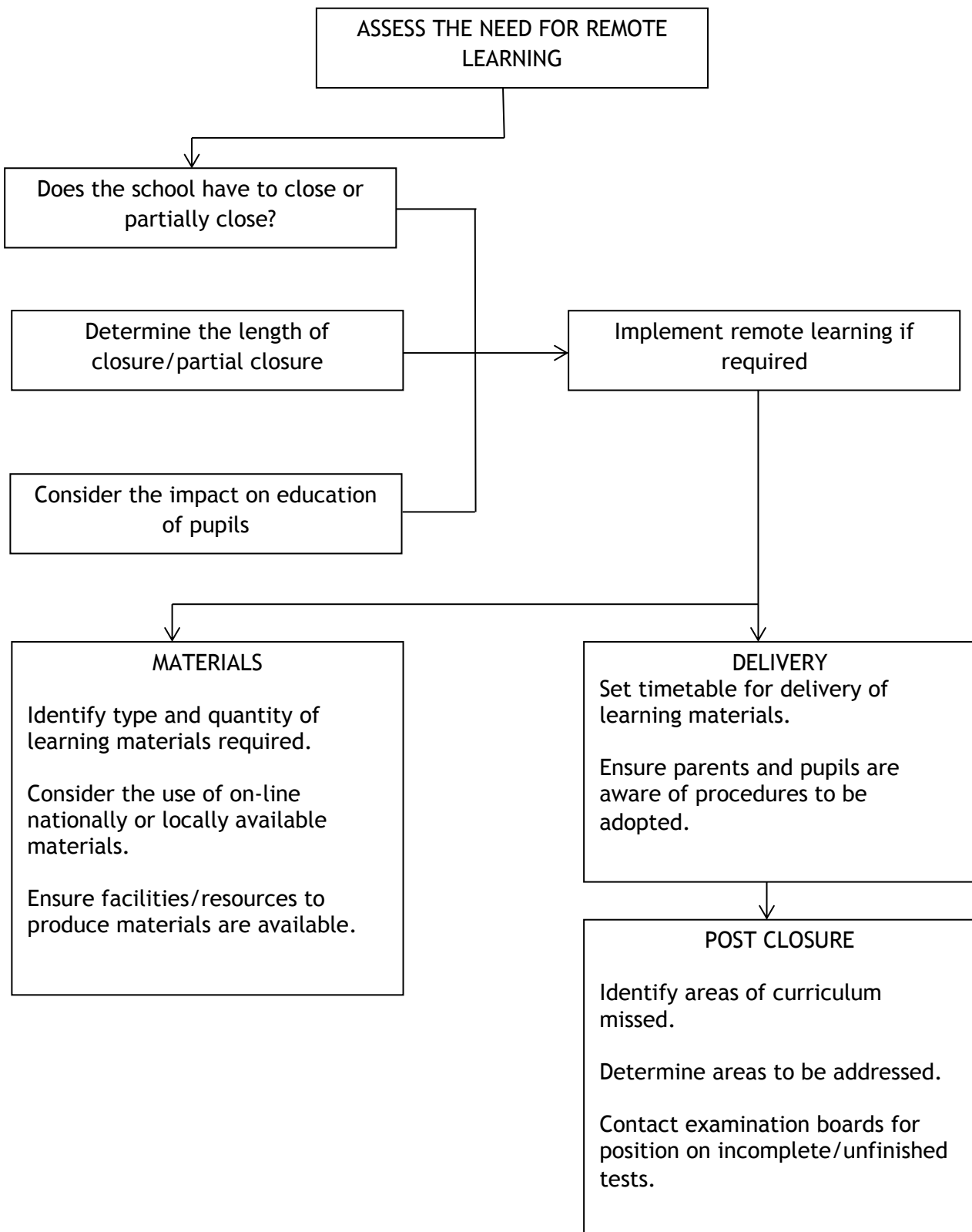
POTENTIAL IMPACTS OF INCIDENT

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

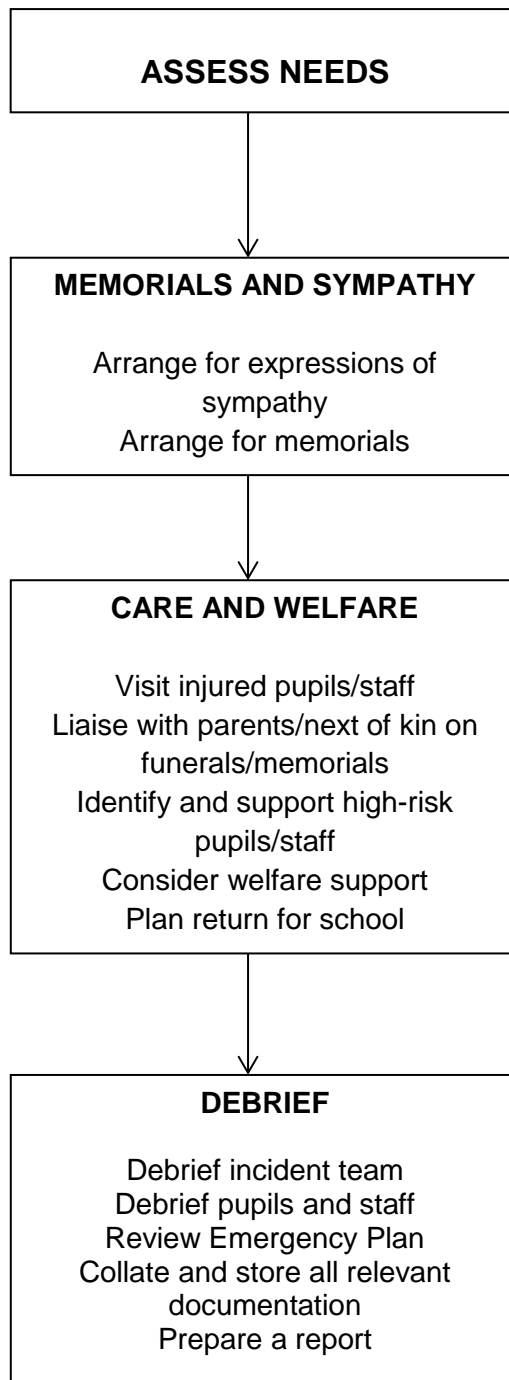
RESPONSE AND RECOVERY

- 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