

Contents

1. Introduction:	4
1.1. Why is there a need for schools to have an Emergency Plan?	4
1.2. Putting together your school's Emergency Plan:	5
1.3. Mitigation and Prevention (looking at your school):	6
1.4. Preparedness (i.e. implementing strategies and policies that you outlined in your plan):	7
2. Major Incident Roles:	7
2.1. The School's Role:	7
2.2. The Local Authority's Role:	8
2.3. The Emergency Service's Role:	8
3. School Information:	9
3.1. Daily Schedule:	10
3.2. Extended School Activities:	10
4. Chain of Command:	11
5. Grab Bag:	12
5.1. Grab Bag Checklist:	12
6. Students and Staff with Special-Needs:	12
7. Buddy Schools:	12
8. Risk Assessment:	13
9. Training & Evacuation Drills:	13
10. Emergency Management Team & Control Point:	14
10.1. Emergency Management Team:	14
10.2. Activation of EMT:	15
10.3. Other School Contacts (including representatives from the Governing Body):	16
10.4. Control Point:	16
10.5. Dedicated Phone Numbers:	17
11. Door Plan or School Security Plan:	17
11.1. Security of Premises:	17
12. Useful Contact Information:	18
13. Facilities Fact Sheet:	19
14. Parent Reception Centre:	20

15. School Closure:	21
15.1. If an individual, group of pupils, or the whole school needs to be sent home you should:	21
15.2. If the whole school is to be closed during the school day you should: ..	21
15.3. If the school is to be closed before the start of the school day, e.g. due to bad weather or utilities failure, you should:	22
16. Evacuation Plans:	22
17. Information Maps:	24
18. Off-Site School Emergency:	24
18.1. Important Pupil Considerations:	25
18.2. Information Management:	25
18.2.1. Contact:.....	25
18.2.2. Based on the severity of the incident, establish a helpline for:	25
18.3. Response Actions and Business Continuity Considerations:	25
19. Shelter in Place:	26
19.1. Activation:	26
19.2. Actions:	26
20. Business Continuity:	28
21. Specific Emergency Guidance:	28
21.1. General Emergency	29
21.2. Animals	29
21.2.1. Assaults or Fights between students.....	29
21.3. Bomb	29
If called in:	29
If received by mail:.....	30
If received electronically:	30
If suspicious package is received:	30
Postal bombs or biological/chemical packages <i>may</i> display any of the following: ...	30
If you suspect the letter or package may contain a bomb:.....	30
If you suspect the letter of package may contain a chemical or biological threat:....	31
If someone is exposed to biological/chemical material or believes to be exposed:..	31
After threat has been confirmed:	31
21.4. Bus Incident	32
21.5. Chemical /Toxic /Hazardous Material Spill	32
21.6. Electricity or Water Utility Failure	33
21.7. Fire	33
21.8. Flooding	34

21.9.	Gas Leak	34
21.10.	Industrial Incident Near School	35
21.11.	Loss of Key Suppliers, Partners, or Third Parties	35
21.12.	Pandemic	35
	STANDBY: <i>Sustained community person-to-person transmission detected overseas</i>	36
	ACTION: <i>Cases detected in London</i>	36
	STAND-DOWN: <i>Virus no longer presents a major public health threat</i>	36
21.13.	Serious Injury or Death	37
21.14.	Severe Weather	37
21.15.	Student Unrest	37
21.16.	Self-harm:	38
21.17.	INTRUDERS:	39
	Suspicious person in school grounds or building:	39
	Threatening person in school building:.....	39
	Threatening person in school grounds:	40
21.18.	Shootings:	40
21.19.	Physical or sexual assault of a child or adult:	42
21.20.	Hostage situation in school:	42
22.	Appendix:	43
22.1.	Dealing With the Media:	43
	22.1.1. Media Checklist:	43
22.2.	Bomb Threat Checklist:	44
22.3.	ACTION CARDS EMERGENCIES IN SCHOOLS – IMPLEMENTATION STAGE 1 – ESTABLISHING THE RESPONSE:	45
22.4.	ACTION CARDS EMERGENCIES IN SCHOOLS – IMPLEMENTATION STAGE 2 – ONGOING RESPONSE:	47
22.5.	Incident Response Log Sheet:s	48

1. Introduction:

The aim of this document is to help schools in Hounslow prepare for major incidents. We describe a major event as a sudden and unexpected event, which is dangerous to the school community. Such events can be on a scale or type that is beyond the normal coping capacity of the school, and can require an outside specialist for the resolution.

Under the Health and Safety at Work Regulations 1989, each school has a responsibility to prepare for a major incident. Under the Regulatory reform (fire safety order) order 2005, every workplace including schools must have an emergency plan. In addition to this, parents will expect schools to have actions in place to make their children as safe as possible.

As recent times have shown us, remember, it can happen. For the plan to be as effective as possible, the school needs to tailor it for their own purposes. We designed the plan template to be as simple as possible to use and is action-focused. For it to be effective, the person filling it in must put key information. In some cases, the planner can add existing information such as the school's fire evacuation procedure in the appropriate section. However, it is likely that the planner will require new additional procedures. Remember, for your school plans to be effective, all departments need to be involved in putting the plan together. This means that teachers, head teachers, governors, and other administration should all be involved in the making of your emergency plans.

1.1. Why is there a need for schools to have an Emergency Plan?

A school has four main stakeholders: pupils, parents/carers, school staff and Governors. A School (i.e. the Governing Body) has a duty to provide a safe environment for all staff and pupils. The parents in turn entrust their children in the care of the school. Events can happen which will have a major effect on a school, for example:

- Serious injury or death of a pupil or staff member (in or out of school time)
- Serious injury or death of a pupil or staff member on a school trip
- Serious injury and/or death of multiple children and staff (for example as a result of a bus crash or other catastrophic event)
- Denial of access to school buildings or site. For example, because of a fire or other emergency evacuation by the Emergency Services.
- The release of hazardous substances close to the school. For example, the result of a chemical or fuel spillage or because of toxic fumes from a chemical or fuel fire adjacent to the school
- Extreme weather: stopping staff and/or pupils (and/or parents) getting to or leaving school. For example heavy rain or snow which results in transport disruption, or which makes normal road and public service transport travel unsafe
- Major incident in the immediate or wider area, which prevents staff and pupils (and/or parents) attending school. For example a major terrorist incident, which causes massive disruption to transport. Parents may be unable to collect children on time. Alternative care arrangements will need to be provided for children concerned until they can be restored to their families/normal carers.)
- Higher than normal absence from school. For example as a result of infectious diseases such as Meningitis or Influenza.
- Attack on a pupil, member of staff, or visitor to school.

- Evacuation of the school site by the Emergency Services to a safe cordon distance of 200m to 600m. The size of the cordon depends on the incident. For example, a gas leak or a fire would require a 200m cordon. If the police suspected a terrorist bomb they could evacuate staff and pupils up to 400m from the suspect device.

Naturally, during the normal school day, a school has a large number of vulnerable people located in one place - this can make them an at-risk group. Efficient and practiced emergency planning will not prevent an incident but will make sure that the school can respond rapidly and effectively when it does happen – thereby, reducing the likelihood of harm to staff and pupils.

1.2. Putting together your school’s Emergency Plan:

One person alone cannot write an effective school emergency plan. Multiple people must author the plan, in consultation with others.

The template provided with this guidance is generic, even though there will be similarities between establishments, your school might have particular issues that need you to address.

You can break the emergency planning process down into sections. You can think of emergency planning as a cycle. This is often referred to as Integrated Emergency Management (shown in Diagram 1).

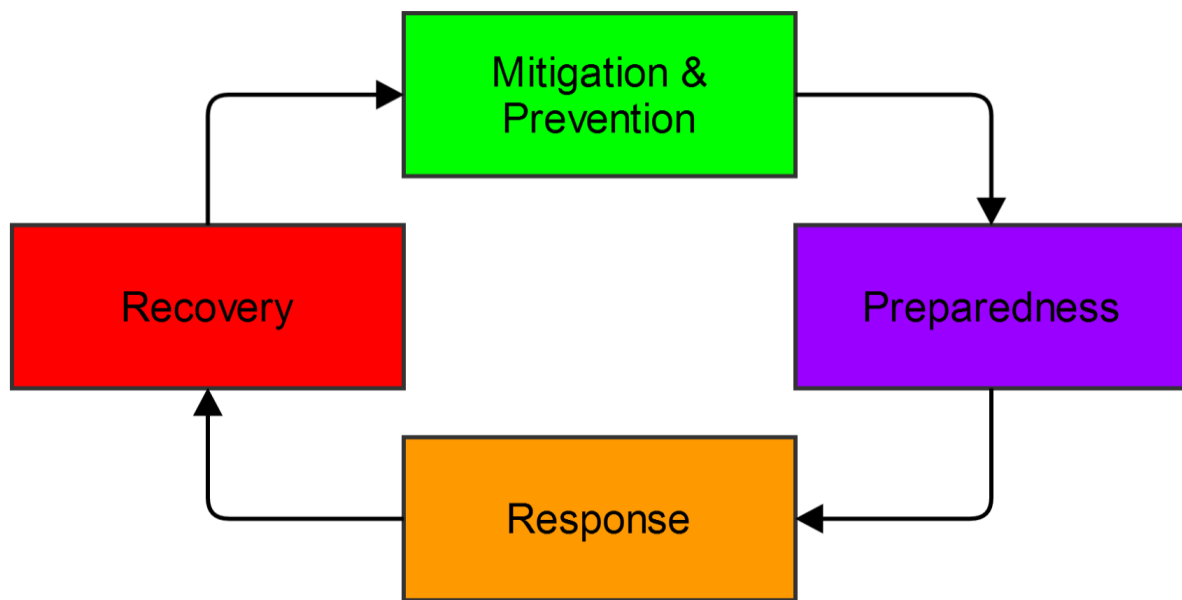


Diagram 1. The Integrated Emergency Management system shows what should happen before, during, and after emergencies

1.3. Mitigation and Prevention (looking at your school):

What documents or pieces of work relating to safety and emergency planning currently exist in your school? Elements of these documents can be integrated into your school's emergency plan. Consider all current work which relates to pupil and staff safety.

The table below lists some of the plans and documents, which you may like to use in compiling your plan. Also look at your existing plans to see if there are any areas that need updating or developing:

Existing Documents and Plans	Details (i.e. current availability / status / where held / last update/practiced)
<i>For Example</i>	<i>For Example</i>
Safety guidance for school journeys and offsite activities	Used for all school trips – copies available from School Office – last updated July 2006
Grief and bereavement guidelines for Hounslow schools	Copies available from the School Office – last updated June 2006
Existing schools health and safety policies and procedures	Held in School Office – <u>last updated October 2004</u>
Fire plan	Updated January 2005 - fire drill every 3 months.
Evacuation procedure	Fire evacuation plan in place no separate evacuation plan yet.
Procedures for a violent attack	(.....if you have existing plans these can be integrated into your emergency plan if you wish)
Specific security procedures	(.... Do you have specific security measures in place in your school? Are they sufficient and are they regularly reviewed?)

Note: the information from these documents will form some of the information that will be in the school emergency plan (Your school should have copies of the above guidance). Hounslow documents can be downloaded from the [Hounslow Virtual Education Centre](#).

1.4. Preparedness (i.e. implementing strategies and policies that you outlined in your plan):

You must think of an emergency plan as a living document. It will only work if all those involved are familiar with it and the training is in place to support it. To aid the process it you should use the accompanying template to ensure that you consider all key points. The plan is generic, you must tailor it to fit your school. Once you complete your plan, the Contingency Planning Unit in association with the Education Department will be able to give advice on training your staff and exercising the plan.

When preparing your plan consider any hazards that could have an effect on the school. For example, a river near the school could flood. Consider the area around your school for about 1 mile.

Consider including the following information:

- Types of buildings (private housing, industrial sites)
- Major access routes
- Hazards (e.g. power lines, reservoir, river, industrial sites, etc.)
- Other buildings you could evacuate to if needed (e.g. other local schools and Community Buildings)

For more information on local hazards please contact the Contingency Planning Department.

2. Major Incident Roles:

During a major incident the school and other key players have different roles to play in supporting the school, a brief outline of these is shown below:

2.1. The School's Role:

- To prevent and minimize loss of life and personal injury to pupils and staff during an incident. The school would also be responsible for other people on site (e.g. contractors or parents)
- To seek to reduce the risk of incidents escalating or actual situation(s) deteriorating further
- To maintain a school emergency plan and procedures. Also, to implement and follow these in the event of an incident
- To ensure all staff are aware of and follow the school's emergency plan and procedures
- To contact and liaise with the Emergency Services where required, both during and post incident
- Work with the Local Authority (LA)
- To contact the LA Emergency Planning Team at the beginning of an emergency/incident
- When the Emergency Services take over control of any school-based or related incident, the School's Emergency Management Team is to ensure that all school staff and pupils follow the directions of the Emergency Services. (Note: When the Council's Emergency Plan has been put into operation – i.e. in the event of a major incident - the Council will activate its Emergency Control Room. The

purpose of this will be to coordinate the Borough's response to any major incident)

- Work with Hounslow Corporate Communications Team to ensure parents/carers receive timely and accurate information
- In the case of smaller incidents, wherever possible, the school should try to maintain the normal routine of staff and students not directly involved
- Bring about a swift return to normality
- To support staff, pupils, and parents in the aftermath of an accident

2.2. The Local Authority's Role:

- To prevent and minimize loss of life and personal injury to pupils, staff, and the local community
- Seek to reduce, through the exercise of its powers and functions, the risk of a major emergency arising
- To seek to reduce the risk of live incidents escalating/situations deteriorating further
- Alert schools to a potential or emerging local emergency situation. For example: **flooding** following **heavy rain / major water leak**; **pollution** and/or **transport disruption** resulting from a **chemical spill** or **fuel spill**; **extreme weather conditions (heavy winds, rain, snowfall, freezing temperatures)**; **major train or road crash**; **major incident at Heathrow Airport**; **terrorist bomb threat/incident**; **etc.**
- Provide support and direction to schools during an incident of emergency, including (where required):
 - Maintaining the council's major emergency procedures
 - Ensuring calls from parents/carers are managed
 - Handling the media
 - Co-coordinating with and informing other professionals (e.g. where appropriate, senior managers, the school liaison officer, education (pupil) psychology services, social services, property services, transport services, employee counseling and volunteer agencies (e.g. British Red Cross, St John's Ambulance), and community groups/leaders, etc.)
- Support schools, in the aftermath of an incident facilitating a swift return to normality, and provide support and counseling for the victims and their families. This support would be delivered by the educational psychologists in association with social services and other external groups

2.3. The Emergency Service's Role:

- To prevent and minimize loss of life and personal injury
- Seek to reduce, through the exercise of its powers and functions, the risk of a major emergency arising
- To seek to reduce the risk of live incidents escalating/situations deteriorating further
- If contacted and deployed, the Emergency Services will first carry out a risk assessment of all reported incidents and/or emerging threats. Depending upon

the situation they will either take over control of the management of the situation or provide advice. Where they are advisory, it will be the school's responsibility to manage the incident, with support from the LA

- The police will deal with the collection and distribution of casualty information

3. School Information:

This is to be filled out with pertinent information about your school for emergency services and the CPU.

Name	<u>The Palmer School for Emergency Planning</u>	
Address	<u>76 Sutton Rd, Hounslow TW5 0PL, UK</u>	
Telephone Number (in hours)	<u>1234567890 Main Office</u>	
Telephone Number (out of hours)	<u>09876543210 Best During Emergency</u>	
Head Teacher	<u>Richard Grayson</u>	
Chair of Governors	<u>Slade Wilson</u>	
Type of School (i.e.: Community/Foundation/Voluntary/Special etc.; Nursery/Primary/Secondary/ with/without Sixth Form)	Community	
Pupils (male/female/mixed)	Mixed	
Number of Pupils	512	
Number of Staff	100	
Age Range of Pupils (e.g.:4+ to 11/11+ to 16/18)	4+11	
Emergency Services Access (Which entrances can accommodate emergency vehicles (e.g. large fire engines, ambulances)? Include street names for access.)	<u>Front Door, East side of school, West Parking lot, Main street</u>	
School Operating Hours	From: 7:50	To: 17:50
Core School Hours	From: 8:30	To: 15:00

3.1. Daily Schedule:

This is for a schools typical schedule on any given day. Feel free to add rows if necessary due to differing times between ages of children.

Example Table:

Start of Morning Session	Morning Break	Lunch Time	Start of Afternoon Session	End of School
08:50	10:45	12:00	13:00	15:10

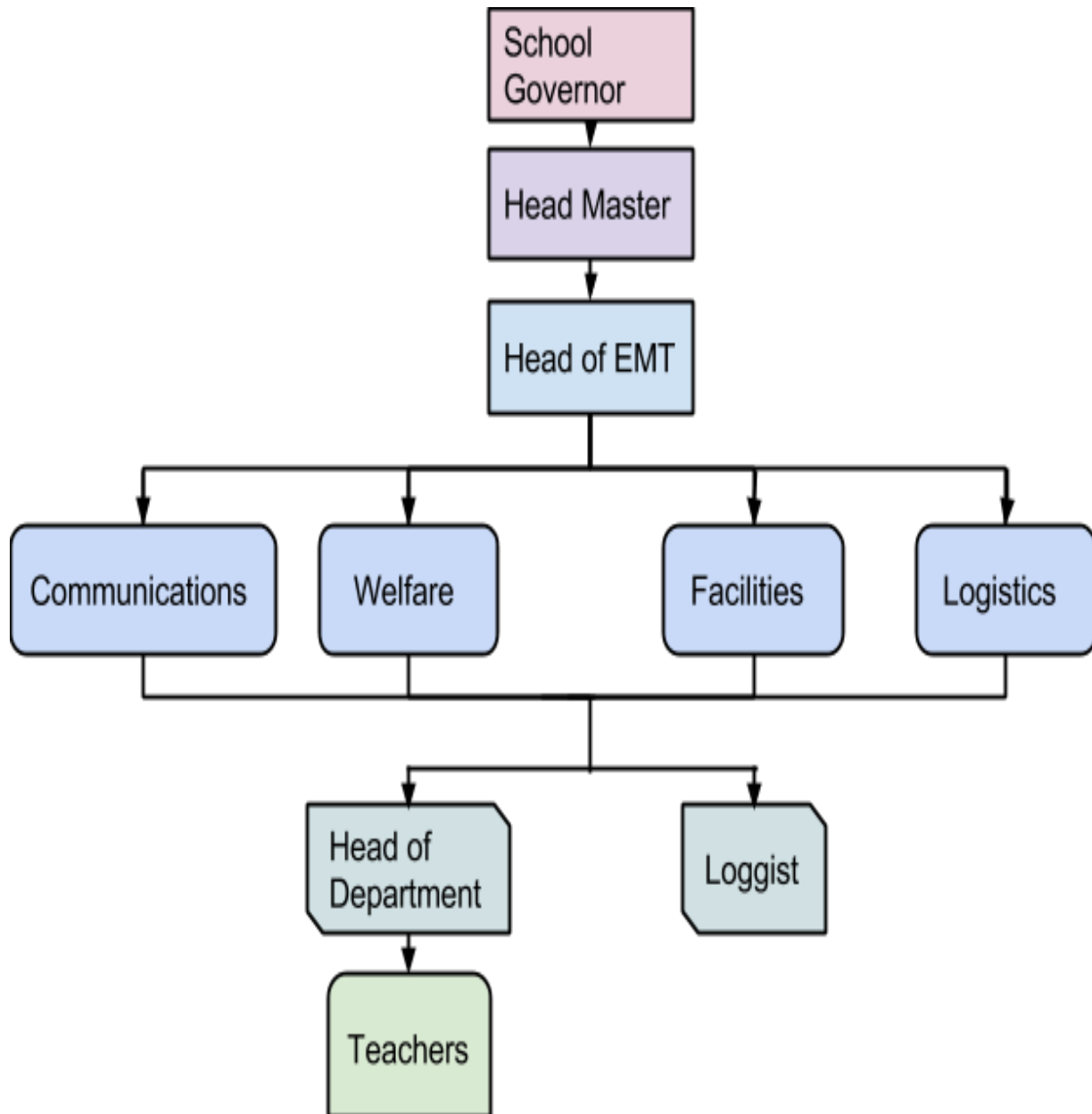
3.2. Extended School Activities:

These are activities that either directly precede or follow the school day. Feel free to add boxes as necessary.

Example Table:

Activity	Location	Days and Times	Contact Name	Contact Information
Breakfast Club	Room 13A	Every Weekday 08:00-08:45	Steve Rogers	Telephone number 12345678910 Email: CaptainA@Example.com
...

4. Chain of Command:



This is an example chain of command flow chart. We encourage you to fill out your own. Blue Boxes are part of the EMT, which is explained below. If you have any other questions about your chain of command, feel free to contact the CPU at the designated number. It should be noted that your rank in emergency is not the greatest priority, but rather your role.

5. Grab Bag:

A grab bag is taken from the school during an evacuation or brought to site from another location. The school should ideally have 2 bags. These should be placed in secure locations, which are accessible to all staff (e.g. office, staff room, store cupboard, Head teacher's car). There are 2 bags so that if one is inaccessible due to the incident (e.g. a fire) you can access the other one. Therefore, they should not be placed close together. **All staff should know where the grab bags are.**

Suggested contents and a checklist for the grab bag are included in the accompanying template. Feel free to add any item as necessary.

Note: If information is stored in digital format you may not be able to access it immediately. For example, during an evacuation – always ensure that up to date hard copy included in the bag

5.1. Grab Bag Checklist:

Date Grab Bag Last Checked: 14 / 06 / 1995

Locations:

Drama Office
Main Office
Head Teachers Car

6. Students and Staff with Special-Needs:

Be sure to consider students and staff with special-needs during emergency planning. These individuals may need additional assistance and a list should be kept of who will need help in the case of an emergency.

7. Buddy Schools:

This table should include the information about your buddy school. A buddy school is the place where you would transport your students and use their facilities in the event your school was unusable. **Prior to filling this table out you should contact your buddy school to make sure they have enough space and resources for you possibly coming into their school.**

Example Table:

Name and Address of Buddy School	Telephone Number	How will pupils get there?
Sky High 10 Osterley Ln Hounslow, Southall UB2 4LB, UK	12345678910	Buses

8. Risk Assessment:

This table should be filled out based on the Hounslow Risk Register (refer to the Appendix) with likely and unlikely risks, and hazards around your school (if unsure about any hazard around your school, feel free to contact the CPU about it). Feel free to add boxes as necessary.

Example Table:

Hazard or Potential Threat	Description of Risk	Current Risk Control Measures Implemented at School	Risk Rating (Refer to Hounslow Risk Register)
Flood	Large amount of water everywhere	Sand bags and floodgate	Very High
...

9. Training & Evacuation Drills:

This table should be filled out yearly in accordance with your drills, feel free to make several copies of this table since it should be filled out yearly. Please keep your most recent drill record with your template and all others somewhere accessible.

Example Table:

	Drill	Person Responsible	Date Drill was Performed	Drill was Completed ✓
Term 1	Flood	Arthur Curry	14/06/1995	✓
Term 2	Fire	Hal Jordan	14/07/1995	✓
Term 3	Shelter in Place	Diana Lance	14/08/1995	✓
Term 4	Gas Leak	Victor Stone	14/09/1995	✓

10. Emergency Management Team & Control Point:

The key to your school's emergency planning and response is the Emergency Management Team (EMT). This group is made up of senior members of school staff and there should be at least eight people on the EMT List. This should mean there are always enough suitable team members available to carry out defined EMT duties. However, for some smaller schools this might be too high a number. In the event of an incident, the most senior member of staff available on the list will appoint main team roles. More detail of EMT roles can be seen in the emergency plan template.

10.1. Emergency Management Team:

Role	Who Carries This Out?	Responsibilities
Head of EMT	Steve Rogers	Ensures school-side continuity. Receives information and makes decisions and delegations. Leads or delegates EMT members for media interviews
Welfare	Ray Palmer	Follows and distributes health and safety procedures or advice. Assesses risk to human life. Considers infection control. Manages first aid considerations.
Logistics	Lucius Fox	Keeps track of human resources. Coordinates transportation options. Gives support for ICT. Supplies information from the maps and GIS. Uses the printer. Uses emergency signage. Directs access to premises. Negotiates mutual aid. Keeps in mind forward planning.
Communications	Matthew Murdock	Maintains a communications and media log. Establishes and maintains lines of communication with all stakeholders. Uses social media to keep the public informed.

		Liaises with Council PR and media. Collates information about the incident for press statements.
Facilities	Oliver Queen	Maintains a log of actions. Ensures site security and safety during and following an incident. Advises Head of EMT on infrastructure-related issues. Acts as a point of contact for contractors.
Loggist	Barbara Gorden	Maintains incident log. Ensures that all key decisions and actions related to the incident are recorded accurately. Ensures that all other logs (e.g. communications or recovery logs) are also being maintained.

10.2. Activation of EMT:

To activate the school's EMT, use the call out list below starting from the top down.

This table should be filled out and updated regularly (see Self-Auditing Your Plans on page 14 of your template).

THIS SHOULD BE UPDATED IN RESPONSE TO CHANGES AND REVIEWED AT LEAST ANNUALLY

Example Table:

Key Holder ✓	Name	Status	School Extension Number (if appropriate)	Home Telephone and Mobile Phone
✓	William Batson	Head teacher	12	Home 12345678910 Mobile 09876543210
...

10.3. Other School Contacts (including representatives from the Governing Body):

These are other important people to inform when an emergency occurs, this should include anyone who is not important in the activation of the EMT.

Example Table:

Key Holder ✓	Name	Status	School Extension Number (if appropriate)	Home Telephone and Mobile Phone
✓	Robert Parr	Porter	N/a	Home 12345678910 Mobile 09876543210
...

10.4. Control Point:

This table includes equipment used in the control point during an emergency. Feel free to add any boxes if necessary.

Example Table:

First Location:	Head teachers Office
Second Location:	Media Room
Offsite:	Contingency Planning Unit Borough Emergency Control Centre
Required Equipment and Materials:	Where they are Normally Stored:
TV and Video	In Drama Office
Laptop(s)	Caretakers Office
White Board	Media room
Flip Chart	Media Room

2-Way Radios (if you have them already)	School Office
Pens and Paper	EMT Box In School Office
Phones	Are there Phones in your Dedicated Room?
Fax Machine	Media Room
Incident Logs	EMT box in school office (template)
Copy(ies) of School Emergency Plan and Maps	EMT box in school office (template)
Other	

10.5. Dedicated Phone Numbers:

In an emergency, it is good practice to use at least two different phones: one to make calls from and another to receive them. It is likely that the main school phone numbers will be overwhelmed by calls. (**Note:** make sure that normal landline phone(s) are identified as dedicated lines, or charging facilities are available for mobile phones). Give the local authority and emergency services a number that allows them to communicate quickly with the school EMT.

11. Door Plan or School Security Plan:

Consider producing a door security plan if you do not already have one. The following advice is from the DFES (via Teachernet) The Education (School Premises) Regulations 1999. This prescribes minimum standards for both new and existing schools. They include a general requirement that every part of a school's premises must be able to reasonably assure the health, safety and welfare of the occupants. Local Authorities are responsible for meeting these regulations, and complaints of non-compliance may be made to the Secretary of State.

11.1. Security of Premises:

In all schools, staff and pupils need to be able to work and learn in a safe, secure environment. But older school buildings were not designed with security in mind. Security problems can arise as a result of schools having:

- Open sites with long insecure perimeters
- Multiple entrances (pedestrian and/or vehicular)
- Multiple dispersed sites
- Isolated buildings
- Temporary buildings

- A lot of glass
- Thick vegetation screening buildings and/or footpaths from main buildings
- Independent buildings spread out over a wide area

The LA and schools will have their own school security policies and strategies. Advice can be found on the DFES School Buildings Information Centre website:

<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings>

The Managing School Facilities Guide 4 Improving Security in Schools can be downloaded from:

www.dfes.gov.uk/publications

12. Useful Contact Information:

This table should contain contact information of several Individuals/Agencies that might have to be contacted in case of an emergency (e.g. Hounslow Emergency Planning Team, utilities provider, transport company). The tables should include numbers for both regular operation hours and 24/7 lines (if available).

It is important to take into account that the contact numbers might change with time, thus they should be checked periodically (One or two times a year) and updated as required. If necessary, contact the Contingency Planning Unit to receive the most updated contact information.

Utilities			
Service	Provider	Working Hours	Phone Number
Gas	Gas Co.	9:00-17:00	12345678910
Water			
Electricity			
Data/Telecoms			
Key Suppliers			
Institution	Working Hours	Phone Number(s)	
Cleaning Company	9:00-17:00	12345678910	
Catering Company			
Contractor			
Others			
Institution	Working Hours	Phone Number(s)	
Planning Team	24 Hours Emergency Only	0208 583 2222 (Please ask for the 'on-call emergency duty officer')	
	Regular Hours Non-Emergency	02085835111	
Local Authority Education Emergency Helpline	Regular Hours 24 Hours		

Education Welfare service		
Hounslow Corporate Communications Team	Regular Hours 24 hour	0208 583 2180 0208 583 2222
Educational Psychology Service		0208 583 2800
Children's Services and Lifelong Learning (Reception)		0208 583 2600
Counseling Service		
School's Usual Bus Company		
Social Services Transport		
Public Transport		
Building Direct		
Risk and Insurance Section		
Education Safety Officer		0208 583 2610
Health and Safety Executive		0845 3009923
(Offsite Insurance) Emergency number		
The Foreign Office (links with British Consulates)		020 7270 1500
Local Radio		
Met Office (60p/min local forecast)		09014 722062
The Samaritans		08457 909090
Teacher Support Network		08000 562 561

13. Facilities Fact Sheet:

This sheet should contain the location and important information of key items such as alarm boxes, utilities shut off points, grab bags, first aid kits, etc. It also includes the location and description of dangerous/hazardous elements such as flammable materials and chemicals.

For items that have multiple locations (e.g.: Grab bags, stretchers, access keys), include each location on a separate line. Items that are widely distributed throughout the building (e.g.: Fire extinguishers) can be generalized (e.g.: hallways).

Alarms		
Type	Location	Company

Fire	Hallways		Alarm Co.
Security			
Other			
Utilities			
Type	Shut off Points/Location		Service Provider
Gas	Basement		Gas Co.
Water/Sprinkler System			
Electricity			
Data/Telecoms			
Fire Hydrant			
Key Elements			
Type	Count	Location	
Keys (to Buildings)	112	With The Porters	
Extinguishers		Date Last Checked:	
Stretchers			
First Aid Kits			
Protective Clothing			
Spillage Clean Up Equipment			
Hazardous Items			
Items	Description		Location
Flammable Materials	Gasoline		Science Labs
Toxic Materials			
Chemicals			
Other			

14. Parent Reception Centre:

In an emergency that lasts several hours, parents will inevitably want to go to the school building, even if they have been advised not to do so. A Parent Reception Centre (PRC) should be set up in the Gymnasium (building or area). Police and staff should direct all parents to the PRC in the event that they come to the school. At **no point** should family members enter the affected area.

The main purpose of the PRC is to pass along factual information to the families of the affected about the status of the students and staff. The Welfare section of the EMT will be in charge of this site. It should also be noted that the PRC can also be a place for the families to be reunited with their children. It can also be used to inform the families if they need to pick up their relatives from the school.

15. School Closure:

The decision for a school to be closed for any length of time is usually decided by the Head teacher and governors after receiving approval from the Local Authority (LA). Consideration should be given when closing the school to both contacting procedures and transportation, both for students and for staff.

Your school should:

- Require parents or other designated individuals to check pupils out of school
- Regularly update parent/guardian contact details
- If these are held on a computer database, a regular print-out should be made with a copy kept in your grab bag and in a secure offsite location

15.1. If an individual, group of pupils, or the whole school needs to be sent home you should:

- Only release pupils to custodial parent/guardian or person pre-designated by parent/guardian as an authorized contact
- All school staff should be instructed on the early dismissal policy and the policy should be consistently enforced
- Instruct all school staff on the early dismissal policy
- Enforce the early dismissal policy as consistently as possible
- Know the location of all children at all times (or as much as feasible)

15.2. If the whole school is to be closed during the school day you should:

- Alert the Contingency Planning Unit (CPU) Emergency Response team – 020 8583 5111 (ask for Contingency Planning Unit)
- During working hours the CPU can arrange for local radio stations to be contacted and will make announcements to parents. Out of hours call the 24-hour number – 020 8583 2222 (ask for the 'on-call emergency duty officer')
- The CPU can set up telephone hotlines to provide information to other schools and the public
- You should contact all parents/guardians to come and collect pupils
 - School website
 - Phone calls to parents (via pre-existing phone trees)
 - Text messaging, social networking sites (I.E. Facebook and twitter)

- Children of a reasonable age that are ordinarily allowed to walk home should do so (depending on the reason on the closure)
- Pupils whose parents/contacts cannot be informed or cannot look after them, should remain in the school under adult supervision
 - If this is not safe or practical, they should be taken to your buddy school or safe haven
 - Messages should be left with parents and at the schools gates as to where the pupils have been taken
- Parents at the schools gates/Parent Reception Centre should be told as to where the pupils have been taken
- Staff should remain on site for as long as there are students still on school grounds.

15.3. If the school is to be closed before the start of the school day, e.g. due to bad weather or utilities failure, you should:

- Place a notice at the schools gates
- Ask a member of staff to stand duty so that parents delivering their children are alerted
- Contact the parents/guardians of any pupils who arrive at the school unescorted
 - Keep the pupils at the school until the parent/guardian arrives to collect them
 - If this is not safe or practical; evacuate them to your buddy school or safe haven
 - Messages should be left with parents and at the schools gates as to where the pupils have been taken.

16. Evacuation Plans:

The table below should be filled out with specific areas to evacuate to in case of an emergency as well as how to activate the evacuation procedures for the school.

Example Table:

Method of Activating Evacuation Procedures:	Head teacher declares procedures should be activated
Details of evacuation routes and locations need to be on school map or as a separate map. These must be familiar to all staff.	
Evacuation Site	Sites to Evacuate to
Site 1 (Can be on School Grounds)	Canteen, gymnasium

Site 2 (200m From the School)	West Parking lot
Site 3 (400m From the School)	East Football Pitch

The school may need to be evacuated when it is dangerous or potentially dangerous to remain in the building; circumstances include fire, gas or chemical leaks, bomb threats, explosions, and substantial damage to the building. An evacuation plan will include details of separate evacuation points. For example, with a bomb or a chemical threat, the police and fire brigade could ask you to evacuate from between 200m and 400m.

When designing your evacuation plan consider the following:

- Details of how the activation will be started (i.e. using fire alarm, public address system, or a staff member with a loud hailer). In which order will the sites be used? (e.g. 1. School playground, 2. Public Park, etc.)
- An up-to-date, detailed plan of your school, showing evacuation routes and assembly points (this should include at least one alternative in case the emergency affects the main route or assembly point). One of the evacuation points needs to be at least 200m away with consideration for a location 400m away
- Copies of the evacuation points and routes can displayed be in each classroom
- Any identified 'place of safety' nearby where pupils and staff can be taken if unable to return to the school for some time – this could be a village hall, leisure centre, buddy school or similar. Arrangements to use such buildings are best made in advance
- Information on how staff will ensure that all pupils and people visiting the school site are accounted for. Consider procedures for use of registers, visitors books, etc.
- Procedure for sending pupils home if the situation becomes prolonged, taking account of **the need to keep track of who has left/been collected**
- Consider electing fire wardens, who would check toilets and non-teaching spaces as necessary
- Evacuation is occurring. You should try to minimise the risk of re-entering the building
- Once evacuated, staff should not re-enter the building. If all children and staff are not accounted for, take details of the missing and inform the emergency services of their last known location
- Take the grab bag with you plus mobile phones and radio
- Do not use lifts
- Pupils can be asked to buddy up
- Escort pupils with disabilities
- Form the Emergency Management Team and assign roles
- Administer first aid if needed. Must be done by trained individuals
- Ensure easy access for emergency vehicles
- Keep pupils calm and if possible occupied
- Do not re-enter the buildings until they have been checked by emergency personnel and declared safe

17. Information Maps:

This section should include:

- An up-to-date, detailed floor plan of the school (copies of your school floor plans are available on the schools asset management database) showing:
 - Location of cut-off valves and switches for gas, water, and electricity
 - Include details of master switches as well as local stopcocks
 - Information on the drainage system
 - Key evacuation and evacuation rendezvous points

NOTE: Copies of the maps should be included in the Grab Bag and EMT box (if you have one)

18. Off-Site School Emergency:

The table below should be filled out with details obtained from an off-site school emergency. The information will most likely be obtained via a telephone call and all information should be taken down.

If call is received from a group on an activity outside of the school:

- 1) **Acquire as much information as possible** from the table below:

Example Table:

Time: 6:15 Date: 14/06/1995	Caller ID: Garfield Logan
Number to Contact: 1234567890	
Trip: Zoo	
What happened? Bus hit a tree	
When did it happen? 6:00	
Where did it occur? The A315 by Syon Park	
Who is involved? The bus driver and all of the students on the trip	
Number of injured/casualties? Few head bumps, kids are more shaken up than anything	
Are emergencies services on the scene? (Identify who, e.g. Police, Fire Department, etc.) Yes, Fire	

What support do they need? None
Intended actions of the leader Get the bus fixed and get the kids home

- 2) Decide level of response. Activate Emergency Management Team if necessary.
- 3) Start Incident Log
- 4) Set up an Incident Control Room as a focal point for all information and decisions
- 5) Contact Local Authority (Contact Sheets, Page X)

18.1. Important Pupil Considerations:

- Take care of specific needs (Medication, dietary needs, etc.)
- Catering Requirements
- Alternative accommodation and/or transport
- Ensure return home arrangements are in place

18.2. Information Management:

18.2.1. Contact:

- Chair of Governors
- Parents
- Home contacts for staff/volunteers on the trip
- Transport and Insurance Provider
- *Foreign and Commonwealth Office (if abroad)*

18.2.2. Based on the severity of the incident, establish a helpline for:

- Governors
- Staff
- Pupils
- Parents
- Public
- **Assign room(s) and personnel to receive and address families/staff relatives**
- **For addressing media, refer to [Handling Media 22.1](#)**

18.3. Response Actions and Business Continuity Considerations:

- Re-schedule or cancel activities (take note of changes)
- Record damaged/lost items and costs of accident. Report to Insurance

- Continually update parents/staff relatives

19. Shelter in Place:

19.1. Activation:

The head teacher gives a predetermined signal or alarm to the teachers using the P.A which then activates shelter in place.

19.2. Actions:

The below are what the Hounslow council says you should do which is why it is in your template as well as here, feel free to input any additional steps.

- Check all external and internal public areas (i.e. playgrounds, sports facilities, corridors etc.) and get all pupils and staff into secure classrooms or safe areas
- Emergency services at the scene will advise EMT
- **Head teacher, office staff, and other non-teaching staff who can be safely assembled, should form a School Emergency Management Team**
- Keep all pupils in secure classrooms until given the all clear
 - Ignore all bells and alarms
- Consider locking or wedging your doors shut if possible, shut windows and blinds
 - Turn off lights
- Instruct students to turn off cell phones and collect them
- Keep pupils seated and away from doors and windows
 - There may be circumstances when it is best to sit on the floor or under desks and/or move to rooms away from the incident (i.e. on the other side of the building)
- Teachers and/or Teaching/Classroom Assistants will maintain (as best they can) a calm atmosphere in the classroom and keep alert to the emotional needs and other of pupils
- Try and keep pupils engaged in quiet classroom based activities or games
 - Take attendance
- Do not allow anyone out of the classroom during a shelter in place procedure under any circumstances
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times
- If the teacher or teaching/classroom assistant is out of class at the time of the incident then they should attempt to go back to the classroom IF SAFE to do so

- If this is too risky or dangerous then they must try and make contact with the children as soon as possible
- Parents should not be allowed to pick up their children during a shelter in place procedure
 - Use the Parent Reception Centre
- If the children are outside, teachers/supervisors should either
 - Move them to the nearest hall or building that can be secured and that has an alternative escape route
 - Tell them to hide, disperse or take cover

20. Business Continuity:

(MTPD = maximum tolerable period of disruption)

Example Table:

The table below should be filled in according to your schools time line and what needs to be on track after what amount of time.

Critical Function	Description	MTPD
Examinations	Providing staff and facilities to enable pupils to sit examinations.	1 Day
Teaching Staff	The provision of a suitable number of qualified teaching staff to deliver the National Curriculum.	1 Week
Support Staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.	2 Weeks
Safe and Secure Premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & Safety requirements etc.	1 Week
Catering Facilities and Staff	The provision of suitable catering facilities and staff to enable preparation of school meals.	1 Week
Utilities - Gas	The supply of gas to enable the heating of premises and preparation of school meals etc.	1 Week
Utilities – Water	The supply of water for drinking and general usage including flushing of toilets, preparations of meals etc.	1 Week
Utilities - Electric	The supply of electricity to enable ICT systems to run, lighting of premises etc.	1 Week
Provision of IT	The provision of IT to deliver education and to enable the establishment to run smoothly.	2 Weeks
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment.	1 Month
Keeping of suitable coursework	The creation and safe keeping of coursework including electronic documentation and items such as textiles, D&T work pieces.	1 Month

21. Specific Emergency Guidance:

Below are several emergencies that your school should have plans for. These are best practices from around the world, they are based on plans from Australia, Arizona, Wayland, and Burlington (two towns in Massachusetts), Sandwell, North Somerset,

Devon, Doncaster, and the ALICE Training institute. These are ordered in Alphabetical order with the exception of General Emergency, feel free to reuse them in your template, but make sure that you change the numbers in the flowchart in your template.

21.1. General Emergency

- **Start incident log**
- **Ensure the safety of students and staff first**
 - **Teacher and Teaching/Classroom Assistants should remain with their pupils at all times**
- **Notify emergency services about incident**
- **Assemble EMT**
- **Seal off high-risk area and help victims (if necessary)**
 - **Use staff to assist**
- **Preserve evidence**
- **Inform parents, faculty, community about the occurrence**
 - **Establish helpline for further inquiries**
- **Establish welcome center for parents or carers**

21.2. Animals

(Any emergency related to animals)

- **Start incident log**
- **Ensure the safety of students and staff**
 - **Teacher and Teaching/Classroom Assistants should remain with their pupils at all times**
- **Ring 999 and inform them about the situation**
- **Convene EMT**
- **Seal off area if animal(s) still present**

21.2.1. Assaults or Fights between students

(When two or more students get into some sort of altercation)

- **Please refer to existing school policies and procedures**

21.3. Bomb

(If a bomb threat is received or there is a suspicion that there is a bomb on school grounds)

If called in:

- **Use given bomb threat checklist**
- **Start incident log**
- **Convene EMT**
- **Notify head teacher of the situation, they or designated party should:**
 - **Ring 999**
 - **Contact the CPU and inform them of the situation**
- **After hanging up the phone, immediately dial 1471 to attempt to trace the call**

If received by mail:

- Start incident log
- Convene EMT
- Avoid handling of the letter or envelope
- Place the letter in a clear bag or sleeve
- Immediately ring 999
- Contact the CPU and inform them of the situation

If received electronically:

- Start incident log
- Do not delete the message
- Convene EMT
- Immediately ring 999
- Contact the CPU and inform them of the situation

If suspicious package is received:

Postal bombs or biological/chemical packages may display any of the following:

- Grease marks/oily stains on envelope or wrapping
- Unusual odour including (but not restricted to) almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder-like residue on the envelope or wrapping
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- Poor handwriting, typing, or spelling
- Wrong address or coming from unexpected source
- No return address or postmark that doesn't match return address
- Too many stamps for weight of package

If you suspect the letter or package may contain a bomb:

- Start incident log
- Convene EMT
- Ring 999
- Put the letter/package down gently and walk away
 - Let others know of situation
- Do not put the letter or package into anything and do not put anything on top of it
- Ask everyone to vacate the area (including classes if necessary)
- Notify the police and head teacher immediately
- Do not use mobile phones or sound the alarm, as this may activate the bomb

If you suspect the letter of package may contain a chemical or biological threat:

- Start incident log
- Convene EMT
- Do not touch the package, leave it where it is
- Ring 999
- Shut windows and doors in the room and leave the room, but keep yourself separate from others (to avoid contamination)
- Notify head teacher
- Ensure that any air conditioning system in the building has been turned off, and that all doors and windows have been closed.
- Evacuate the building and keep people away from the contaminated room as far as possible
- Quarantine all persons exposed to materials
- Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek immediate medical attention

If someone is exposed to biological/chemical material or believes to be exposed:

- Avoid touching their eyes, nose, and any other part of their body
- Wash their hands in ordinary soap and water where facilities are provided

After threat has been confirmed:

- Start incident log
- Ensure 999 has been rung
- If there was a code word with the threat and/or the location of the bomb is not in the school, report the threat to the police and notify the head teacher
- Notify personnel to turn off two-way radios (notification is best in person, if possible)
- The fire alarm should not be pulled
- The public address system should not be used
- Local authority will take over the situation and sweep the site
 - It is advised for a knowledgeable school personnel to work with the local authority since they know the school building better and will know if there is anything suspicious in the building
- If evacuation is necessary, do not mention “bomb threat” and use standard fire drill procedures. Direct students to take their belongings
 - Be sure to evacuate to a predetermined safe distance outside of school buildings
 - Ensure the school’s doors are left open
 - Do not touch any suspicious objects found
 - Liaise with buddy school if weather is inclement or building is damaged
- Teachers should take roll after being evacuated

- Any missing pupils or staff are to be reported to police. No searches are to be carried out
- No one should re-enter the building(s) until local authorities declare them safe
- Direct all media to designated party
- Head of EMT notifies students and staff of termination of emergency.

21.4. Bus Incident

(An incident that is off site, for further reading see off-site school emergency)

- Start incident log
- Ensure the safety of students and staff first
 - Teacher and Teaching/Classroom Assistants should remain with their pupils at all times
- Ring 999 and inform them about the situation
- Convene EMT
- Liaise with bus company about incident
 - Try to contact driver to confirm/provide instruction on where to go. Be sure to receive confirmation of bus's arrival at destination
- Notify parents of incident
 - Establish a helpline for further question
- Identify location(s) where injured are taken

21.5. Chemical /Toxic /Hazardous Material Spill

- If you know what is spilled and are trained to take the necessary action, then do so (BUT DO NOT PLACE YOURSELF OR OTHERS AT RISK)
 - Try to seal off area of spill, if possible
- Start incident log
- Ring 999 and inform them about the spill
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times
- Convene EMT
- If spill is inside and severe, evacuate the building using fire drill procedures and move all persons to a safe location
 - Once evacuated, teachers should take roll
- If severe spill is outside the building follow contamination procedures, keeping all pupils inside and all doors and windows locked
 - Switch off fans or air conditioning and avoid using electrical equipment in case sparks are produced
 - Do not smoke
 - In an incident like this, you will be advised by the London Fire Brigade who respond to chemical spills)

21.6. Electricity or Water Utility Failure

- Start incident log
- Contact head teacher, or EMT head if necessary
- Contact utility company and establish timescale of loss, area(s) of school affected, critical services disrupted, and any backup options
- Determine the level of impact based on time of day and the season/weather/temperature
- Convene EMT if necessary and assess scale, duration, and impact
- Inform necessary school officials as well as pupils/parents
- Liaise with support organisations or services
- If necessary, determine alternative teaching locations (either areas of school not affected or 'Buddy School' facilities)
- If necessary send the students home if utilities are not fixed within the time required
- Determine if catering is required for alternative location
- Develop a timetable to compensate for lost lesson time, determine an alternative start or finish time, and determine alternative exam times
- Lock up unused areas of the school
- When possible, re-enter school and resume business

21.7. Fire

- Start incident log
- Activate fire alarm
- Ring 999
- Activate EMT
- Set up incident control room
- If safe, immobilize gas, and electricity
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times
- Evacuate all personnel from school to safe distance away using fire drill and school evacuation procedures
 - Be sure to close all doors and windows
- Take class roster to make sure all students are accounted for
 - Report any missing persons to EMT or the most senior teacher. They will in turn inform the emergency services
- Be sure to keep students away from building and away from roads
- Keep the children in line at the assembly point and as reassured as possible; and await the arrival of the Emergency Services
- If the fire worsens relocate the children immediately to a place of safety (i.e. as far away as logistically possible)
- Check if all areas have been cleared (only if safe to do so)
- Extinguish the fire (only if safe to do so)
- Contact parents
- If given the all-clear, check that nobody is missing on re-entering the building. **NO ONE SHOULD RE-ENTER THE SCHOOL BUILDING(S) UNTIL**

THE ALL CLEAR IS GIVEN BY THE HEAD/EMT LEAD FOLLOWING CLEARANCE FROM THE FIRE SERVICE INCIDENT COMMANDER

- **Notify students and staff of termination of emergency**

21.8. Flooding

- **Start incident log**
- **Convene EMT**
- **Teacher and Teaching/Classroom Assistants should remain with their pupils at all times**
- **If necessary, evacuate the affected area, without entering flood waters**
 - **If the above is not possible, get to the highest ground on site**
- **Switch off main water stop cock (this should be marked on a map contained in your emergency plan)**
- **Switch off/isolate electrical supply to affected area**
- **Switch off/isolate gas supply to affected area**
- **Ring Water Supplier (Number should be in your contact sheet)**
- **Monitor the situation**
- **If flooding worsens, evacuate the whole building (if safe to do so)**
 - **During heavy rain find a suitable building to accommodate displaced staff and pupils - if major incident implement relevant parts of School Emergency Plan**
- **In situations of major flooding the Local Authority and Council will provide guidance and assistance**

21.9. Gas Leak

- **Start incident log**
- **Teacher and Teaching/Classroom Assistants should remain with their pupils at all times**
 - **If evacuating be sure to take class roster**
- **Ring 999**
- **Evacuate the school using the fire drill procedures. Use the bomb threat assembly point i.e.: the furthest secure point in the school grounds**
 - **Follow alternate evacuation route if normal evacuation route is too dangerous**
 - **Do not switch on or off any electrical equipment**
 - **Do not use mobile phones or radios in the vicinity of the leak**
 - **Do not smoke or use naked flames within a predetermined distance of the suspected leak site**
- **Turn off gas, shut off main gas supply valve if possible**
- **Once evacuated, teachers should take roll**
- **Ring the gas provider**
- **No one may re-enter building(s) until emergency services declare it to be safe**
- **If gas odor is present outside, designated personnel can implement shelter in place or further evacuate all present parties**

- If weather is inclement or building is damaged, students may be moved to alternate site (Buddy School) if necessary

21.10. Industrial Incident Near School

- Start incident log
- Pupils and staff should remain in the school building and await further instruction from the LA and Council Emergency Teams and/or Emergency Services
 - Teacher and Teaching/Classroom Assistants should remain with their pupils at all times
- If risk of explosion keep children and staff away from windows
 - Preferably locate children and staff in rooms on opposite side of building from the scene of the incident
- This may include closing all doors and windows to minimise inhalation of fumes or smoke or evacuation

21.11. Loss of Key Suppliers, Partners, or Third Parties

(If a business or company that provides a services, suddenly no longer can provide that service)

- Start and maintain incident log
- Contact head teacher or EMT head
- Contact supplier/partner and establish timescale of loss, critical services disrupted, and back-up options/suppliers
- Figure out severity of impact (user groups/vulnerable groups affected, proportion of school affected)
- Convene EMT if necessary and assess scale, duration, and impact
- Inform necessary staff as well as pupils of loss
- Liaise with support organisations or services
- If necessary liaise with buddy school
- Consider catering requirements if necessary
- Determine a timetable for the school keeping in mind:
 - Alternative timetable to compensate for loss of supplies or third parties
 - Activities/specific sessions to re-arrange
 - Controlled assessment and exam timetables
- Make sure to lock up unused school areas, if closing school

21.12. Pandemic

A pandemic is a global disease outbreak that occurs when a new virus emerges for which there is little or no immunity in the human population.

STANDBY: Sustained community person-to-person transmission detected overseas

- Promote basic hygiene measures and provide soap and sanitizer to students and staff
 - Hand washing with soap and water
 - Staying home if exhibiting flu-like illness
 - Covering mouth with tissue or elbow when coughing or sneezing
 - Careful disposal of used tissues
- Communicate the risk of influenza and how to identify cases of possible influenza to staff
- Review school's cleaning procedures and determine whether frequency or other processes should change
- Convene EMT to discuss actions to be taken if pandemic hits school
 - Prepare sample letters for parents in case of pandemic
- In terms of travel, implement procedures to repatriate students who are abroad

ACTION: Cases detected in London

- Start Incident Log
- Activate EMT
- Liaise with Local Authority and Emergency Services to notify them of school's growing pandemic situation
- Liaise with neighboring schools about current situation
- Follow advice from RIDDOR and distribute information about individual protective measures and school cleaning procedures
- Compile a list of affected: pupil/staff names, symptoms, location
- Establish a helpline for parents/carers
- Use social media and school website to update public
- Continue to emphasize personal hygiene measures
 - In this stage be sure to advise all those that are ill (both staff and students) to stay home from school. If required, designate an area to keep sick personnel quarantined from rest of school population (while waiting for transportation home)
- Communicate availability of vaccinations for staff and students
- If pandemic majorly affects school, closing school should be considered
 - Educational materials (including online learning) can be distributed to students to ensure continued education

STAND-DOWN: Virus no longer presents a major public health threat

- Implement a recovery plan to help continue school business
- EMT may be de-activated when deemed necessary
 - Be aware that multiple waves of virus may occur
- If closed down, use letters or phones to inform students and parents when school is going to resumed
- Be sure to emphasize that anyone still sick should remain at home

21.13. Serious Injury or Death

- **Start incident log**
- **Ring 999 and inform about situation**
- **Convene EMT and notify head teacher**
- **Record injuries and casualties**
- **If possible, isolate affected student/staff member**
- **Contact affected parent(s) or carer(s)**
- **Direct witness(es) to school psychologist/counselor**
- **Setup incident control room for parent(s) or carer(s)**
- **Inform those not involved (parents/carers, pupils, neighboring schools)**
 - **Establish a helpline for further inquiries**
- **Establish a welcome center for families and/or staff**
 - **Be sure to nominate a 'meet and greet' person**

21.14. Severe Weather

- **Start incident log**
- **Contact Head Teacher and EMT Head**
- **Ring 999 and inform them of the situation**
- **Store or secure loose items outside the building. If necessary, secure windows and external doors**
 - **Be sure to stay away from windows and restrict use of telephone landlines to emergency calls only**
- **Protect valuables and disconnect all electrical equipment**
- **If in immediate danger, evacuate or get everyone inside to a point of safety**
 - **Teachers should take roll once evacuated**
- **Be sure to shut off all gas, electricity, and water (if safe to do so)**
- **Liaise with 'Buddy School' for alternative location**
 - **Be sure to consider transportation and how to get all personnel to alternative location**
- **Inform parents/carers of situation**
- **Establish helpline**
- **Remain in safe area until deemed okay by emergency services**
- **NO ONE SHOULD LEAVE THE SCHOOL BUILDING(S) UNTIL THE ALL CLEAR IS GIVEN BY THE HEAD / EMT LEAD FOLLOWING CLEARANCE WITH THE FIRE OR OTHER EMERGENCY SERVICE INCIDENT COMMANDER**

21.15. Student Unrest

(if a majority of the student become severely unruly or start rioting)

- **Start incident log**
- **Ring 999 and inform about situation**
- **Convene EMT and notify head teacher**
- **Teachers should keep students in the classrooms calm and lock classroom doors if necessary**

- Do not allow students to leave the classroom until an all-clear signal is given from head teacher
- Make a list of students that are absent from the classroom
- Contain unrest
 - Seal off area of disturbance
- Warn staff and implement lock-down if necessary
- Shut off bells
- Move students involved in disturbance to an isolated area

21.16. Self-harm:

Any member of the school staff who has concerns for a student who has vocalized self-destructive thoughts or behaviors, should contact an administrator and/or counselor, who will in turn determine the level of risk and the appropriate response.

If a person is preparing to/is performing acts of self-harm on school grounds:

- Verify that there is an emergency occurring
 - Start incident log
 - Ring 999 to contact local authorities
 - Notify school psychologist/counselor, head of EMT, and Child Mental Health Services
 - Head of EMT notifies head teacher and parent(s) or guardian(s) of suicidal person if they are a student
 - Head of EMT may schedule meeting with parents and school psychologist/counselor to determine course of action
 - Calm person performing self-harm actions
 - Try to isolate person of interest from other students
 - If suicidal, ask person to sign a “no suicide contract”
 - Stay with person until counselor/suicide intervention arrives. Do not leave self-harm person alone
 - Determine method of notifying staff, students, and parents. Hold daily staff debriefings before and after normal operating hours as needed
 - Activate EMT and determine level of intervention
- After situation has been resolved, post-crisis intervention should go as follows:
- Meeting with school counseling staff and Child Mental Health Services
 - Designate a room as a private counseling area
 - Escort siblings, close friends, and other “high stress” students to counselors
 - Assess staff stress level. Recommend counseling to “high stress” staff
 - Refer media to necessary part. Do not let media question students or staff

- Follow-up with students and staff who received counseling. Resume business as soon as possible

21.17. INTRUDERS:

An intruder is an unauthorized person who enters school property.

Suspicious person in school grounds or building:

- Ask another member of staff to accompany you before approaching guest/intruder
- Politely greet guest/intruder and identify yourself
- Ask guest/intruder about the purpose of their visit
- Inform guest/intruder that all visitors must check-in at the main office (if applicable)
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit
- If intruder refuses to leave, warn them of consequences for staying on school property. If intruder seems to pose a threat to the school's wellbeing
 - Take specific actions to avoid escalation (e.g. shelter in place or evacuation). Be sure to only do so if you are trained and it is safe to perform these actions
 - Refer to Threatening Person in School Building or Threatening Person in School Grounds

Threatening person in school building:

- Start incident log
- Keep classroom/students secure
 - Teacher and Teaching/Classroom Assistants should remain with their pupils at all times
- Ring 999 and ask for Police, give them a full description of intruder if possible
- Alert school Child Protection Officer, Head of EMT, and Head Teacher immediately
 - EMT or Head Teacher can initiate shelter in place procedure if necessary (under police guidance)
 - Head of EMT should convene EMT as well as set up an Incident Control Room as a focal point for all information and decisions
- Assess threat of intruder
- If no one is in danger observe the intruder until the police arrive (if safe to do so). DO **NOT** IN ANY CIRCUMSTANCES ATTEMPT TO RESTRAIN THE INTRUDER
- If people are threatened, staff should consider attempting to draw the attention of the intruder away from those affected. DO **NOT** IN ANY CIRCUMSTANCES ATTEMPT TO RESTRAIN THE INTRUDER
- When appropriate and safe, escape to a more secure area
- Establish a helpline and use this to arrange meetings with parent/carers

Threatening person in school grounds:

- Start incident log
- Keep classroom/students secure
- Ring 999
- Ensure all children are moved inside to a place of safety within the school building
- EMT or Head Teacher can initiate shelter in place procedure if necessary (seek guidance from Police immediately)
- If no one is in danger, observe the intruder until the police arrive. **DO NOT IN ANY CIRCUMSTANCES ATTEMPT TO RESTRAIN THE INTRUDER**
- If people are threatened, staff should consider attempting to draw the attention of the intruder away from those affected. **DO NOT IN ANY CIRCUMSTANCES ATTEMPT TO RESTRAIN THE INTRUDER**
- Teacher and Teaching/Classroom Assistants should ensure that both they and pupils remain in classrooms until the all clear has been given or evacuate as a result of instructions from the authorities
- If possible lock/secure school entrances and remove keys from doors

21.18. Shootings:

Recent studies published by multiple governmental agencies of the United States of America, including the Federal Bureau of Investigation (FBI) and the Federal Emergency Management Agency (FEMA), have shown that when there is an “active shooter” (Person who intends to harm or kill individuals in a confined and populated area) situation, regular lockdown procedures are not necessarily the best way to respond to such type of emergency (Federal Bureau of Investigation, 2013).

Instead, a different, broader set of procedures is suggested to handle shootings within schools. The three basic options that an individual has when facing an active shooter situation are: run, hide, or fight (Federal Bureau of Investigation, 2013). The best option that any person has is to escape the scene and find safety in a distant location. If it is not safe to escape, the individual should hide in the safest place that is available and try to deny the shooters access to it. If neither running or hiding is an option, and direct contact with the shooter is imminent, adults that find themselves in immediate danger should consider using physical force (along with any element in their surroundings) to immobilize or disrupt the offender (Ibid).

In case of an active shooter situation, the following instructions are to be followed:

A. Head of EMT

- Upon notification of an active shooter, direct staff to call 999. The call should provide the following information:
 - Name and exact location of the school

- Number and description of intruders (If known)
- Type of weapon(s)
- Area of the school last seen
- Actions taken by the school
- Presence of on-site security personnel or law enforcement officers
Caller will remain on the line to provide updates
- Initiate ALERT protocols. Notification to the occupants should be done using all the available means.
 - Include any information regarding the on-going situation that can assist the building occupants in making a good decision towards their best survival option.
- Secure the administration office as a command post
If the incident is occurring within the administration office, designate an alternate command post
- Retrieve critical information for emergency handling:
 - School landlines and phone numbers
 - Staff and student location
 - Detailed floor plans
 - Any other important document that could be needed during the incident
- Direct EMT staff (or anyone assisting in the command post) to maintain communication with teachers reporting permanent emergency information via predetermined methods (Phone, email, texting, etc.). All the information received via eye-witnesses or through the in-house CCTV should be used to update the occupants about the event in as real-time as possible
- Initiate media handling procedures and contact parents
- Staff and students outside the building should evacuate to an off-site relocation center/Rally Point
- Direct support staff outside of the building to close any entrance to the school grounds until emergency services arrive
- Ensure buses are redirected to the designed relocation site

B. Teachers and Staff

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 999, then notify head of EMT.
- If in close proximity to the threat, assess situation for best survival option:
 - EVACUATE IF POSSIBLE
 - If not, gather assistance and begin an enhanced LOCKDOWN of the current or closest room available
 - Pay attention to all announcements providing event details. If circumstances change and EVACUATE becomes a viable option, exit the building and head to the rally point.

- Unless evacuating, rooms in LOCKDOWN shall remain secured until given the “All Clear” by the Head of EMT or by a law enforcement officer in uniform
- If an active shooter or armed intruder enters the classroom individuals are to use whatever COUNTER strategies necessary to keep students safe.
- Furthermore, if an active shooter enters a classroom and starts shooting, any and all actions to stop the shooter are justified. This include:
 - Making noise
 - Moving around the room
 - Throwing items (Books, phones, computers)
 - Taking control of the intruder (Applying physical force)
 Any person not involved in counter strategies should get out anyway possible and move to a safe location

21.19. Physical or sexual assault of a child or adult:

- Start incident log
- Ring 999 and ask for Police/Ambulance immediately
 - Notify police if weapons were used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involving sexual contact
- Ensure the safety of students and staff
 - Teacher and Teaching/Classroom Assistants of those groups/classes not directly involved in the incident should remain with their pupils at all times
- Provide support in a private area (e.g. School Medical Room or Heads Office) with two familiar teachers present taking into account their gender (do not leave the child/adult victim alone with a lone adult)
- Secure scene/evidence – do not touch anything (if possible lock the room and prohibit access until the Police arrive)
- Do not wash the victim's body or clothes (this sounds awful but you may be destroying important evidence needed by the Police)
 - However, in circumstances where the victim requires first aid this should take precedence
- If it is suspected that the assailant is still on-site, keep children in classrooms and if possible lock classroom doors
- Unless it is safe to do so, do not attempt to restrain the assailant
 - Try to capture a full description and record name and details (e.g. appearance; what they said etc.)

21.20. Hostage situation in school:

- Do not try to intervene

- **Remain calm and maintain/spread calmness. In most situations children will mimic your behaviour**
 - **Teacher and Teaching/Classroom Assistants of those groups/classes not directly involved in the hostage situation should remain with their pupils at all times**
- **Start incident log**
- **Notify Head of EMT and head teacher**
- **If safe to do so alert the Emergency Services (ring 999 as soon as possible) and alert the LA**
 - **Outline details of what has happened and any details known to aid response**
- **Isolate hostage area by evacuating other pupils and staff or through shelter procedure**
- **On arrival of Emergency Services, provide them with a map of the school and exact details of nature of incident (e.g. location, number of children, number and behaviour of hostage taker(s), any details regarding weapons, etc.)**

If taken hostage:

- **Follow instructions of hostage taker**
- **Do not panic. Calm students if they are present**
- **Treat the hostage taker as normally as possible**
- **Be respectful to hostage taker**
- **Ask permission to speak and do not argue or make suggestions**
- **Try to build a rapport with the hostage taker**

22. Appendix:

22.1. Dealing With the Media:

The checklist in your template is used when considering releasing a press statement.

22.1.1. Media Checklist:

To use the checklists, fill in the line and check the boxes that you want the person to read out when giving the statement, this is to limit the chances of making a blunder and saying things that should not be said.

22.2. Bomb Threat Checklist:

This checklist is to be kept on a computer near the main reception area of the school, if that is not possible it should be printed out and kept by the main reception area of the school easily accessible.

Date	14/06/1995						
Time	18:15						
Length Of Call	6min 15 seconds						
Number they Called (& ext.)	1234567890 ext. 456						
Sex Of Caller	male						
Approx. Age	30-40						
Nationality	Dutch?						
Language							
Type	X	Type	X				
Excellent	X	Good					
Fair		Poor					
Foul		Other					
Voice Characteristics							
Type	X	Type	X				
Loud	X	Soft					
High Pitch	X	Deep					
Raspy	X	Pleasant					
Intoxicated		Other					
Speech							
Type	X	Type	X				
Fast		Slow					
Distinct		Distorted					
Stutter	X	Nasal					
Slurred		Lisp					
Clearing Throat		Other					
Accent							
Type	X	Type	X				
Local		Not Local					
Foreign		Other					
Accent Cont.							
Question		Answer					
Familiar? If so who did it sound like?							
Could you tell their race?							
Can you identify the region?							
Can you identify their nationality?							
Manner							
Type	X	Type	X	Type	X	Type	X
Calm	X	Angry		Rational		Irrational	

Coherent		Incoherent		Deliberate		Emotional	
Righteous		Laughing		Crying		Other	
Background Noises							
Type	X	Type	X	Type	X	Type	X
Factory Machines		Office Machines		Street Traffic		PA System	
Bedlam		Animals		Mixed		Quiet	
Trains		Voices		Party		Airplanes	
Music		House Noises		Booth		Voice	
Static		Crockery		Other			
Questions to Ask							
Question				Response			
Is there any code word?				NO			
Where is the bomb right now?				Why would I tell you that			
When is it going to go off?				No answer			
What does it look like?							
What will cause it to explode (mobile phones radios Etc.)				Radios			
Did you place the bomb (y/n)?				No			
If yes why?							
What is your name?				laughter			
What is your address?				laughter			
What is your telephone number?				Laughter			
Where are you right now?				No response			
What kind of bomb is it?				A big one			

22.3. ACTION CARDS EMERGENCIES IN SCHOOLS –

IMPLEMENTATION STAGE 1 – ESTABLISHING THE RESPONSE:

The below table is meant to be a check list of what each member of the EMT should do in an emergency, this should be kept in a place that is easily accessible to each corresponding member of the **EMT (10.1)** to be filled out. The below table is an example table.

Head/EMT Lead Actions	Cleared (CHECK / TIME)	Comments (i.e. named contact details; follow/up/incomplete actions etc.)
Start a log of events, decisions taken and times	✓ 9:50	
Mobilize the School EMT, brief them on the situation and allocate tasks	✓10:00	
Remind all EMT staff to maintain a log of (timed) actions and decisions	✓10:05	
Ensure that accurate, factual information is available for those arriving at the scene	✓10:10	
Liaise with the Police, Fire, and Ambulance services, Hounslow Council, and other organizations and/or agencies. Act as the main contact to coordinate response and give your contact details	✓10:30	
Inform the Chair of Governors (or Deputy Chair if Chair unavailable)	✓10:59	Had to inform deputy Chair Could not reach Chair
Authorize any additional expenditure and keep a log or authorize another member of the team to do so	✓12:00	
If necessary, inform all staff, and parents/carers of injured pupil. Decide how/when to inform other parents/carers	✓12:18	

22.4. ACTION CARDS EMERGENCIES IN SCHOOLS – IMPLEMENTATION STAGE 2 – ONGOING RESPONSE:

Head/EMT Lead Actions	Cleared (CHECK / TIME)	Comments (i.e. named contact details; follow/up/incomplete actions etc.)
Provide regular briefings for staff, and continue to liaise with the Emergency Services and Education Department	✓13:00	
Try to maintain normal routines as far as possible	✓13:05	
Monitor the health and safety of school personnel and pupils	✓14:00	
If major incident consider longer term recovery issues	✓	
Tell the staff to: <ul style="list-style-type: none"> • Prepare a written report of their involvement, noting events, who involved and times (NOTE: Inform the LA's Education Safety Officer (ESO) who will advise on reporting procedures, and inform relevant Trade Unions/professional associations if necessary) • (In the event of an accident or other serious incident) complete relevant accident report forms 	✓15:00	Some Staff missing will have to brief later as well as find out who they were

Notes:
Notes are written here about various things that have happened during the emergency

Tasks to Allocate – EMT Member Allocated to: **Communications to give press release.**

22.5. Incident Response Log Sheets

The below sheet is to be used by each member of the EMT, the loggist may help you out if required

Incident Name: Wass School gas leak			Sheet Number: THX 1137		
Date	Time	Event	Action	Date/Time Completed	Entry By
14/06/1995	6:15	Gas Was detected in the school	Children evacuated	6:17	Scott Lang
“ ”	6:16	FH Logged on welfare and TA logged on As ECC Controller			Scott Lang
“ ”	6:19	TP confirmed Accident And Gas leak			Scott Lang
“ ”	6:20	TP asked TA to get more info on GIS			Scott Lang
“ ”	6:21	FH to check on local News and Social Media			Scott Lang
“ ”	6:22	Hounslow highways established temporary traffic lights outside Oxford lane			Scott Lang
“ ”	6:28	FH informed the road reopened at 11:18			Scott Lang
“ ”	6:38	TP informed to stand down			Scott Lang