

“The Summit is what drives us, but the climb itself is what matters”



THE SUMMIT FEDERATION

Executive Headteacher: Mr. Damien Bond

Emergency Procedure and Business Continuity Plan Policy

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SECTION 1 - INTRODUCTION

The purpose of this emergency procedure plan is to provide information to assist in the co-ordination and response in the event of a major incident or fire.

This plan outlines the systems which should be adopted for the following situations:

- Fire
- Gas Escape
- Bomb Threat / Suspicious Packages
- Electrical Failure
- Flood Response
- Structural Failure

These procedures can also be applied to other situations that may occur.

The impact of any serious disruption may manifest itself in terms of: delivery of education, safety/welfare, financial consequences; reputation damage; environmental consequences.

Positive management and response to these situations will alleviate the effects of a major incident and aid in the safeguard of people and the cost of damage.

The plan is designed to achieve the following strategic objectives:

- a. To safeguard the safety and welfare of pupils, staff and visitors;
- b. To resume provision of education services at the earliest opportunity and, where possible, secure a continuation of learning;
- c. To maintain the community and identity of the school within the federation;
- d. To return the school to normality.

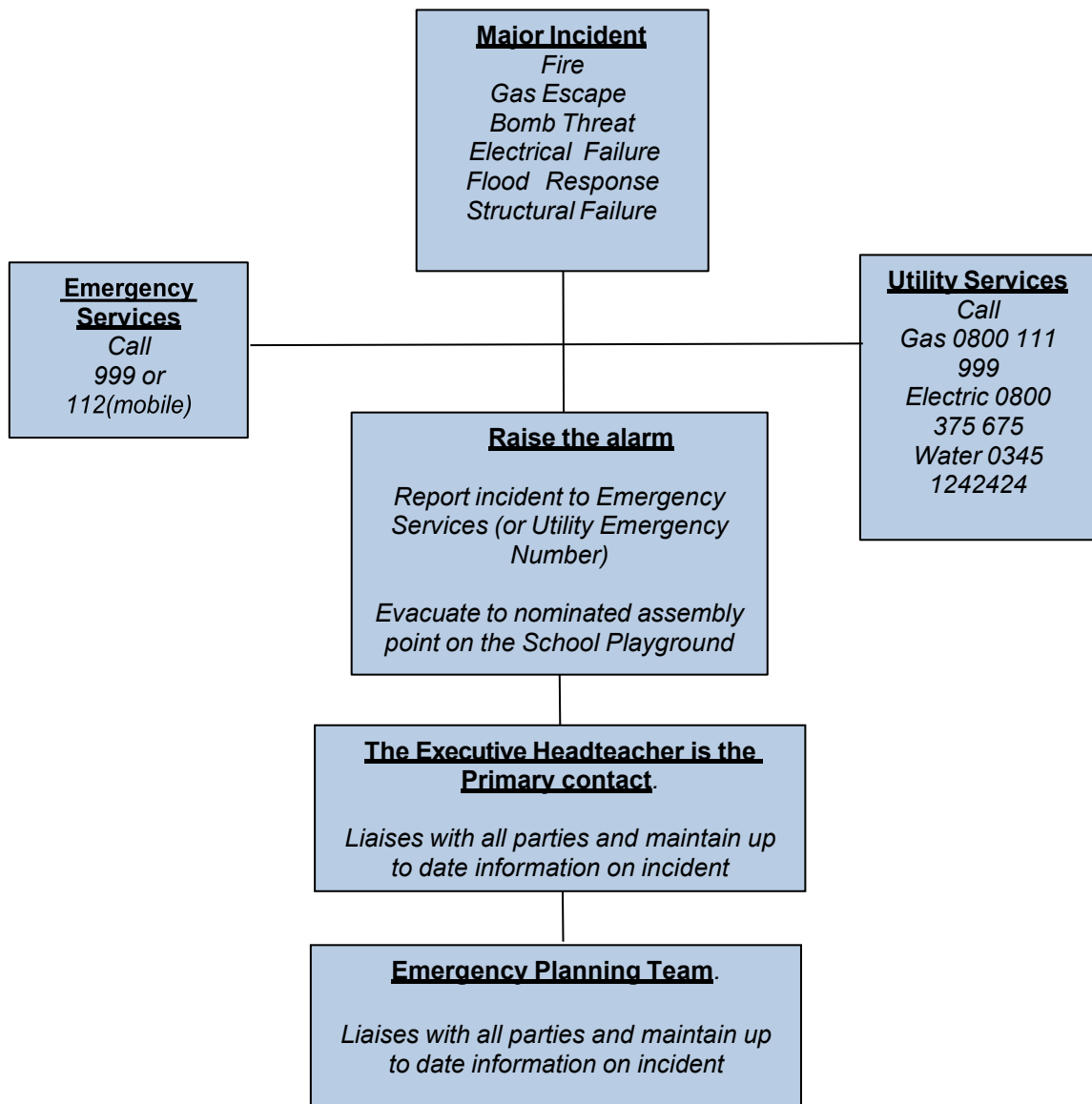
For the emergency procedure plan to remain valid, any amendments should be reported to the Executive Headteacher.

This plan should be reviewed and revised when changes in procedures are required or on an annual basis.

The emergency procedure plan must be available and information conveyed to all staff and contractors working permanently onsite.

Reporting Procedure Cascade

The following diagram illustrates the channels of communications to be followed in the event of a major incident.



SECTION 2 – ROLES & RESPONSIBILITIES

The executive headteacher, in conjunction with the School's Emergency Management Team (SEMT) will delegate roles and responsibilities. A guide on the roles and responsibilities required during an incident is described below.

Role	Responsibilities	Accountability / Authority
Co-ordinator	<ul style="list-style-type: none"> • Responsible owner of Business Continuity Management in the federation • Ensuring the federation has capacity within its structure to respond to incidents • Determining the federation's overall response and recovery strategy 	The executive headteacher has overall responsibility for day-to-day management of the schools within the federation, including lead decision-maker in times of crisis.
Federation Emergency Management Team <i>Head teacher</i> <i>Chair of Governors</i> <i>Business Manager</i> <i>Deputy Head Teacher</i> <i>Assistant Head Teacher</i> <i>Caretaker</i> <i>IT Technician</i> <i>Health & Safety Advisor</i> <i>Emergency Planning Team</i>	<ul style="list-style-type: none"> • Leading the federation's initial and ongoing response to an incident • Notifying relevant stakeholders of the incident, plan activation and ongoing response actions • Providing direction and leadership for the whole federation community • Undertaking response and communication actions as agreed in the plan • Prioritising the recovery of key activities disrupted by the incident • Managing resource deployment • Welfare of pupils • Staff welfare and employment issues 	The Federation Emergency Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

Other roles/responsibilities to consider during the activation of an Emergency plan include:

Role	Responsibilities	Report to/Actions
Incident Log (record keeper)	<ul style="list-style-type: none"> ▪ To record all key decisions and actions taken in relation to the incident 	The executive headteacher or School Emergency Management Team.
Media Coordinator	<ul style="list-style-type: none"> ▪ Collating information about the incident for dissemination in Press Statements ▪ Liaison with Local Authority Press Office 	The Local Authority Press Office/executive headteacher but should not make direct contact with Media.
Communication	<ul style="list-style-type: none"> ▪ Co-ordinating communication with key stakeholders including: <ul style="list-style-type: none"> ○ Governors ○ Parents/Carers ○ Local Authority (SCC) ○ School Crossing Patrol ○ School Transport Providers ○ External agencies e.g. Emergency Services, Health and Safety Unit 	All communications activities should be agreed by the School Emergency Management Team. Information sharing should be approved by the executive headteacher (or Federation Emergency Management Team if the executive headteacher is unavailable).
Caretaker	<ul style="list-style-type: none"> ▪ To ensure site security and safety in an incident ▪ To link with the federation emergency team on any building/site issues ▪ To liaise and work with any appointed contractors 	Reporting directly to the executive headteacher or Federation Emergency Management Team.
ICT Coordinator	<ul style="list-style-type: none"> ▪ To ensure the resilience of the federation's ICT infrastructure ▪ To link with external providers ▪ Work to develop proportionate risk responses 	In response to an incident, reporting to the Federation Emergency Management Team.
Recovery Coordinator	<ul style="list-style-type: none"> ▪ Leading and reporting on the federation's recovery process ▪ Identifying lessons as a result of the incident ▪ Ensure lessons are incorporated into the plan development 	Is likely to already be a member of the Federation Emergency Management Team and will lead on recovery and resumption strategies. Reports directly to executive headteacher.

SECTION 3 – EMERGENCY CONTACT LIST

Points of Contact	Name	Position	Telephone	Times
Person in charge of buildings	Mr D Bond	Executive Headteacher	01484 687362 01484 869692	
Health & Safety	Mr D Bond	Executive Headteacher	01484 687362 01484 869692	
Emergency Services & Utilities	Name	Emergency	Telephone	Times
Police	Local Police Station	999	N/A	24hr
Fire & Rescue	Local Fire Brigade	999	N/A	24hr
Ambulance	Local Hospital	999	N/A	24hr
Gas (British Gas)	National Gas Emergency Service	0800 111 999	0800 111 999	24hr
Electricity Board (Npower)	Northern Power Grid	0800 375 675	0800 375 675	24hr
Water Supply	Yorkshire Water	0345 1 24 24 24	0345 1 24 24 24	24hr
Environmental Agency	General inquires	08708 506 506	-	8-6pm Mon – Fri
HSE	HSE Info line	0845 345 0055	-	8-6pm Mon – Fri

Schools – Contact List (June 2019)			
Service Area	Notes	Contact Details During Office Hours	Contact Details Outside Office Hours
Emergency Planning (including off-site visits advice)	Access to emergency plan with key contact numbers for Council Services and key partners. Advice on off-site visits.	01484 221000 Ask for Emergency Planning	EP Officer (on call) 07773 334999 (24/7 number)
Corporate Health and Safety	Health and Safety issues	01484 226457	EP Officer (on call) 07773 334999 (24/7 number)
Children and Young People	Service Director	01484 221000 Ask for Jo-Anne Sanders	
	Strategic Director	01484 221000	
Asset Management	Issues with school accommodation	01484 221000 Ask for Sarah Wilson	Technical Standby 07773 346671
KNH	Emergency Repairs	Via Kirklees Direct 01484 414800	Via Kirklees Direct 01484 414850 07825 988793
Communications	Comms Queries – Media, Social Media, External Comms	01484 221000	

Schools – Contact List (June 2019)			
Service Area	Notes	Contact Details During Office Hours	Contact Details Outside Office Hours
Cleaning, Caretaking and Catering Services	Issues relating to cleaning, caretaking and catering	01484 221000 Ask for Sarah Mason	
School Transport		01484 221000 Ask for School Transport Department	
Education Psychology Team	Advice on trauma, post incident recovery, etc.	01484 221000 Ask for Education Psychology	
Attendance and Pupil Support	Issues with pupil attendance, anti-social behaviour, etc.	01484 221000 Ask for Attendance and Pupil Support	
Kirklees Learning Partnership Science	Advice on loss of radioactive sources	01484 221000	
Legal Services	Legal advice	01484 221000 Ask for Legal Services	
Risk and Insurance	Insurance advice	01484 221000 Ask for Insurance	

Schools – Contact List (June 2019)			
Service Area	Notes	Contact Details During Office Hours	Contact Details Outside Office Hours
Employee Health Care	Advice and support for employees	01484 226424 or ring 01484 221000 As for Employee Health Care	
Public Health England	Advice on infection, infection control	0113 386 0300 via Acute Response Centre (Arc).	0114 304 9843

SECTION 4 – EMERGENCY PROCEDURES

Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Contact details of informant:

Date and time of call:

Date and time of incident:

Exact location of incident:

Details of incident:

Where is the informant now and where are they going?

People affected (including names, injuries, where they are, where they are being taken to):

What arrangements are in place for people not directly involved in the incident?

What advice have the emergency services given?

Who has been informed?

- Headteacher
- School staff
- Governors
- Pupils
- Parents / carers
- Extended services
- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- Trade union

Does anyone else need to be informed?

Are any other actions required?

LOSS OF PREMISES

Loss of premises may result from fire, flood, loss of essential utilities or the building is within an area cordoned off by emergency services. This may occur during school hours, necessitating an evacuation, or during non-school hours preventing staff and pupil's access to the building.

It is a critical function of the school to provide suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & safety requirements etc.

If there is complete loss or a partial loss of site, the Local Authority should be contacted to arrange for alternative on-site buildings to be provided or the use of temporary accommodation.

In cases of enforced closure, school will provide links through the website to learning opportunities. These together with other educational internet and paper based services provide methods of providing continuation of education provision.

FIRE

The purpose of this emergency plan is to ensure that the people in the premises know what to do if there is a fire and that the premises can be safely evacuated. This is also a specific requirement of the Regulatory Reform (Fire Safety) Order 2005.

The Fire Emergency Plan must be readily available to:

- All staff / employees.
- The enforcing authority.

Fire Warning System

- The fire alarm warning sound is continuous ringing of the fire alarm system/bell
- The fire alarm is tested weekly- records are kept in the Main Office (Red Folder)

If the alarm cannot be heard clearly, or it is not working correctly, report the fact to the Head immediately.

Fire Fighting Equipment

- Portable fire extinguishers are installed throughout the building. Each piece of fire fighting equipment is accompanied by instructions as to the type of fire on which it can be used.
- You should make yourself familiar with the location of this equipment.
- You should only use the fire extinguishers if you're trained and feel confident to do so and providing that you do not put yourself or others at any risk.

Evacuation Procedure – General

- Fire Marshals & Teachers will take overall charge of the procedure.
- The escape routes are clearly sign posted. You should be familiar with the exit signage and also bear in mind that the route you have to take may not be the entrances / exits in normal everyday use.
- Assembly Points
 - Holme School – The grassed area in lines against the wall
 - Hinchliffe Mill School – Bottom of the main playground in lines against the wall
 - Visitors – In the same area with other adults
- The Fire Marshals will make themselves known and it is essential that their instructions, during emergency evacuation procedures are followed.
- If the fire alarm sounds at any time – apart from the designated weekly test (and even if it continues for more than 30 seconds) you must leave the premises immediately by the nearest available fire exit as per Fire notices.
- Leave the building calmly and proceed to the assembly point where a roll call will be carried out by the designated Fire Marshals.

On Discovery of a Fire

- Operate the nearest fire call point immediately (push glass box).
- If you're trained, tackle the fire with the provided portable fire extinguishers only if you feel confident to do so and you do not put yourself or others at risk. Always ensure you remain between the fire and the nearest available escape route never let the fire get in the way of your exit.
- Evacuate the building and proceed to the designated assembly point.
- Do not re-enter the building until authorised to do so

When the Fire Alarm Sounds

- The Person discovering the fire or the Fire Marshals will call the Fire Brigade via the 999 phone number. (Use 112 on a mobile)
- A Senior Leader or Business Manager must check the location of the fire on the panel to confirm
- Designated Fire Marshals will assist as necessary with the evacuation from their areas.
- Evacuate the building and proceed to report to the assembly point.
- Do not re-enter the building until authorised to do so (even if the alarm has stopped sounding).

Fire Marshals Responsibilities

- Ensure the Fire Brigade are called.
- Evacuate disabled / non ambulant workers or visitors from their area and the building.
- Take charge of the evacuation of your area and ensure no-one is left behind (checking toilets, store rooms and other un-occupied areas-if safe to do so) using the techniques explained during training.
 - Stay Low
 - Feel doors for signs of heat before opening
 - Open doors slowly and use your leg to counter act any backdraft
- Proceed to assembly point.
- The Executive Headteacher will liaise with Fire Brigade. Do not re-enter the school until told it is safe to do so.

Contingency Plans

- Fire Alarm – Shout FIRE! FIRE! THIS IS NOT A DRILL! EVACUATE THE SCHOOL!

Visitors, Guests & Contractors etc.

- All visitors and guests will be “signed in” and made aware of the fire procedures by verbal instructions and be accompanied where possible / necessary.
- All contractors will be “signed in” and made aware of the fire procedures by verbal instructions and be accompanied where possible / necessary.
- Contractors bringing tools and equipment into the school must be reminded that they have a legal obligation to ensure they do not:

- Block fire exits
- Use tools such as grinders and welding equipment without the school's permission
- Use tools that are electrically unsafe

If the fire service prohibits the re-entering of the building because it is deemed to be unsafe, parents will be contacted to collect their children. Integris can be accessed through tablets and phones to obtain contact details and send out group messages via Reach More Parents.

GAS ESCAPE

Gas is a dangerous substance if allowed to escape into the atmosphere. If you suspect a gas leak has occurred, either as a result of smelling gas or experience of nausea, drowsiness, or headaches the following procedures need to be followed.

- 1) Extinguish all flames.
- 2) Do not operate electrical devices or switches – either on or off.
- 3) If safe to do so, isolate the main gas supply
- 4) Try to ventilate the property by opening doors and windows.
- 5) Avoiding the contaminated area evacuate the building using the same procedures as a fire incident.
- 6) Proceed to assembly points.
- 7) Via mobile phone outside the property, call the National Gas Emergency Service (0800 111 999) to report incident.
- 8) If anyone has been affected by the gas leak call for medical assistance (999).
- 9) Via mobile phone outside the School, report incident to the Customer Support Centre.
Information that should be reported:
 - Where the smell of gas is most noticeable?
 - When the smell of gas was first noticed?
 - Is there a smell of gas outside?
- 10) After evacuation, access to the property will only be permitted when the building has been inspected by the gas company and declared safe to re-enter.
- 11) If re-entering the building is prohibited because it is deemed to be unsafe, parents will be contacted to collect their children. Integris can be accessed through tablets and phones to obtain contact details and send out messages via Reach More Parents.

BOMB THREAT

In the unlikely event of receiving a telephone bomb threat the following procedure should be followed.

- 1) Attempt to keep the caller talking as long as possible to attain as much information on the threat. After the telephone call do not hang up the phone as a trace on the call may be possible.
- 2) Use the check list (below) to gather information and record vital details.
- 3) Report the incident to the Executive Headteacher.
- 4) Call the Police and provide relevant information of threat and follow instruction.
- 5) If evacuation is advised, evacuate the building taking belongings with you (to reduce the number of bags needed to be searched by the emergency services). Open windows where possible (to reduce the glass shattering if there is an explosion) and proceed to the fire assembly point unless directed to a different location. The recommended minimum distance is 100m for a bomb the size of a backpack.
- 6) Access to the school must be restricted while the risk is assessed.

Date:

Time of Call:

Received by:

Location of Bomb?

Time set for detonation?

Description of explosive?

What will detonate Bomb?

How many explosives?

Reasons for placing Bomb?

What is your name?

Where are you?

Additional Notes

Male/Female Voice

Old/Young Sounding

Intoxicated

Speech Impediment

Accent

Calm/Aggressive

SUSPICIOUS PACKAGE

The HOT principles for assessing if a package is suspicious are:

H – is it Hidden

O – is it Obviously suspicious

T – is it Typical for the environment

On discovery or receiving a report of a suspicious bag or package the following procedure should be followed.

- 1) Do not attempt to move or investigate the unidentified item.
- 2) Clear the area and prohibit use of mobile telephones in the vicinity.
- 3) Inform the Executive Headteacher immediately
- 4) If item is not claimed, dial **999** and report to **Police** who will inform on evacuation decision.
- 5) If evacuation is advised, avoiding the suspicious package evacuate the building using the same procedures as a bomb threat and proceed to the assembly point unless directed to a different location.

SUSPICIOUS PACKAGE ARRIVING BY POST

- 1) If package has been opened and you are concerned with contents do not investigate further.
- 2) Switch off any air conditioning systems.
- 3) Ensure all windows and doors in the area are shut.
- 4) Any persons in contact with package remain isolated for examination.
- 5) Avoid touching parts of body (eyes, nose etc).
- 6) If isolated area permits, wash hands with ordinary soap.
- 7) Inform Police of situation.
- 8) Report incident to the Executive Headteacher.

ELECTRICAL FAILURE

In the event of power failure in the school the following procedure should be followed.

- 1) Staff and pupils should remain in a safe suitable location until the power is restored or further notice is given. Evacuation of the building may be required depending on the expected duration of electrical failure.
- 2) Report incident to the Executive Headteacher and await further guidance.
- 3) Contact Northern Power Grid to obtain information on expected duration of power cut and alternative power supply.
- 4) Restrict entry into property during power failure.
- 5) Ensure equipment (Computers/Cookers etc) that were in use are switched to the off position to prevent unexpected or sudden start up when power is restored.
- 6) When power has been re-instated, confirm that all persons are accounted for.
- 7) If power cannot be restored that day, the Executive Headteacher is to close the school for safety reasons until the power can be restored. Parents will be contacted to collect their children. Integris can be accessed through tablets and phones to obtain contact details and send out messages via Reach More Parents.

FLOOD RESPONSE

In the event of a storm, burst water main, blocked drain or any other incident which results in the flooding of the school the following procedures should be followed.

- 1) If safe to do so, wearing appropriate PPE endeavour to locate the source of flood.
- 2) Evacuate personnel from the affected area – or the whole school if necessary.
- 3) Prohibit the use of electrical equipment in flood zone.
- 4) Report incident to the Executive Headteacher with information and await further instruction.
- 5) The Executive Headteacher will make the decision on whether to evacuate the school as per normal fire procedures.
- 6) If evacuation is required because it is deemed to be unsafe, parents will be contacted to collect their children. Integris can be accessed through tablets and phones to obtain contact details and send out messages via Reach More Parents.

Note:

In the event of there being no water supply available, contact Yorkshire Water to obtain information regarding duration of stoppage and alternative supply.

STRUCTURAL FAILURE

In the event of any damage to the fabric of the property the following procedures should be followed.

- 1) Control the area and prohibit access to any unsafe area.
- 2) Identify danger zone with appropriate hazard warning signage and use barricades around area if possible.
- 3) Report incident to the Executive Headteacher.
- 4) Ensure all persons in the school are aware of situation.
- 5) Avoiding affected areas evacuate personnel to safe zone in building or if necessary proceed to assembly point.
- 6) Ensure all persons are accounted for including visitors and contractors.
- 7) Secure entry of property prohibiting any unauthorised access.
- 8) The Executive Headteacher is to liaise with the Local Authority.
- 9) If re-entering the building is prohibited because it is deemed to be unsafe, parents will be contacted to collect their children. Integris can be accessed through tablets and phones to obtain contact details and send messages via Reach More Parents.

LOSS OF STAFF

The most likely scenarios involving a significant loss of staff are industrial action, fuel shortage, outbreak of disease (e.g. Pandemic influenza) and severe weather. In all of these events, there is likely to be a period of notice in which arrangements may be made to mitigate the effects.

It is a critical function of the federation to provide a suitable number of qualified teaching staff to deliver the National Curriculum and suitably qualified and experienced support staff to assist in the education of pupils and running establishment services.

Where possible supply cover from agencies will be used. If school needs to remain closed due to lack of staff, then school will provide links through the website to learning opportunities. These together with other educational internet and paper based services provide methods of providing continuation of education provision.

FAILURE OF IT

Failure of IT within a school could be caused by a variety of reasons such as fire, flooding, power cut etc. The back-up server backs up all the information on the server on a daily basis.

Critical paper documents are kept in a fire resistant safe in the office at Holme and Executive Headteacher's Office at Hinchliffe Mill.

In the event that the main landline was lost, parents will be contacted by messages through Reach More Parents. Parents will be able to contact the school through the office e-mail.

MEDIA/PRESS COMMUNICATIONS

If you receive an enquiry from the press requesting information about any incident, following the general policies you must:

- Avoid entering into a general conversation regarding the incident
- Avoid being unhelpful and stating "no comment" as this can be interpreted as acknowledging fault and liability.
- Report that the federation's emergency procedures and policy arrangements are being implemented as we speak and further updates will be ongoing.
- Allow emergency services to report to media/press with updates

Suggested Media Response to Emergency

Emergency services' comms teams would support, advise and lead in the earlier stages of an incident – and LA comms would take over in later stages – below is a generic media statement that the federation should use. It is very generic so it may need to be adapted to circumstances.

Please also note that the emergency services, rather than the federation, would be the primary spokespeople in any emergency situation. The federation would not be expected to provide updates to the media. A federation would only comment at the appropriate times.

"We are working closely with emergency services and at this difficult/tragic time.

Clearly our first priority is the safety and wellbeing of the children/students, along with the welfare of staff and families.

Our school is a close-knit community and all necessary support is being put in place as the situation develops."

The school answer phone message can be changed to reflect the above media response.

SECTION 5 – POST EVENT MANAGEMENT

In the event of a major incident or fire there are many issues which will need a proactive response and considerable attention as the emergency procedure is actioned. However, further consideration must also be given to post event management. Identified below are some key issues which will need to be considered post incident.

Post incident Control

- Ensure relevant Governors are fully briefed to take appropriate action. For high profile incidents this will include media arrangements.
- The property must be secure and access controlled until instructed further.
- Ensure the property is safe and structurally sound before access is permitted to occupiers.
- Any known or suspected Asbestos Containing Materials (ACM's) that have been damaged or disturbed in the incident should be identified and have the appropriate risk controlled e.g. encapsulation or removal.
- The above is likely to require contact with a licensed Asbestos Management Company. In such event the area should be controlled and made secure.
- Environmental issues must be considered in the clean-up process.

Accident / Incident Reporting

Accidents (no matter how minor an injury may be), incidents, and near misses must be reported to the Business Manager so they can be recorded and the details sent to the Local Authority. An investigation will be carried out by an appointed Health & Safety Advisor if the incident is of a type where the actual or underlying cause needs to be established or where reoccurrence is likely. RIDDOR requires that some work-related accidents are reported by the quickest means possible

These include:

- deaths;
- major injuries;
- over-7-day injuries – where an employee or self-employed person is away from work or unable to perform their normal work duties for more than 7 consecutive days;
- injuries to members of the public or people not at work where they are taken from the scene of an accident to hospital;
- some work-related diseases;
- dangerous occurrences – where something happens that does not result in an injury, but could have done;

RIDDOR applies to all work activities but not all incidents are reportable. RIDDOR was updated in October 2013 with a list of reportable incidents, these can be found on the HSE (Health and Safety Executive) website.

APPENDIX 1 - ROLES AND RESPONSIBILITIES CHECKLIST

Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: <ul style="list-style-type: none"> · Liaise with the educational visit leader on a regular basis · Consider sending extra staff to support the educational visit leader · Discuss with the educational visit leader the arrangements for notifying parents / carers · Consider how parents / carers and pupils will be reunited. 	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> · Business continuity · Communications · Log-keeping · Media management · Resources · Welfare. 	
C4	Remember to: <ul style="list-style-type: none"> · Allocate tasks amongst the SEMT · Ensure that staff are clear about their designated responsibilities · Establish the location and frequency of SEMT / staff briefings · Ask staff to maintain a log of actions made and decisions taken · Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis. Contact Kirklees Emergency Planning.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	

C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> · Staff · Pupils · Parents / carers · Governors · Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the LA or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	

C27

Consider contacting the head teachers of nearby schools to inform them of any important issues relating to the incident.

Roles and responsibilities - business continuity

Ref'	Business continuity - initial response	Tick / sign / time
BC1	<p>Assess the nature of the incident, e.g.:</p> <ul style="list-style-type: none"> · Loss of utility supply · Loss of supplier · Loss of premises · Loss of personnel · Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

Roles and responsibilities - communications

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> · Pupils · Parents / carers · Governors · Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> · What has happened · How their child was involved · The actions taken to support those involved · Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

Roles and responsibilities - log-keeping

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	

Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> · Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. · Provide authorised visitors with identification badges and ensure they sign-in and sign-out. · Ensure that media access to the site is controlled. 	
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> · SEMT briefing room · Briefing area for parents / carers · Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required. Procure temporary classrooms if appropriate.	
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	

Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none">• Those with Special Educational Needs (SEN)• Those with medical needs• Those with Personal Emergency Evacuation Plans (PEEPs)• Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).	
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils..	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Roles and responsibilities - educational visit leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the head teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> · Contact details · Consent forms (including medical and next-of-kin details) · Maps · Tickets · Insurance policies · Proof of identity · Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the head teacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the head teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> • Records of expenditure • Medical certificates / hospital admission forms • Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the head teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

APPENDIX 2 - POST INCIDENT SUPPORT CHECKLIST

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> · The nature of the incident · How their child was notified of the incident · Arrangements for support organised by the school · Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the head teacher of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> • Teacher Support Network • Samaritans • Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> • Initial part-time attendance • Alternative methods of teaching • A sanctuary that pupils could use if upset during the school day. 	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> • Missed work • Rescheduling projects • Exams. 	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	

P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates.</p> <p>E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
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APPENDIX 3 - LOG-KEEPING GUIDELINES

	<i>Thursday, 19/05/2011</i>
<i>7.40p m</i>	<i>Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.</i>
<i>7.50p m</i>	<i>Rang Philip. Number engaged.</i>
<i>7.55p m</i>	<i>Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.</i>
<i>8.05p m</i>	<i>Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 388 07802 338 202.</i>
<i>8.20p m</i>	<i>Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the</i>

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

+ Notes should be clear, intelligible and accurate.

+ Include factual information.

- + **Use plain and concise language.**
- + **Keeps records of any expenditure.**
- + **Do not remove any pages.**
- + **Do not use correction fluid.**

APPENDIX 4 – INCIDENT LOG EXAMPLE

Incident: Huddersfield Fire and Evacuation Incident Log

Log Page No. 43

Loggist Name: Donna Smith

Incident Name: Huddersfield Fire and Evacuation

Loggist Location: Kirklees Emergency Control Room

Names and contact details and method of communication

Key information

Original Message				Topic
Serial No	Date	Time (24 Hour)	Officer Entry	
001	22/07/20XX	08:10	Rod Kimble	Rod Kimble (Kirklees Emergency Planning – 07816 XXXXXX) received a telephone call from John Smith (Police – 01484 XXXXXX). John was calling to notify Rod that there has been a significant fire at a residential property next to St Georges Square (Huddersfield) leading to the evacuation of several other residential properties. Approximately 50 residents have evacuated and have congregated on Cross Church Street. Many evacuees have nowhere to go and most don't have transport. Rod told John that he would open a rest centre for the displaced residents (to ensure they had somewhere safe and warm to stay) and provide transport (as many residents have no other means to travel to the rest centre). Rod told John he would call him back with more information within the next ten minutes.
002		08:14	Rod Kimble	Rod Kimble decided to open Huddersfield Leisure Centre as a rest centre for the displaced residents as it is the nearest rest centre to the incident site. Rod contacted the Operations Manager at Huddersfield Leisure Centre (Martin Trance – 07815 XXXXXX) to request the centre for use as a rest centre. Martin agreed to open the rest centre and told Rod that it would be ready to receive evacuees straight away.
003				

Decision

Action

Rationale

APPENDIX 5 – DECISION LOG EXAMPLE

Decision Logging an Incident

Date: 22-07-20XX	Time: 08:00	Meeting/Incident: Tactical Co-ordinating Group Meeting (Flint Street)
Chair: Alexandra Trance (Assistant Director)	Log Owner: Alexandra Trance (Assistant Director)	Loggist: Sally Judge

Log No.	Date	Time	Loggist Name	Detail	Action Complete
001	22-07-20XX	08:10	Sally Judge	DECISION – Open Huddersfield Leisure Centre as a rest centre for displaced residents.	Rod Kimble – 08:30 Donna Smith – 08:35
				RATIONALE – Huddersfield Leisure Centre is the nearest rest centre to the incident site and will be the easiest rest centre to transport evacuees to.	
				ACTIONS – Rod Kimble: Liaise with the Operations Manager at Huddersfield Leisure Centre and arrange to open it as a rest centre as soon as possible. Donna Smith: Liaise with Transport Services to arrange for a coach to transport displaced residents to the rest centre.	

Appendix 6 – Incident Log Template

Loggist Name		Job Title	
Incident Type		Logging Location	

Log No.	Date DD/MM/YY	Time (24 Hour) 00:00	Loggist	Information/Contact Details/Decisions/Actions/Rationale	Complete (name, date and time completed)
001					
002					
003					
004					
005					
006					
007					

Post incident, a member of the School’s Leadership Team must complete the section below			
I am satisfied that this log is a true and accurate record			
Name		Job Title	
Role During the Incident			
Signature		Date	

Appendix 7 – Decision Log Template

Decision Logging an Incident

Date:	Time:	Meeting/Incident:
Chair:	Log Owner:	Loggist:

Log No.	Date	Time	Loggist Name	Detail	Action Complete
001 etc.			Who is recording the information	DECISION – What needs to be done?	Name & Time completed
				RATIONALE – Why?	
				ACTIONS – Who will do what?	
				Contact Details	

It is important to:

- **Be specific and to the point** – don't document the whole discussion
- **Don't use acronyms or initials** – this can cause confusion and misinterpretation
- **Handwritten record** – do not use an electronic version as its not seen as a true record
- **Every Incident** – should be recorded no matter how large or small
- **All Paperwork should be kept for a 20 year period**
- **After every decisions its rationales and it actions draw a line across the page**
- **Ensure the Chair of the meeting signs off the log**

Date:	Time:	Meeting/Incident:
Chair:	Log Owner:	Loggist:

Log No.	Date	Time	Loggist Name	Detail	Action Complete
				DECISION/RATIONALE/ACTION/CONTACT DETAILS	
				DECISION/RATIONALE/ACTION/CONTACT DETAILS	