

Emergency Policy

and

Emergency Plan

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School Emergency Planning Management Team

Location of the room where the School Emergency Planning Team will meet	HT office Trinity Site
Reserve room if the first choice is not available	Staff room Trinity Site
Off-site reserve if the school premises are not available	Depending on which site is inaccessible, the meeting will take place on the opposing site. In the event of both sites being inaccessible, the meeting would take place in Holy Trinity with St Mark Church
Dedicated telephone lines for incoming and outgoing calls, in the event of an emergency	See below

Members of the Emergency Planning Team

Name	Job title
Rachel Orr	Head Teacher
Julie Tomlinson	Deputy Head Teacher
Rachael Storr	SLMT
Martin Waller	SLMT
Mark Powell	Premises Manager
Mel Currie	Office Manager
Barry Winter	Chair of Governors
John Britton	Governor
Reverend Paul Neville	Priest in Charge at Holy Trinity with St Mark
Barbara Porritt	Church Warden at Holy Trinity with St Mark

Tell Us Once for emergency school closure contact Mel Manley 01642 526385

Email webmaster@stockto.gov.uk click on Children and Young People/Information for schools and childcare providers/How to notify us of a school closure (from left hand menu)

Cleveland Emergency Planning Unit

01642 301515/ 07771973206 (available 24hrs)

Contact Details

Emergency Services 999 (need to ring each service separately)

Cleveland Emergency Planning 01642 301515

First Contact [01642 527764] or Emergency Duty Team [08702402994] if the incident is a significant safeguarding concern

Diane McConnell, Assistant Director Schools & SEN 01642 527040 / 07771371118

Chief Adviser, Deborah Merrett - 01642 526407 / 07341073748

SEN 0 – 25 Team Manager, Jane Harvey - 01642 527191 / 07826859177

Engagement & Learning Team Principle Educational Psychologist

– Alison Cartwright – 01642 527144 / 07341073803

Organisation	Contact details	Alternative contact details *	Notes
Police	999	Billingham Police Station 01642 302418 / 01642 302410	
Department for Education	Enquiry line: 0370 000 2288		
Richard Mangles	Maintenance Officer	01642 528417	
Surveillance/Alarms	Fire and Security alarms	01642 528989	
Foreign & Commonwealth Office	Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency	Floodline: 0845 988 1188 (24 hr)	*Schools can register for Floodline email alerts if vulnerable to flooding at www.environment-agency.gov.uk	
Met Office	Customer centre:0870 900 0100 (24 hr)		
Stockton H&S	01642 528197	07824529665	Derek MacDonald
Insurance Company	01642 526787		
Energy Management	01642 526904		
School Transport		01642 527117	
Alison Cartwright	Principal Educational Psychologist	01642 527144	
Kay Wilson	Communication Manager	01642 527309	
Richard Bradley	Care for your area	01642 527739	
Maurice Stephenson	Fleet Manager	01642 528325	
Anita Brown	Catering and Cleaning Manager	01642 527274	
Darren Robinson	Highways Technical Manager	01642 524910	
Ian Hodgson	Maintenance Services Manager	01642 526889	
Mike Bellew	Technical Services Manager	01642 526279	
Footsteps CC	01642 5 56378		
Billingham & Nth Tees Safey info	01642 212273	01642 440440	0800374291
Hartburn buddy school	01642 391728		

Emergency Planning Policy

Introduction

The aim of a school emergency plan is to help staff respond effectively to an emergency at school or on an educational visit.

An emergency plan is generic enough to cover a range of potential incidents that occur eg. significant damage to school (fire/ flood), disruption to services like water or sewerage, severe weather, public health incidents, serious traffic related incident, criminal activity, violence to staff, serious injury/death of staff(s) or local disaster.

The plan covers procedures for incidents occurring during school hours and outside school hours, including week-ends and holiday. Emergency procedures for extended services should also be included.

All the staff on the Emergency Planning Management Team have the authority to take critical decisions in the absence of the Head Teacher.

Checklist for School Emergency Planning Team

Preparation for emergencies is an on-going process and involves:

- Maintenance of robust Emergency Plan along with training schedule for all members of Emergency Planning Team and key staff and governors
- School has log of tests of routines eg. Fire drills, water testing, infestations, terrorism/bomb threats, etc.

Throughout each stage of this process the school consults members of staff, governors, parents and LA to gain their involvement and support.

Links with other areas of work

Many aspects of work carried out by school have some relation to emergency planning. Examples include, First aid training and procedures, PEEPs, medical policies, Risk Assessments for trips, school security procedures, Health and Safety procedures and Grief and Bereavement guidance.

Plan distribution

All staff and governors have a copy of the plan which can be referenced during school hours and outside school hours (including holidays and when on educational visits). Copies are also sent to the Local Authority.

Emergency plans contain sensitive information (e.g. contact details) so it is important to keep them secure. All versions of the plan, including hard copies and electronic versions, are controlled. Hard copies are locked away when unattended and electronic versions are password protected.

Grab bags

These have the necessary resources available during the onset of an emergency. A log is signed to show that these are checked on a monthly basis. Holy Trinity Rosehill VA CE Primary School have a grab bag located in each of the main school admin offices.

<ul style="list-style-type: none">• Evacuation check list• A first aid kit• Torches• Batteries• A school bell• A loud hailer• A disposable camera• High-visibility tabards	<ul style="list-style-type: none">• Gloves• Plan of Emergency Isolation of Gas, Electricity and Water Access Points• Keys (to vulnerable areas only)
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Roles and Responsibilities (See Appendix 1a/1b/1c)

The Head Teacher will take overall responsibility as Emergency Co-ordinator. In her absence, the Deputy Head Teacher will have overall responsibility together with the School Office Manager and School Site Manager. A member of the Senior Leadership Team will also have authority to take key decisions in the absence of the HT or Dep HT. Any other teaching staff available at the time of the emergency will support the Emergency Co-ordinators. Many staff have been trained in First Aid so in a scenario requiring immediate First Aid, one of the staff with recent training will lead in consultation with the Emergency Co-ordinator. A member of the Local Authority (named on the Contact Details List) will be contacted as a matter of course.

Briefings during the emergency will be held in the Head Teacher's office or Trinity site staffroom if possible.

It is important that, depending on the nature of the emergency, a shift pattern may have to be set up during the incident between staff in order for them to stay focussed and clear.

Emergency Co-ordinators will wear high-visibility tabards to identify them as the lead. Any governors attending an emergency must bring ID as emergency services may require this before entry to the site is allowed.

As soon as possible, an Emergency Incident Log should be kept, up-dated and shared. This will be useful in reviewing actions taken. The log should include reasons why decisions were made.

Risk Assessments

Schools routinely Risk Assess all routine activities. These are kept in school and up-dated with all staff annually.

However, they are potentially susceptible to a variety of unexpected risks and these may vary in severity and likelihood.

Emergencies on Educational Visits (See Appendix 2)

Leaders of educational visits have a legal duty of care for the people under their charge. All school are required to have procedures in place for educational visits and all staff should be aware of the policy and procedures PRIOR to the visit taking place. (See Holy Trinity Rosehill VA CE Primary School Policy for Implementation of Educational Visits).

Buddy Schools

We have an agreement with Hartburn Primary school that, in the event of an emergency they will provide assistance e.g. acting as a place of safety. In turn, we offer Hartburn Primary School the same shelter if they are faced with an emergency. As an additional 450+ children would put serious tensions on both settings, this would be considered a venue for holding children until parents could pick up. It is not a long-term solution.

Communications

During an emergency it is likely that concerned parents/carers will contact the school for further information and the general school telephone number may quickly become jammed with incoming calls. The SBM and Head Teacher have school mobiles which can access Teachers2Parents Text service. (www.teachers2parents.co.uk) as much information as possible will be sent out to parents through this service. Updates will be posted on the school Facebook and Twitter pages.

During an emergency, Emergency Co-ordinators may find it appropriate to consult the emergency services or local authority about what information can be provided to pupils and parent/carers.

Those who have been directly affected by the incident should be notified personally (either by a telephone conversation or face-to-face). A log of communications should also be maintained so as not to disturb people by contacting them more than once if it is not necessary.

Media Management

Any significant emergency is likely to attract media attention. The scale of the interest will depend on the incident and could vary from telephone enquiries from the local media to national and international television crews arriving at the school asking for interviews.

If handled successfully, media management can directly assist personnel involved in the response and enhance the reputation of the school. Holy Trinity Rosehill VA CE Primary School buy into a Service Level Agreement with Media Relations who provide advice and support for schools in helping with media involvement.

Other organisations, such as the emergency services or local authority, may be able to assist in responding to media requests and thus alleviate some of the pressure on school staff. All media statements are approved by the school and those organisations involved in the response prior to release.

Log-Keeping Guidelines

In an emergency, events can occur very rapidly and it is vital to keep an accurate record of events.

All employees involved in the response to an emergency will maintain an incident log. Within this log, staff are to record decisions made, actions taken, significant conversations and any other important information pertinent to the incident. Logs are provided with the Action Sheets

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

is lost. Information related to the incident must be copied, retained and archived for future reference. Records of expenditure should also be kept.

Raising Awareness with Parents/Carers

Holy Trinity Rosehill VA CE Primary School routinely informs parents/carers of the school emergency procedures which helps reassure them that school is prepared and able to look after their child in the case of an emergency.

Methods of informing parents/carers about preparing for emergencies are:

- Up-dates within the school newsletter
- An emergency planning section on the school website
- Distributing information at Parents/Carer open Evenings
- Sending a letter home via pupils

A public version of the school emergency plan (which excludes sensitive information such as contact details) is on the school website.

The school does this so parents will know:

- That the school has prepared for emergencies
- How contact will be made
- What the arrangements will be in the case of evacuation/lockdowns – in so far as scenarios can be planned
- Why it is so important for contact details to be kept up-to-date.

Post Incident Support (See Appendix 3)

The effects of a traumatic event upon a school can be profound, particularly the serious injury or the death of a pupil and they can have significant long term effects. After such an incident, the school will work with the Local Authority to ensure that there is co-ordinated supported for pupils, staff parents/carers. Staff will play an important role in supporting pupils but professional help may be needed for all concerned. Local authorities may be able to offer support from educational professionals trained in bereavement counselling or trauma management. The use of external counselling services may also be

needed (e.g. Cruse Bereavement care, Samaritans etc). The effect on staff is not underestimated as in some cases it may be more significant than the impact on pupils.

Business Continuity

The aim of Business Continuity Management is to ensure critical services continue to be delivered during and after an incident. Holy Trinity Rosehill VA CE Primary School Business Continuity Plan outlines key aspects.

Paper Based Records

It is important that:

- Essential documents are kept in a fire-proof safe.
- If prompt action is taken damaged records can be restored through the use of salvage/restoration companies.

Where possible, electronic copies are kept and these are back up remotely.

School has an inventory of important equipment and items (e.g, asset register, equipment inventory) for calculating losses for insurance purposes. This alongside details of any leased equipment on the premises are included.

Electronic Records

Holy Trinity Rosehill VA CE Primary School has all electronic information back up. The school should have disaster recovery arrangements for their technical systems. All data stored on the school network should be backed up remotely and copies of data stored off-site.

Closing the School

Schools are expected to remain open in all but the most extreme circumstances as disruption to the school routine can have an adverse effect on pupils' education. The decision to close a school will usually be taken by the Head Teacher. Occasionally, local and central government may also recommend this course of action (e.g. in the event of a public health incident). When to take the decision to close is important as it must not be taken too early i.e. the situation is not as bad as was feared or too late i.e. leaving parents enough time to be able to get to school safely for their child. It is important that:

- Pupils and parents are notified of a school closure as soon as possible
- In some instances it is possible for a school to remain partially open. In such an event lessons should be prioritised for these pupils who are taking exams or who are at a particular important stage in their education.

Situations

Evacuation, shelter and lock down procedures are particularly important sections of the plan as they outline the initial actions that should be taken to safeguard pupils and staff, both from internal and external hazards.

The purpose of an evacuation is to move people away from danger to a safe place. This is likely to involve withdrawal from a hazard within a specific part of the school building but in some circumstances could require evacuation of the whole site. School already has evacuation procedures in place.

Some emergencies may require staff and pupils to shelter within the school building. If this is an environmental hazard (such as smoke plumes, toxic alert) employees should ensure:

The purpose of a lockdown is to prevent an intruder from causing harm to pupils and staff. The following points need to be taken into consideration:

The signal for a lockdown or shelter is the hand-rung school bells which are clearly distinguishable from evacuation which is the fire bells.

All staff are aware of these procedures as warning signals may need to be triggered immediately, before advising others of the threat. In other situations, the emergency services may alert the school to a potential hazard, such as a plume of smoke or a potential intruder.

In some circumstances, the emergency services will advise on the best course of action.

Bomb Threats Bomb threats are always be taken seriously, even though the majority of them turn out to be hoaxes. All staff need to be aware of the actions to take if they receive a call from someone claiming to have information about a bomb.

Bomb threats can come from a variety of sources, including truants, former pupils or strangers. A threat is more likely to be real if:

- A code word is used that is known to the police
- The Police are aware of potential terrorist activity in the area
- The threat is specific rather than general
- The threat is credible

Whilst it is not reasonable for staff to assess the accuracy or validity of a threat, employees should record as much detail about the call as possible; this information will prove useful to the Police.

A bomb threat is a crime so even if employees are confident the call is a hoax they must still report the incident to the Police.

Suspicious Packages

All appropriate precautions should be taken if a suspicious package is received. Any member of staff who handles the post should be aware of procedures relating to suspicious packages.

Activation

Copies of the plan will be kept in:

- The Head Teacher's office
- The School Office Manager's office
- Every classroom, including Nursery
- The school kitchen
- Pre-school will need to know they can access the plan via the school website.

When an incident occurs the priority is to safeguard those on site (i.e. pupils, staff, parents/carers, visitors) and alert the emergency services if necessary. Other organisations, such as the local authority, should then be informed as appropriate.

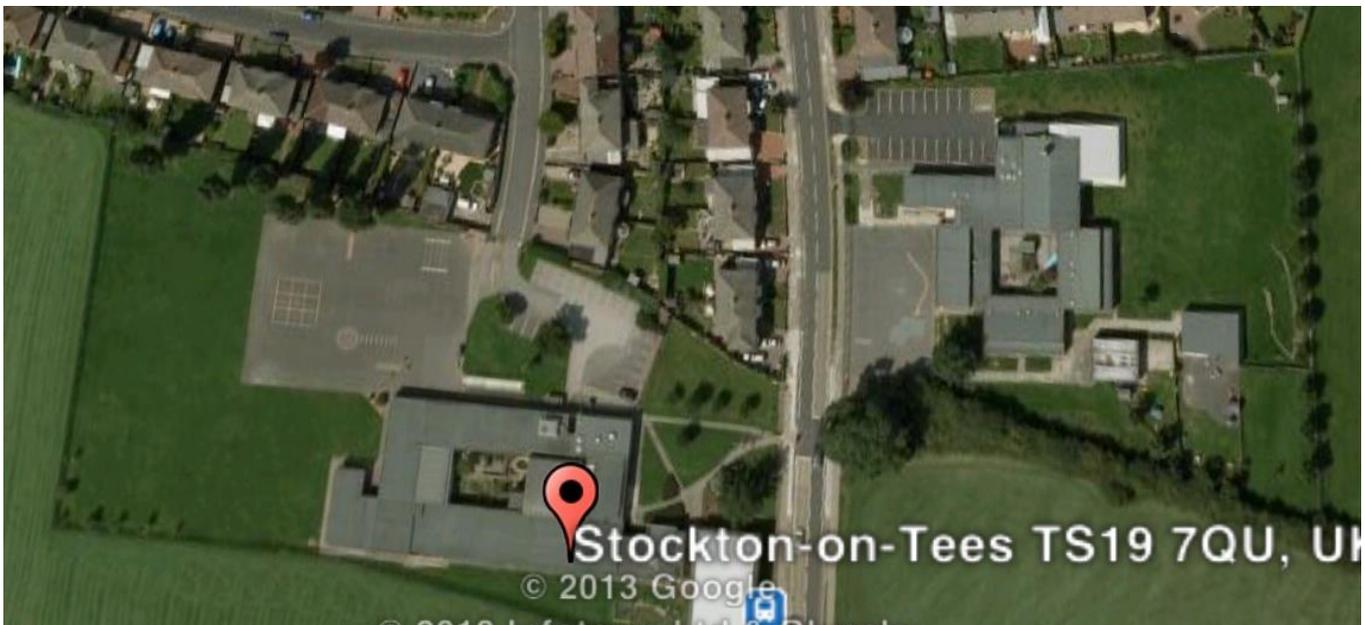
Action Sheet

- Any member of staff coming to an incident will assess the situation and establish a basic overview of the incident.
- All staff in immediate vicinity to take immediate action to safeguard pupils, staff and visitors.
- Attend to any casualties and administer first aid, if appropriate.
- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.
- The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately
- Briefly (and if possible) alert key staff as to the course of action you are about to take.
- Refer to the list of emergency contact numbers for additional support if required. (See below)
- **Open an Emergency Log** – see p. and include
 - Details of incident including times, location etc.
 - Who is involved
 - Name of contact at scene
 - What actions have been taken – and reasons why.

Emergency Plan

Site Plan

Plan shows key points for services. Further details are kept in Admin Manager’s office.



Trinity Site Plan

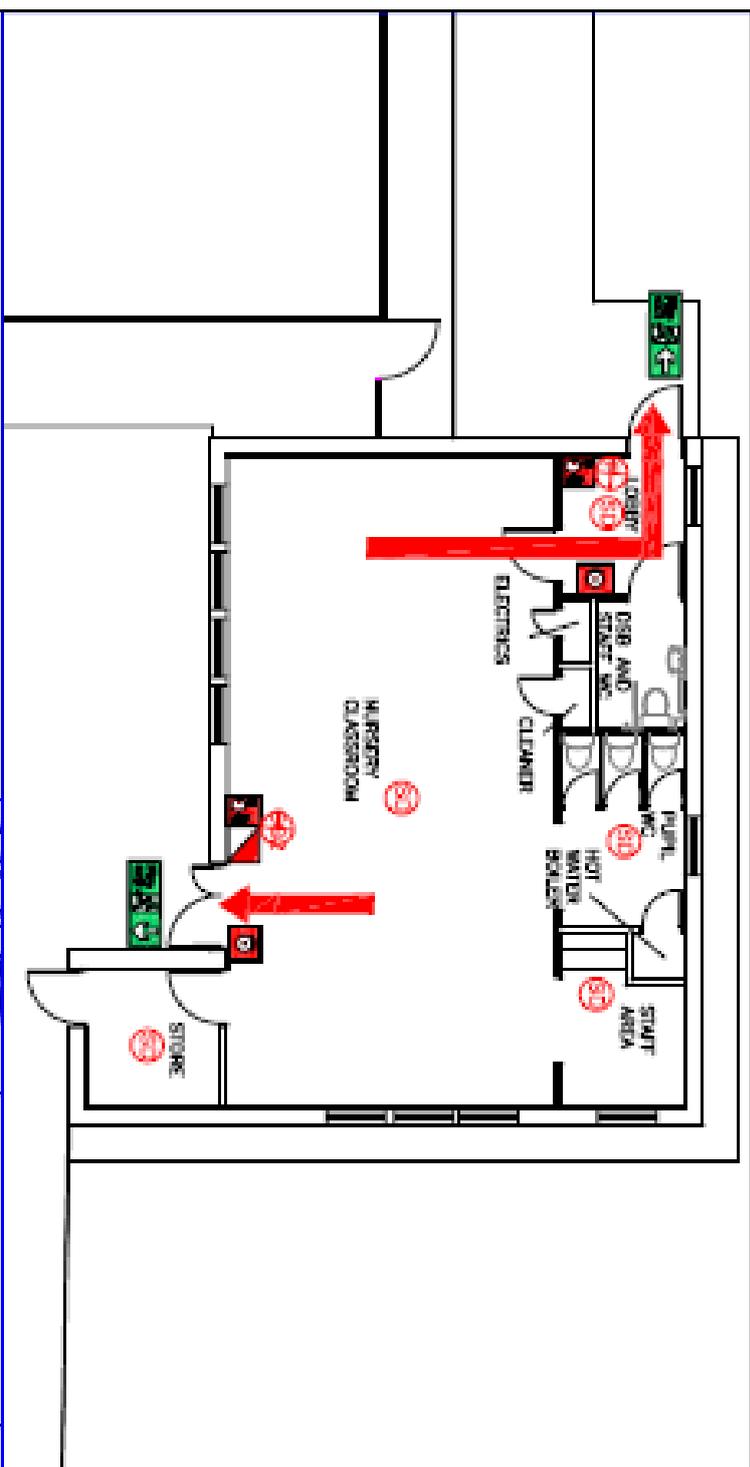


Rosehill Site Plan



FIRE ESCAPE PLAN

You are in Room
NURSERY



If you discover a fire

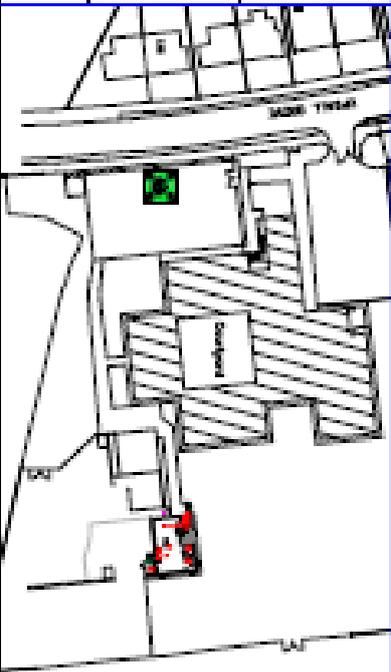
1. Activate the alarm at any fire alarm call point by breaking the glass.
2. Evacuate the building by the most effective route.
3. Report to the assembly point.

If you hear an alarm

1. Switch off any electrical equipment you have been using, if it is safe to do so.
2. Close the door of the room when leaving.
3. Evacuate the building by the most direct route, and report to the assembly point.

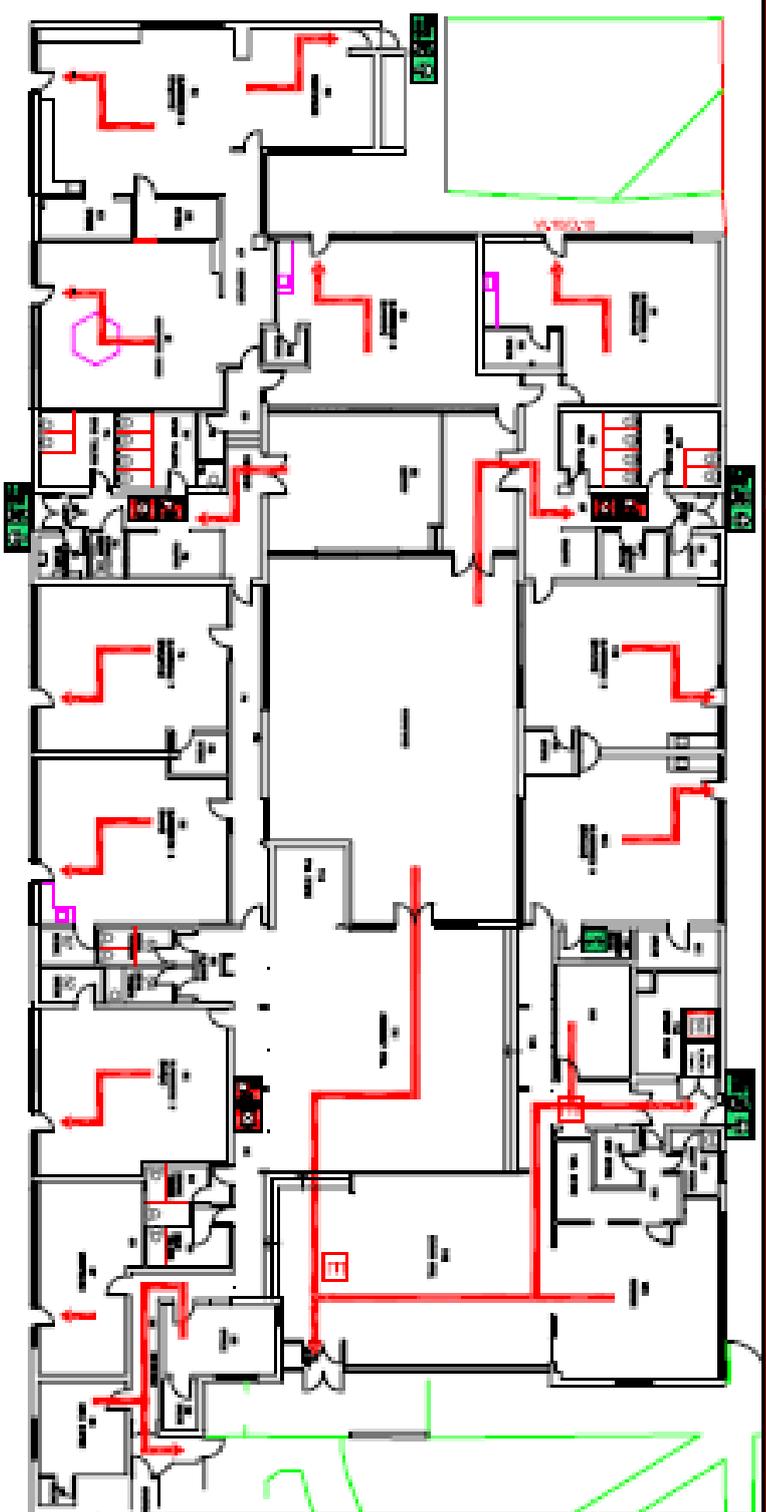
The Nearest Assembly point to you is:

IN THE YARD NEXT TO THE ROAD



Key:	
	Emergency Exit
	Fire Alarm Point
	The Alarm Sounder
	Electricity Isolation Switch
	Gas Isolation Valve
	Emergency Lighting
	Water Stop Coils
	Smoke Detector
	Nearest Escape Route
	Master Point
	Room Fire Configuration
	The Driveway
	Closest Assembly Point

FIRE ESCAPE PLAN



If you discover a fire

1. Activate the alarm at any fire alarm call point by breaking the glass.
2. Evacuate the building by the most effective route.
3. Report to the assembly point.

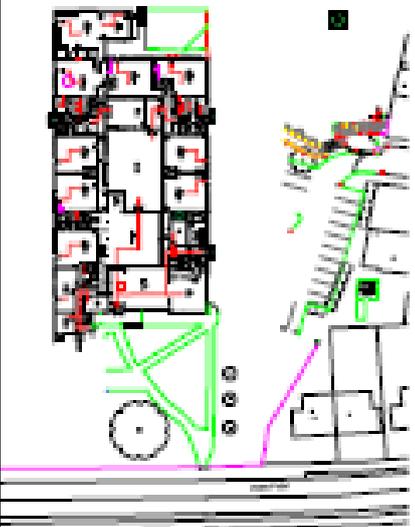
If you hear an alarm

1. Switch off any electrical equipment you have been using, if it is safe to do so.
2. Close the door of the room when leaving.
3. Evacuate the building by the most direct route, and report to the assembly point.

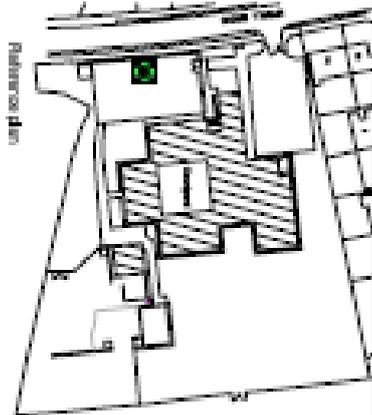
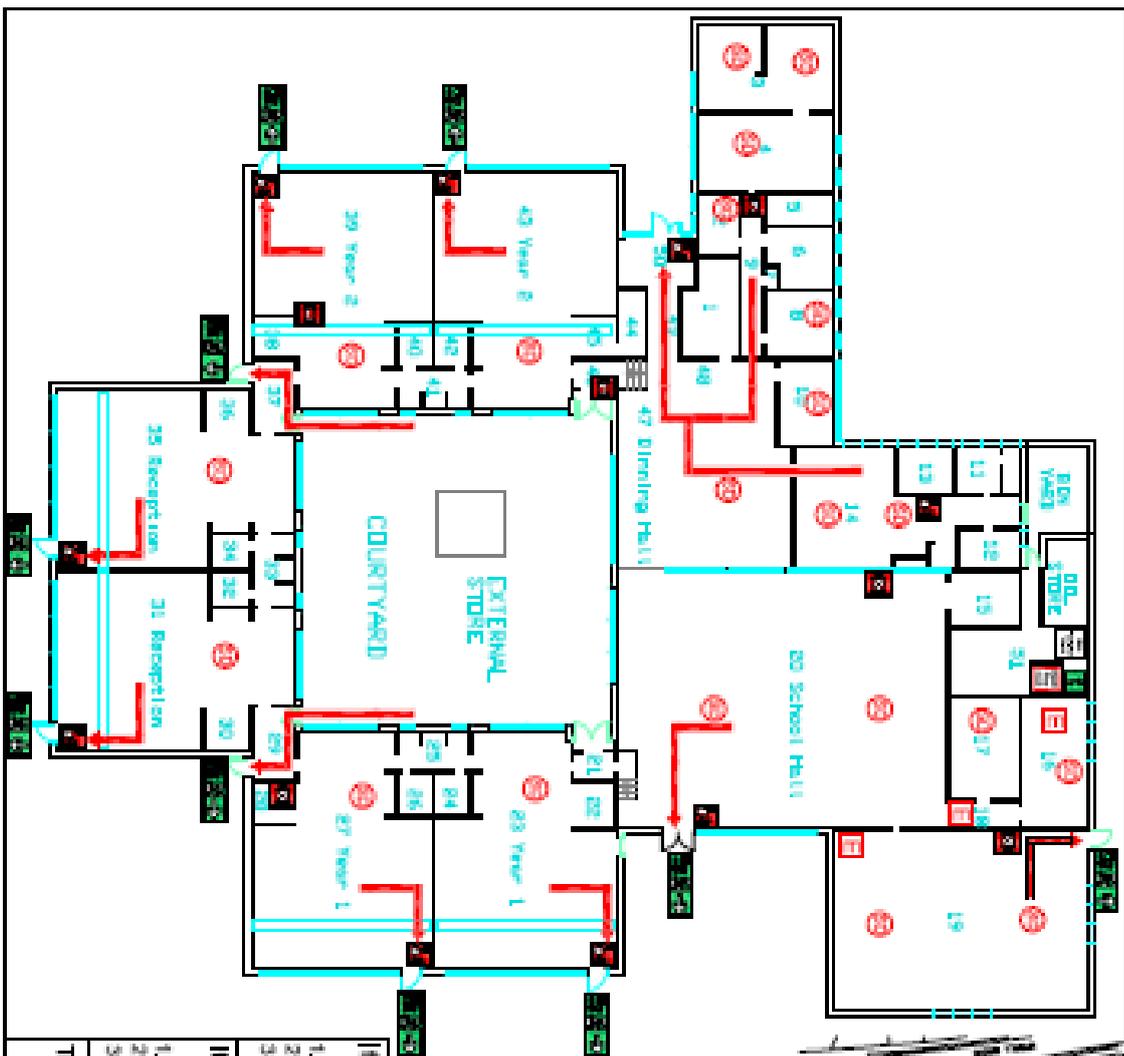
The Nearest Assembly point to you is:

You are in Room

Key:	
	Emergency Exit
	Break Glass Fire
	Fire Alarm Source
	Shutty Holdup Station
	Close holdup valve
	Emergency Lighting
	Yellow Door Code
	Smoke Detector
	Revised Escape Route
	Master Point



FIRE ESCAPE PLAN



You are in Room

Key:

	Emergency Exit
	Break Clean Point
	The Alarm Sounder
	Electricity Isolation Switch
	Gas Isolation Valve
	Emergency Lighting
	Water Stop Cook
	Smoke Detector
	Nearest Design Route

If you discover a fire

1. Activate the alarm at any fire call point by breaking the glass.
2. Evacuate the building by the most effective route.
3. Report to the assembly point.

If you hear an alarm

1. Switch off any electrical equipment you have been using. If it is safe to do so.
2. Close the door of the room when leaving.
3. Evacuate the building by the most direct route, and report to the assembly point.

The Nearest Assembly point to you is:

- **Evacuation procedures – sound the hand bell (located in the grab bag in the main offices), meet on playground unless other hazard identified.**

The purpose of an evacuation is to move people away from danger to a safe place. This may be withdrawal from a hazard within a specific part of the school building but in some circumstances could require evacuation of the whole site. School will use Fire Evacuation procedures in place. If the entire site has to be evacuated pupils and staff may need to move from an initial assembly point to alternative premises. Buddy school is **Hartburn Primary School (360520) STAY CALM**

Incident Log

Who	What	Where	Notes

Shelter/Lockdown

- **Shelter / Lockdown procedures – school hand-bells to be rung until all children inside**

Some emergencies may require staff and pupils to shelter within the school building. If this is an environmental hazard (such as smoke plumes, toxic alert) employees should ensure:

- All doors and windows are closed and ventilation/air circulation systems are switched off. In such circumstances the emergency services may issue a public message to 'Go in, stay in and tune in!'
- All staff will have an important role to play in reassuring pupils and alleviating any concerns parents/carers may have.
- Be aware and vigilant about children's medical needs - see info in Medical Files

Some emergencies require a lockdown. The purpose of this is to prevent an intruder causing harm to pupils and staff. The procedures are similar to that of Shelter.

- All entrances to the school must be secured in an effort to prevent the intruder from entering the premises and staff and pupils must find a suitable place to protect themselves.
- If pupils are outside when a risk is apparent, the hand-bells are rung continuously and staff take the children to the nearest building that can be secured. Pupils may be asked to hide or disperse if this will aid their safety.
- It may be difficult to obtain a clear overview of the situation.

The most important point is for staff to try and remain calm!

Shelter/Lockdown Log

Who	What	Where	Notes

Other Emergency Log

Who	What	Where	Notes

Is the Rosehill site clear - checklist

Room	Confirmed Clear (initial to indicate checked)	Comments
Yellow Class		
Blue Class		
Red Class		
Green Class		
Orange Class		
Purple Class		
ICT Suite		
Main Hall		
Dining Hall		
Hamster Room		
Art Stock room		
Staff toilet Female		
Staff Toilet Male		
Staffroom		
Reprographic Room		
PPA Room		
Main Office		
SLMT Office		
Nursery		
Kitchen		
Quad		
Y1 toilets		
Y2 toilets		
Reception toilets		
Reception outdoor classroom		

Is the Trinity site clear - checklist

Room	Confirmed Clear (initial to indicate checked)	Comments
Main Office		
Head Teacher's Office		
Staffroom		
Male staff toilet		
Female staff toilet		
Indigo Class		
Azure Class		
Tangerine Class		
Moonstone Class		
Lavender Class		
Magenta Class		
Crimson Class		
Emerald Class		
Library		
ICT suite		
Hall toilets		
Yard side toilets		
Field side toilets		
Hall		
Dining Hall		
Kitchen		
Quad		
Boiler House		

Appendix

1a Roles and Responsibilities – Co-ordination (refer to appendix 2)

Co-ordination - Initial Response	Tick/sign/time
Establish a basic overview of the incident.	
<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> • Liaise with the educational visit leader on a regular basis • Consider sending extra staff to support the educational visit leader • Discuss with the educational visit leader the arrangements for notifying parents / carers • Consider how parents / carers and pupils will be reunited. 	
<p>Wherever possible, assign members of staff to key roles</p> <ul style="list-style-type: none"> • Business continuity • Communications • Log-keeping • Media management • Resources • Welfare. 	
<p>Remember to:</p> <ul style="list-style-type: none"> • Allocate tasks amongst the key staff • Ensure that staff are clear about their designated responsibilities • Establish the location and frequency of staff briefings • Ask staff to maintain a log of actions made and decisions taken 	
Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
Take action to protect property.	
Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
Inform governors as appropriate.	
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.	

Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	Tick/sign/time
Continue to allocate tasks amongst the key staff. Work closely with them to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
Ensure that regular briefings are given to: <ul style="list-style-type: none"> • Staff • Pupils • Parents / carers • Governors • Extended services. 	
Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
Check that everyone who should have been notified of the incident has been informed.	
In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
Seek advice on legal and insurance issues, if appropriate.	
If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
Co-ordination - Recovery	Tick/sign/time
Act as the main contact for the recovery process. Continue to allocate tasks amongst the staff.	
Ensure that post incident support is available to all who may require it	
Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
Complete any necessary forms / paperwork.	
Arrange a debrief for school staff involved in the response.	

Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
Initiate a review of the school emergency plan.	
Consider contacting the Head Teachers of nearby schools to inform them of any important issues relating to the incident.	

Appendix 1b

Roles and Responsibilities – Resources

Resources - initial response	Tick/sign/time
Take action to protect property. Consider turning off utility supplies.	
Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> • Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. • Provide authorised visitors with identification badges and ensure they sign-in and sign-out. • Ensure that media access to the site is controlled. 	
Resources - ongoing response	Tick/sign/time
Liaise with utility suppliers as required.	
Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
Resources - recovery	Tick/sign/time
Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
Procure temporary classrooms if appropriate.	

Appendix 1c

Roles and responsibilities – Welfare

Welfare - Initial Response	Tick/sign/time
Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
Identify pupils who may require additional support: <ul style="list-style-type: none"> • Those with Special Educational Needs (SEN) • Those with medical needs • Those with Personal Emergency Evacuation Plans (PEEPs) • Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	
Welfare - Ongoing Response	Tick/sign/time
Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
Ensure that staff take regular rest periods.	
Welfare - recovery	Tick / sign / time
Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

Appendix 2

Roles and responsibilities – Educational Visits (refer to appendix 1a)

Educational visit leader - Initial Response	Tick/sign/time
Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
Establish arrangements to meet the immediate welfare needs of pupils and staff.	
Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
Keep a log of important information, actions taken and decisions made.	
Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> • Contact details • Consent forms (including medical and next-of-kin details) • Maps • Tickets • Insurance policies • Proof of identity • Passports (if abroad). 	
Avoid making comments to the media until parents / carers have been informed.	
Do not discuss legal liability with others.	
Educational visit leader - ongoing response	Tick/sign/time
Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	

Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
Continue to brief staff and allocate tasks on a regular basis.	
Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
Liaise with the tour operator / provider, if appropriate.	
Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
If abroad, contact the Foreign & Commonwealth Office for support.	
If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
Retain any receipts / documentation for insurance purposes. E.g.: Records of expenditure Medical certificates / hospital admission forms Police incident number.	
Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
Ask the Head Teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	
Educational visit leader - recovery	Tick/sign/time
Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
Complete any necessary forms / paperwork.	

Appendix 3

Post Incident Support

Post Incident Support - Assistance for Pupils and Parents/Carers	Tick/sign/time
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.	
Consider which pupils need to be briefed, how, and by whom.	
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.	
Consider providing relevant books in the school library.	
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
Send a letter to parents / carers with information on: The nature of the incident How their child was notified of the incident Arrangements for support organised by the school Who to contact if they would like additional support.	
Maintain regular contact with parents / carers.	
Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	

Post Incident Support - General Actions	Tick/sign/time
Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, and bereavement counselling and trauma management if appropriate.	
Consider requesting support from other organisations. E.g. <ul style="list-style-type: none"> • Teacher Support Network • Samaritans • Cruse Bereavement Care. 	
Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
Cancel or rearrange any events which are inappropriate.	
Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	
Post Incident Support - Returning After a Period of Absence	Tick/sign/time
Negotiate with parents/carers a suitable date for returning to school after a period of absence.	
Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> • Initial part-time attendance • Alternative methods of teaching • A sanctuary that pupils could use if upset during the school day 	
Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> • Missed work • Rescheduling projects • Exams. 	

Post Incident Support - Funeral Arrangements	Tick/sign/time
Contact bereaved families to express sympathy on behalf of the school.	
Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> • Closing the school on the day of the funeral as a mark of respect • A senior member of staff attending the funeral on behalf of the school • If staff and pupils can be allowed time off school to attend the funeral • Providing transport to take pupils and staff to the funeral • Providing pupils with information about what happens at funerals • Arranging floral tributes and / or donations. 	
Post Incident Support - Remembrance	Tick/sign/time
<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> • Garden • Seating area / bench • Tree • Book of condolence • Fountain • Sculpture • Painting • Photograph • Prize (e.g. a sporting / academic trophy for older children). 	
<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> • Birthdays • Christmas • Mother's day • Father's day • Anniversary of the event. 	
<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> • Commemorative service • Special assembly • Concert • Display • Sports event. 	
Be aware of renewed media interest near anniversaries of the event.	

Members of the Emergency Planning Team

Name	Job title
Rachel Orr	Head Teacher
Julie Tomlinson	Deputy Head Teacher
Rachael Storr	SLMT
Martin Waller	SLMT
Mark Powell	Site Manager
Mel Currie	Office Manager
Barry Winter	Chair of Governors
John Britton	Governor
Reverend Paul Neville	Priest in Charge at Holy Trinity with St Mark
Barbara Porritt	Church Warden at Holy Trinity with St Mark

Local Authority Contacts

Emergency Services 999 (need to ring each service separately)

Cleveland Emergency Planning 01642 301515

First Contact [01642 527764] or Emergency Duty Team [08702402994] if the incident is a significant safeguarding concern

Diane McConnell, Assistant Director Schools & SEN 01642 527040 / 07771371118

Chief Adviser, Deborah Merrett - 01642 526407 / 07341073748

SEN 0 – 25 Team Manager, Jane Harvey - 01642 527191 / 07826859177

Engagement & Learning Team Principle Educational Psychologist

– Alison Cartwright – 01642 527144 / 07341073803

Tell Us Once for Emergency school closure contact Mel Manley 01642 526385

Email: webmaster@stockto.gov.uk click on Children and Young People/Information for schools and childcare providers/How to notify us of a planned school closure (from left hand menu)

Cleveland Emergency Planning Unit

01642 301515/ 07771973206