

Critical Incident Management Plan

Birchwood Community Academy Trust

| | |
|---------------------------|-----------------------------|
| Policy owner (Name): | Alan O'Reilly |
| Policy owner (Job Title): | School Business Manager |
| Governing body oversight: | Finance and Audit Committee |
| Date of approval: | February 2023 |
| Date of next review: | February 2024 |

Copies of this plan are held by:

| NAME | DESIGNATION |
|-----------------|---|
| Kelly Leonard | Chair of Governors |
| Emma Mills | Head Teacher |
| Sam Rigby-White | Deputy Head |
| Alan O'Reilly | School Business Manager |
| Peter Bolton | Site Manager |
| Kevin Nickson | ICT Manager |
| Jane Calderbank | PA to the Headteacher and Office Manager |
| Tina Wiegand | Human Resources and Staff Manager |
| Nicky Jones | Assistant Headteacher with responsibility for social media and communications |

Contents

| | <i>Page</i> |
|--|-------------|
| Introduction | 2-1 |
| Important Action Points | 2-1 |
| Activation | 2-2 |
| Responsibilities/Checklist of Initial Action by Headteacher or Nominee | 2-3 |
| Critical Incident Management Team (CIMT) | 2-4 |
| Implementation | 2-5 |
| Headteacher or Nominee | 2-5 |
| Welfare | 2-6 |
| Communications | 2-7 |
| Media | 2-8 |
| Resources | 2-9 |
| All other teaching and non-teaching staff | 2-10 |
| Emergencies on Educational Visits | 2-11 |
| Initial Action by Headteacher or Nominee | 2-11 |
| Initial Action List for CIMT | 2-13 |
| Medium Term Actions/Considerations | 2-14 |
| Post incident care and support | 2-15 |
| Stand down and recovery | 2-16 |
| Appendices | 2-17 |
| Appendix 1 – Contacts | 2-20 |
| Appendix 2 – Communications | 2-22 |
| Appendix 3 - Basic Information about the School | 2-24 |
| Appendix 4 - Emergency School Closure | 2-26 |
| Appendix 5 - Specific Hazards Affecting School Site | 2-27 |
| Appendix 6 - Evacuation and Shelter Plan | 2-28 |
| Appendix 7 - Checklist for Group Leaders on Educational Visit | 2-29 |
| Appendix 8 - Influenza Pandemic Plan | 2-30 |
| Appendix 9 - Bomb Threats and Suspect Packages | 2-33 |
| Appendix 10 - Other Services Using the School Site | 2-34 |
| Appendix 11 - Log Keeping | 2-36 |
| Appendix 12 - Training and Exercising | 2-37 |
| Appendix 13 - Business Continuity | |

Introduction

This plan has been prepared and agreed by the staff and Governors of Birchwood Community Academy Trust to assist in dealing with an emergency situation that affects the school community.

This plan relates to an event which may involve:

- the safety of children and/or staff
- the school premises
- a serious accident involving children and/or school personnel on or off the premises
- the death of a child, staff member or governor
- a violent intrusion onto school premises (eg an armed intruder or a bomb alert)
- extensive damage to school premises
- the release of hazardous substances near or on the school site
- a crisis which might affect the public reputation of the school

It also considers where the headteacher believes that the school will benefit from receiving additional support or, where the community in which the school is based is affected by an emergency.

The school emergency plan aims to:

- provide support to all children and staff affected by an incident
- maintain the normal running of any parts of the school not affected
- return the whole school to normal as soon as possible

The plan provides generic guides to actions that should be considered by the headteacher, her nominated deputy, and the critical incident management team (CIMT) in case of an emergency in school or the local community, or on an educational visit.

The plan covers procedures for an incident occurring in school time and out of school hours, weekends and during school holidays.

Important Action Points

- Review the plan and its content at least once each year
- Keep the plan up-to-date regarding personnel
- Ensure staff know their roles
- Keep the school's contact list near to the phone in case it becomes necessary to activate the plan

Activation

Information about an incident may come from a staff member, learner/student, parent, the emergency services or the local authority. Whoever receives the alert should ask for, and record, as much information as possible:

| | | |
|--|--|-------------|
| Name of the person informing the incident | | Time |
| Details of the incident | | |
| Who else has been informed (eg emergency services etc) | | |
| Exact location of the incident | | |
| Details of any casualties | | |
| Any action taken so far | | |
| What assistance is needed. Do the emergency services need to be called? | | |

CRITICAL INCIDENT TEAM

| | | |
|---|--|-------------|
| CIMT Called Together – who called & times | | Time |
| Register CIMT as they arrive | | |
| Allocate jobs to CIMT | | |
| Dedicated independent phone line Radio channel to be set to channel 7 | | |
| Inform LA main contact: Ellen Parry 01925 443 263 or 07827 258 060 | | |
| Message to staff <ul style="list-style-type: none"> • All staff Briefing • Hand written note • E-mail • Sims message • Text via group call or chain | | |
| Message to learners/students | | |

Decide on wider communication:-

- **Press**
- **Parents**
- **Community**
- **website**

Responsibilities/Checklist of Initial Action by Headteacher or Nominee

RESPONSIBILITIES

- take charge of events
- draw up an action plan for the specific incident
- delegate responsibilities and give task sheets to the chosen person
- consult with the Police and the person responsible for liaison with the media about the release of information to students, staff, parents, general enquiries and the media
- establish a crisis team meeting place

| Action to be taken | ü when complete |
|--|-----------------|
| Ascertain details of incident | |
| Take immediate action to safeguard learner/students and staff where necessary | |
| Alert relevant emergency services (Police, Fire, Ambulance) via 999 system Be prepared to give the following information: <ul style="list-style-type: none"> • Emergency Service(s) required • Exact location of the incident • Number of casualties • Nature of injuries • Location and telephone number where call is being made from • Hazards which may be encountered by the Emergency Services at the site | |
| Log all communications and actions including who and when (exact time if possible) | |
| <p>Refer to the Critical Incident in Schools Flowchart</p> <p>Notify:</p> <ol style="list-style-type: none"> 1. Kate Guise 01925 442 759 or 07747 840 944 kguise@warrington.gov.uk 2. Safeguarding Team 01925 442 928 educationsafeguarding@warrington.gov.uk 3. Education Team 01925 442 211 education@warrington.gov.uk <p>These numbers should only be used in an emergency. They are not to be provided to press, parents or the public.</p> | |
| Assemble a critical incident management team from pre-identified staff | |
| Refer to the list of emergency contact numbers in Appendix 1 for additional support if required | |
| Where possible, avoid closing the school and try to maintain normal routines | |

Critical Incident Management Team (CIMT)

The CIMT may comprise the following people. Contact details are in appendix one.

| NAME | ROLE / DESIGNATION |
|-----------------|---|
| Emma Mills | Headteacher |
| Pete Bolton | Site Manager |
| Amanda Crompton | Pastoral Manager |
| Kevin Nickson | ICT Manager |
| Sam Rigby-White | Deputy Headteacher |
| Chris Burrows | Senior Assistant Headteacher |
| Kelly Forster | Senior Assistant Headteacher |
| Tina Wiegand | HR and Staff Manager |
| Alan O'Reilly | School Business Manager |
| Jane Calderbank | PA to the Headteacher + Office Manager |
| Emma Dempsey | Assistant Headteacher with responsibility for social media and communications |

Base for Critical Incident Management Team

The base for the CIMT will be the Headteacher's office where it is still possible to use this. The reserve on-site location will be Head of College's Office. In cases where it is not possible to use the school premises as a base, the CIMT will be assembled at a suitable offsite location.

Implementation

Headteacher or Nominee

| Action to be taken | ü when complete |
|---|------------------------|
| Ensure that accurate, factual information is available for those arriving at the scene | |
| Liaise with the local authority, police, fire and ambulance services, and other agencies who may become involved | |
| Act as the main contact to co-ordinate the response and, as far as possible, stay in the base for the CIMT | |
| Make sure that all senior staff and maintenance staff have a walkie-talkie with them kept on channel 7 | |
| Inform the chair of governors by telephone (07973432886) | |
| Decide how to inform other parents of injured learner/students where appropriate | |
| Inform all staff of incident and what actions are required | |
| Ensure a central log of decisions and actions with times are kept in the base for the CIMT | |
| Ensure all other staff maintain a log of their actions and decisions with times to pass over to the base for the CIMT | |
| Allocate tasks to members of the CIMT as appropriate face to face | |
| Provide regular briefings for staff | |
| Decide about wider communication to press | |
| Decide on communication with parents not involved in incident | |
| Inform staff involved to prepare a written report of their involvement, noting events, actions and times | |
| In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours | |
| Decide on the message to be given to learners | |

Welfare

| Action to be taken | ü when complete |
|--|------------------------|
| Secure the immediate safety of learner/students and staff - this may include evacuation or keeping learner/students and staff inside the building (sheltering) | |
| Establish the location of all learner/students, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for | |

| | |
|--|--|
| Establish a staff rota and ensure that staff take regular rest periods | |
| Identify those learner/students and/or staff who are badly affected, and who need extra support | |
| Make arrangements for reuniting learner/students with their parents | |
| Take account of religious and cultural factors, and consider contact with leaders of local faith communities | |

Communications

| Action to be taken | ü when complete |
|--|------------------------|
| Consider emergency communications needs | |
| <u>Internal communication:</u> Make sure that all senior staff and maintenance staff have a walkie-talkie with them kept on Channel 7 | |
| <u>External communication:</u> Dedicate lines for incoming and outgoing calls and arrange extra support for the office. Line to be used for incoming calls only: this could be landline or mobile Line to be used for outgoing calls only: this could be landline or mobile | |
| Arrange for the staffing of switchboard/telephone | |
| Inform learner/students, in groups as small as practicable, considering the best way to impart tragic news (advice is available from the educational psychology service) | |
| Inform parents of children not directly involved in the incident, as decided by the headteacher or nominee - use any existing arrangements for contacting parents quickly and efficiently | |
| Receive visitors to the school, ensuring they sign in and out and are issued with identification badges | |
| Ensure that staff are fully briefed on facts and are aware of what information can be released | |

Media

| Action to be taken | ü when complete |
|--|------------------------|
| Ensure that any media access to the site, staff and learner/students is controlled In a major emergency, the police will deal with the press and prevent access to the school | |

| | |
|---|--|
| Liaise with and co-operate with the media and to answer their queries, as appropriate | |
| Prepare a press statement, to be agreed by the headteacher , chair of governors and/or local authority and to decide the ongoing strategy for dealing with the press | |
| Be aware of the potential problems caused by the spread of misinformation through learner/student and/or staff use of mobile phones – consider taking mobile phones off learners | |
| Provide basic information about the school (see Appendix 2) | |
| Be prepared to be interviewed by the press if necessary and agreed | |
| Liaise between the press and those affected about interviews – seeking permission from parents/carers of any students involved in interviews. Any students involved in interviews should be supported | |

Advice for Official Spokesperson(s)

- û DO NOT speculate - your interpretation or understanding can and probably will be exaggerated or quoted as hard fact
- û DO NOT give any fact unless you are certain it is correct
- û DO NOT say "NO COMMENT" - it can be taken as a negative answer which could be inaccurate and lead to difficulties later
- û DO NOT be afraid to say "I DO NOT KNOW"
- ü DO have the confidence in yourself and your command of the situation to take a positive attitude towards the media
- ü DO inform the Communications & Events Manager of any development which may assist them and of any journalist you suspect of acting inappropriately.
- ü If you know that everyone is safe and well, or those parents of injured children have been told - say so as soon as possible - it stops other panicking.

NB: LEARNER/STUDENTS SHOULD NOT TALK TO THE MEDIA UNLESS ARRANGED BY STAFF/PARENTS AND THEN ONLY WITH WRITTEN PERMISSION FROM PARENTS/CARERS

Resources

| Action to be taken | ü when complete |
|---|-----------------|
| Ensure access to site for emergency services | |
| Open/close parts of school as required, and turn off water, gas and electricity supplies if necessary | |
| Ensure the security of the school premises | |

| | |
|--|--|
| Establish a safe and secure base for the CIMT | |
| Check that all available communications and office equipment are working (phones, fax, copiers), in: <ul style="list-style-type: none"> • School Office • CIMT Base • CIMT Alternative Base | |
| Arrange a place to receive parents and children involved | |
| If necessary, evacuate the building in accordance with the School Fire Procedures | |
| Ensure that parents do not take learners/students away, unless directed to do so | |
| Consider relocation to other premises | |

All other teaching and non-teaching staff

| Action to be taken | ü when complete |
|--|------------------------|
| Respond to instructions given by members of the Critical Incident Management Team | |
| Be ready to respond to any potential hazard in and about the site | |
| Maintain a calm atmosphere | |
| Do not speak directly to the media but refer all enquiries to the Headteacher or other person designated as being responsible for contact with the media (Communications & Events Manager) | |

Emergencies During Educational Visits

SLT base contact(s) should be immediately informed of any incident by the group leader.

Initial Action by SLT Base Contact

- Maintain a written record of your actions using this check list and attached log sheet with times
- Offer reassurance and support.
- Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.
- Find out what has happened. Obtain as clear a picture as you can - who informed you of the incident? (Usually the group leader)
- Remind the group leader to follow the checklist for group leaders on educational visits (see appendix)
- Record the details of the off-site activity/visit during which incident occurred

| | | |
|---|--|-------------|
| Name of person informing incident | | TIME |
| Details of Incident & Casualties | | |
| Telephone number(s) – is there a landline number? | | |
| Tell learners not to contact home – if possible take the phones off them | | |
| Location | | |
| Casualty numbers/names Staff injured? Where have they been taken? | | |
| Actions so far by party leader or other members of staff? | | TIME |

| | | |
|--|--|--|
| What is needed? | | |
| Emergency Services involved and advice they have given | | |
| Names and locations of hospitals involved | | |
| Arrangements for learner/students not directly involved in the incident | | |
| Roles given to staff | | |

- Depending on the scale of the incident, consider assembling a CIMT to assist with the response

Initial Action List for CIMT

- Inform school staff as appropriate, depending on the time and scale of the incident
- Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception.
- Immediately inform parents of any injured learner/students of what has happened and where their child is, recording what their plans are, e.g., to travel to their child, any assistance they need and any means of communications with them (e.g., mobile phone number)
- In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved
- Inform parents of any other learner/students on the visit but not directly involved in the incident.
- Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed
- Ensure that staff are fully briefed on facts and are aware of what information can be released
- Inform the chair of governors
- Contact the local authority, refer to Critical Incident Flowchart

THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY - DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC

Support available from the Emergency Planning Division could include:

- assistance at school or at the site of the incident by local authority officers, and/or others
 - communications support, including public telephone helpline where appropriate
 - help with arranging travel and transport between the incident, parents and the school help with media management, including press statements and interview briefing
 - for an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc
- if necessary, introduce controls on school entrances and telephones
 - at least initially, the school is advised to avoid responding to media enquiries and direct these to the Communications & Events Manager
 - liaise with the public relations division as early as possible, and work with her to prepare a press statement
 - arrange a quiet space to receive parents of the children involved as they arrive at the school

Medium term actions/considerations

- Ensure you contact the Operational Director as soon as possible the next working day to inform them of the situation
- If the visit is abroad, and the incident results in substantial medical or other expense, the insurers used should be informed as soon as possible
- Inform learner/students and their parents and staff at school. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed
- In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform learner/students and to support them afterwards
- Staff and learner/students should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones)
- Inform all staff involved to prepare a written report noting events and times.
- In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers

POST INCIDENT CARE AND SUPPORT

Post-incident care is aimed at helping individuals to understand their feelings following an emergency and to identify sources of future support. The overall aim of the support is to help people in a way that will reduce the possibility of them developing post-traumatic stress disorder.

It is worth giving some thought to how the topics of loss, bereavement, risks/safety and change are covered in the curriculum. Schools where these topics are discussed openly, and treated as normal life events, are likely to find it easier to cope when a difficult or tragic incident occurs.

Remember to consult with parents/carers following an incident. It is important to communicate with parents of learner/students who have been involved, and ensure that their needs and wishes are taken into account.

The Education Psychology Services will provide appropriate care and support to those affected by a major incident in the school community. Dependant on the scale and nature of the incident the Crisis Support Team could be deployed to support the work of the Education Psychology Services.

STAND-DOWN AND RECOVERY

Recovery Plan Checklist

As soon as possible after the emergency:

- Liaise with parents regarding plans for attendance at funerals
- Liaise with parents regarding plans for attendance/representation at memorial services
- Arrange debriefing meetings for staff and learner/students
- Arrange debriefing meetings for the headteacher and CIMT
- Identify and support high-risk learner/students and staff
- Promote discussion of the emergency in class
- Consider the need for individual or group support
- Help affected learner/students and staff to come back into school
- Initiate a review of the school emergency plan, evaluating the school's response and feeding in any lessons learnt

In the longer term:

- Consult and decide on whether and how to mark anniversaries
- The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both learner/students and staff who are affected
- Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school
- Remember to make any new staff aware of which learner/students were involved and how they were affected

APPENDICES

APPENDIX 1 – CONTACTS

This section should include contact details for all members of staff, so that if an emergency happens out of school hours, all staff can be contacted. During school holidays it may be useful to be aware of

when key staff are away, so that it is possible to gain access to the building if required in an emergency. Some general external contacts are included, but you will need to add contacts specific to your school (eg school bus company).

It may also be used to outline the system used by the school for contacting parents.

This section of the plan is likely to need regular update and review, for example at the start of each term.

APPENDIX 2 – COMMUNICATIONS

Communications systems are put under enormous pressure in the immediate aftermath of an emergency, but are vital to ensuring a well-managed response. You should:

- Identify any lines not generally known to the public (Director of Facilities, Jane Calderbank, mobile phones).
- Be aware that in a power failure, the switchboard system will not work.
- An early decision should be made about how to inform parents (in the case of a fatal incident, the police will normally inform the parents of the child or children involved)

APPENDIX 3 - BASIC INFORMATION ABOUT THE SCHOOL

You may find it helpful to prepare some basic information about the school which could be used in the event of a major incident.

APPENDIX 4 - EMERGENCY SCHOOL CLOSURE

The decision to close a school is usually made by the headteacher or the governors.

An agreed method of informing parents and other organisations (eg bus companies) of the closure should be decided upon depending on the nature of the incident.

APPENDIX 5 - SPECIFIC HAZARDS AFFECTING SCHOOL SITE

This deals with specific hazards or risks associated with your school, outline any information and special procedures relating to the risks here.

APPENDIX 6 - EVACUATION AND SHELTER PLAN

This is one of the most important sections of the plan as it outlines the initial actions that should be taken to safeguard learner/students and staff, both from internal and external hazards. All staff must be aware of these procedures, as warning signals may need to be triggered immediately, before advising others of the threat.

Your evacuation plans should include information about what route to take and what assembly point to use in the case of a bomb threat, as these may need to be different from those used for other types of incident (eg fire).

It is equally important to have pre-planned arrangements for signalling the need for sheltering (keeping learner/students indoors and close doors and windows) in the event of an external hazard, and signalling lockdown of the school in the event of an intruder.

APPENDIX 7 - CHECKLIST FOR GROUP LEADERS ON EDUCATIONAL VISIT

Checklist to be followed by the group leader if an incident occurs on an educational visit.

APPENDIX 8 - INFLUENZA PANDEMIC PLAN

The Department for Children, Schools and Families (DCSF) has published guidance to assist planning to support learning if schools close for extended periods during a flu pandemic. The guidance is available from teachernet.

APPENDIX 9 - BOMB THREATS AND SUSPECT PACKAGES

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that office staff know what questions to ask if they do take a call from someone claiming to have information about a bomb. The bomb threat prompt card gives questions to ask and immediate actions to take in this situation. Staff should be familiar with this information, and preferably have a copy to hand near the telephone.

Equally important is dealing with suspect packages - in most cases the package turns out to be a hoax or genuine mistake, but it is better to take all appropriate precautions if a suspicious letter or package is received. Any member of staff who may deal with incoming mail in the school should be aware of the guidance.

APPENDIX 10 - OTHER SERVICES USING THE SCHOOL SITE

Use this section to record any separate emergency procedures for other services using the site (eg play schemes, after-school clubs etc) or any additional arrangements relating to extended services at the school.

APPENDIX 11 - LOG KEEPING

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 about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference.

APPENDIX 12 - TRAINING AND EXERCISING

In order to carry out the procedures outlined in your plan, awareness raising and training should be carried out within the school. All staff that has a role in the plan should be aware of the full scope of the plan and their roles and responsibilities. Staff who may not be part of the response to an emergency should still be aware of the content of the plan, particularly the section on evacuation and shelter.

Exercising your plan is equally important, especially emergency procedures such as:

- Fire drill
- Bomb drill (if arrangements differ)
- Shelter drill
- Lockdown drill

APPENDIX 13 - BUSINESS CONTINUITY

Business continuity planning is the process involved in ensuring that a business or organisation can continue with its critical functions after a disaster or emergency. In the case of schools, one of these functions is to continue learner/students' education. You therefore need to think about what is required in order to continue this function and what vital records or data you may need to duplicate or back up.

APPENDIX 1 - CONTACTS

School Staff Identified for Incident Response

| Name | Status | Home telephone | Mobile phone | Keyholder |
|-----------------|---|----------------|-------------------------------|-----------|
| Emma Mills | Headteacher | | 07813 046 737 | No |
| Pete Bolton | Site Manager | | 07817 288 806 | Yes |
| Amanda Crompton | Pastoral Manager | | 07805 916 240 | No |
| Kevin Nickson | ICT Manager | | 07971 938 322 | No |
| Sam Rigby-White | Deputy Headteacher | | 07812 570 837 | No |
| Chris Burrows | Senior Assistant Headteacher | | 07872 307 903 | No |
| Kelly Forster | Senior Assistant Headteacher | | 07793 510 667 | No |
| Tina Wiegand | HR and Staff Manager | | 07904 243 169 | No |
| Alan O'Reilly | School Business Manager | | 07944 410 985 | No |
| Jane Calderbank | PA to the Headteacher + Office Manager | | 01928 715326 07765 422 611 | No |
| Emma Dempsey | Assistant Headteacher with responsibility for social media and communications | | 07969 779 273 | No |
| Daniel Kemp | Community Lettings Assistant | | 07563 715 512 | Yes |

Other School Contacts

| Name | Status | Home telephone | Mobile phone | Keyholder |
|-----------------|--------------------|----------------|--------------|-----------|
| Andrea Atherton | Chair of Governors | | | No |
| | | | | |

External Contacts

| Organisation | Contact No |
|---|--|
| Public Health England | 0344 225 1295(Option 1 three times) |
| RPS Occupational Health | 01925 846333 |
| Risk Protection Arrangement (Insurance) | For emergencies and urgent incidents (excluding overseas travel): Email rpa@topmarkcms.com Phone 03300 585566 For overseas travel emergencies and incident claims: Phone 020 3475 5031 |
| Zurich Insurance (Motor Insurance) | 0870 241 8050 |
| Local radio – Wire FM | 0845 2081072 |

APPENDIX 2- COMMUNICATIONS

This section should include:

- how members of staff can be alerted in the first instance without alarming learner/students unnecessarily
- ID for Headteacher/Senior Leadership Team - visitors to site may not be familiar with all senior staff or the layout of the building.
- phone numbers and locations of designated phone lines for incoming and outgoing calls
- location of first telephone point from the exchange
- how school will communicate with parents when:
 - an emergency happens during the school/college day
 - an emergency happens before or after the school is open, at weekends or in school holidays

When parents hear of a problem, they will naturally come to the school for information. You may need to identify a space where parents/carers can be seen in groups or on an individual basis where tragic news can be shared in a considerate way. A staff member or trusted adult from the school community may need to be on hand to receive visitors and deal sensitively with their enquiries.

Other methods of informing parents could include:

- Emails or text messaging
 - Notices on the school website
 - Letters
 - Notices on the school gate/fence
 - Person at the entrance to the school to explain issues
 - Telephone tree where each parent is contacted by telephone (more difficult in larger schools)
 - Local radio
- how the school will communicate with companies affected by a school closure or emergency, both during the school day and outside school hours
 - numbers of local radio stations and procedure
 - what communications procedures are in place between different parts of the school (in a large school or split-site school)
 - instructions on how to set the school answer phone to answer only and set a pre-recorded message, both if you are at the school and remotely if the school cannot be accessed

Internal Communications

It is important to establish mechanisms for informing staff of developments. This could be through morning briefings. It is also important to debrief all staff involved at the end of each working day/shift. Ensure that information is recorded and shared.

APPENDIX 3 - BASIC INFORMATION ABOUT THE SCHOOL

| Basic information | | | | | | | | | | | |
|--------------------------------|--|---------------|--------------|---------------|-------------|---------------|------------------|-----------------|---------------|--------------|--|
| Name: | Birchwood Community High School | | | | | | | | | | |
| Address: | Brock Road Birchwood Warrington WA3 7PT | | | | | | | | | | |
| Telephone: | 01925 853 500 | | | | | | | | | | |
| Age Range: | 11 – 19 | | | | | | | | | | |
| Number of learner/students: | 1,100 | | | | | | | | | | |
| Map of surrounding area: | include in file | | | | | | | | | | |
| Photographs: | include in file | | | | | | | | | | |
| Plan of School: | include in file | | | | | | | | | | |
| Details of Senior Staff | | | | | | | | | | | |
| Headteacher: | Emma Mills | | | | | | | | | | |
| Deputy headteacher: | Sam Rigby-White | | | | | | | | | | |
| Senior Leadership Team | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Chris Burrows</td> <td>Emma Dempsey</td> </tr> <tr> <td>Kelly Forster</td> <td>Nicky Jones</td> </tr> <tr> <td>Alan O'Reilly</td> <td>Jacqui Jenkinson</td> </tr> <tr> <td>Amanda Crompton</td> <td>Darryl Heaton</td> </tr> <tr> <td>Tina Wiegand</td> <td></td> </tr> </table> | Chris Burrows | Emma Dempsey | Kelly Forster | Nicky Jones | Alan O'Reilly | Jacqui Jenkinson | Amanda Crompton | Darryl Heaton | Tina Wiegand | |
| Chris Burrows | Emma Dempsey | | | | | | | | | | |
| Kelly Forster | Nicky Jones | | | | | | | | | | |
| Alan O'Reilly | Jacqui Jenkinson | | | | | | | | | | |
| Amanda Crompton | Darryl Heaton | | | | | | | | | | |
| Tina Wiegand | | | | | | | | | | | |
| Details of Governors | | | | | | | | | | | |
| Chair of Governors: | Andrea Atherton | | | | | | | | | | |
| Vice Chair of Governors: | Colin Burrows | | | | | | | | | | |

APPENDIX 4 - EMERGENCY SCHOOL CLOSURE

Please remember that in any wide area emergency closing a school can have a knock on effect with other key services as parents would have to take time off to look after their children. Although the health and safety of learner/students/students and staff is paramount, Headteachers should also take this into account.

APPENDIX 5 - SPECIFIC HAZARDS AFFECTING SCHOOL SITE AND HAZARD ASSESSMENT

This section should include:

- an up-to-date, detailed plan of the school, showing location of cut-off valves and switches for gas, water and electricity, and information on the drainage system
- details of how to reset the fire alarm system
- alternative access points in case of road closure, and emergency access to the school buildings
- school telephone number, fax number, and details of any additional telephone numbers (including mobiles) that could be used
- any specific difficulties and procedures relating to the school site (eg split-site, communications difficulties)
- specific information relating to any hazards on the school site, including:
 - the location of chemical stores and any radioactive materials stored on site
 - details of hazards such as asbestos in the fabric of the buildings, if known
 - the location of oil tanks or other fuel storage arrangements
- specific information and procedures relating to any external hazards that could affect the school, for example:
 - nearby industrial facilities or chemical sites
 - rivers or streams which pose a flooding risk to the school (look at the Environment Agency website for flooding information and guidance on preparing a flood plan for your school)

APPENDIX 6 - EVACUATION AND SHELTER PLAN

This section should include:

- an up-to-date, detailed plan of the 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)
- information on any different evacuation routes and assembly points to be used in case of a bomb alert (eg assembly points may need to be further away from the building)
- procedure for sheltering (stay indoors, close doors and windows) if this is advised instead of evacuation

- procedure for lockdown of the school (stay indoors, lock doors, close and cover windows) in case of an intruder
- information on warning signals for fire alarms, bomb alerts, sheltering and lockdown
- any identified 'place of safety' nearby where learner/students and staff can be taken if unable to return to the school for some time - this could be a village hall, leisure centre, community centre or similar - and how this building is accessed (eg keyholders)
- information on how staff will ensure that all learner/students and people visiting the site are accounted for - procedures for use of registers, visitors books etc
- procedure for sending learner/students home if the situation becomes prolonged, taking account of the need to track who has left/been collected

APPENDIX 7 - CHECKLIST FOR GROUP LEADERS ON EDUCATIONAL VISIT

- Ascertain details of incident
- Alert relevant emergency services (Police, Fire, Ambulance, Coastguard) via 999 system
- Call for assistance if available (staff, passers by)
- Administer first aid where possible
- Account for all members of the party and ensure that all persons uninjured stay together
- Allocate staff member(s) to travel to hospital(s) with casualties
- Ascertain if there are any witnesses
- Allocate staff member(s) to stay at incident site to liaise with the emergency services
- Arrange for all non-casualties to return to base (accompanied by a member of staff) and that all members of the group are informed of the incident as soon as possible
- Inform headteacher/member of senior management team (at school) as soon as possible. Give as much of the following information as possible:
 - date, time, location and nature of incident
 - names of those involved
 - details of any injuries.
 - actions taken.
 - contact point to be used
- Consider requesting additional assistance.
- Keep headteacher/member of senior management team regularly updated.
- Consider whether activity should be abandoned. If so, arrange for non casualties to return to school. Liaise with headteacher/senior management team over transport arrangements.
- Do not discuss legal liability

APPENDIX 8 - INFLUENZA PANDEMIC PLAN

The Government will advise Warrington Borough Council about whether or not schools should close

This section should:

- outline procedures for dealing with a child or member of staff who shows symptoms at school - they should be isolated and sent home as soon as possible
- outline systems to minimise the spread of infection if the school stays open during a pandemic (eg hand-washing, disposal of tissues etc)
- consider how lessons can be maintained if some staff become sick
- consider how non-teaching and teaching staff could be used in other areas if your school is advised to close
- download the model letters from the department for children, schools and families web site and adapt for your own needs, using them as templates
- if you are advised to close your school, you should attempt to provide some form of education by remote methods

Reporting

If you have a case in school, learner/student or staff report this to Public Health England on 0344 225 1295

APPENDIX 9 - BOMB THREATS AND SUSPECT PACKAGES

Bomb threat prompt card for reception staff

| Action to be taken | ü when complete |
|---|-----------------|
| Stay calm | |
| Make a note of: <ul style="list-style-type: none"> • the exact time of the call • the caller’s sex and approximate age • any accent the person has, or any distinguishing feature about their voice eg speech impediment, state of drunkenness etc • any distinguishable background noise | |
| When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none"> • Where is the bomb? • What time is it due to go off? • What kind of bomb is it? • What does it look like? • What will cause it to explode? • Why are you doing this? | |
| Dial 1471 - you may get the details of where the phone call was made from, especially in the case of a hoax caller | |
| Report the call to the police and the headteacher/nominated deputy immediately. In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure - report the call immediately to the police, and then notify the headteacher | |

Guidance on suspect packages

The likelihood of a school receiving a postal bomb or suspected biological/chemical package is very low, however, you should be aware of the immediate steps to be taken if you receive a suspect package or come into contact with a biological or chemical substance.

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

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including but not restricted to almonds, ammonia or marzipan

- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat)
- 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
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package

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

- Stay calm
- Put the letter or package down gently and walk away from it
- Do not put the letter or package into anything (including water) and do not put anything on top of it
- Ask everyone to leave the area (including classes if necessary)
- Notify the police and the headteacher/nominated deputy immediately
- Do not use mobile phones or sound the alarm using the break glass call points

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

- Stay calm
- Do not touch the package further or move it to another location
- Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination
- Notify the headteacher/nominated deputy immediately

The headteacher/nominated deputy should then:

- Notify the police immediately on 999
- Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed
- Evacuate the building, keeping people away from the contaminated room as far as possible
- Keep all persons exposed to the material separate from others and available for medical attention
- If anyone is experiencing symptoms of chemical exposure (eg streaming eyes, coughs and irritated skin) seek medical attention immediately
- If anyone believes they have been exposed to biological/chemical material, they should be encouraged to:
 - remain calm
 - do not touch eyes, nose or any other part of the body
 - wash your hands in ordinary soap where facilities are provided

APPENDIX 10 - LOG KEEPING

How to write the log:

- Note all relevant facts in chronological order
- Stick to the FACTS - do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear)
- If you make a mistake, cross it out with a single line | so that what is underneath is still visible, and initial it
- Do not leave blank spaces - or if you do, rule them out with a line
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through, then signed in full, dated and timed
- Avoid approximations and abbreviations

APPENDIX 11 - TRAINING AND EXERCISING

Training record:

| Date | Training | Areas covered | Attendees |
|-------------|-----------------|----------------------|------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Exercise record:

| Date | Brief details of exercise | Actions identified | Outcome of actions | Aspects of plan tested |
|-------------|----------------------------------|---------------------------|---------------------------|-------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

APPENDIX 12 - BUSINESS CONTINUITY

Business continuity planning is the process involved in ensuring that a business or organisation can continue with its critical functions after a disaster or emergency. In the case of schools, one of these functions is to continue learner/students' education. You therefore need to think about what is required in order to continue this function and what vital records or data you may need to duplicate or back up.

Statistically the emergency most likely to be experienced by a school is one that affects the school building, such as a fire or flood. Having an inventory of the contents of the school is invaluable in calculating losses for insurance claims. This section is split into three tables which should be completed for the school.

Equipment - this doesn't need to include every single item in the school, as numbers of desks and chairs are easy to calculate, but IT, electrical equipment and any other specialist, large, one-off or expensive items.

IT data and systems - all important data stored on school computers should be backed up either remotely, or using tapes which should be stored off site. The table allows the recording of essential data sets and IT systems and where they are backed up.

Paper based records - schools will have at least some essential paper based records, which could be easily damaged or destroyed in a fire or flood. These should be listed in the table along with the locations of back up copies which should be stored off site - this should include your emergency plan.

It is also worth encouraging staff to think about where they keep lesson plans and learner/students' coursework, as loss of these could have a large psychological impact on staff and learner/students.