

# CARR INFANTS EMERGENCY PLAN

## Plan Distribution list

<i>All staff</i>	
<i>On Site Partners</i>	
<i>Governors</i>	
<i>School Governors</i>	
<i>Others</i>	

## Emergency Contact Details

<i>Head Teacher</i>	07356 077080
<i>Office Manager</i>	07941 261118
<i>Site Manager</i>	07399 959373

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## Introduction

This document template has been prepared to assist any school community to develop a plan, suitable for their specific purposes when dealing with incidents that are out of the normal day-to day type of event. Where possible, it has been kept generic in nature, so that it may be used to suit most incidents. There are however certain sections that are specific, solely because these types of incident will require a very specific response.

## Aim

The aim of this plan is to ensure all staff know how to keep our school community safe in the event of an emergency.

## Objectives

The objectives of this plan are to respond to incidents involving:

- To provide guidance in the event of an emergency
- Serious injury of a pupil or member of staff (e.g. transport accident)
- Significant damage to school property (e.g. fire)
- Criminal activity (e.g. bomb threat)
- Severe weather (e.g. flooding/snow)
- Public health incidents (e.g. influenza pandemic)
- The effects of a disaster in the local community

## Scope

The aim of the School Emergency Plan is to provide guidance in the event of an emergency and to provide clarity and consistency when having to make rapid decisions in the event of an incident, including multi-agency decision making.

## Document Ownership and Maintenance

The owner of this document is the Head Teacher, who has the responsibility for ensuring that it is reviewed at least annually. This should be before the commencement of the academic year. Any intermediate changes, (e.g. contact details) should be included and managed correctly and made to all copies. In the event of any incident, this document will afterwards be reviewed in the light of that incident. It will be worthwhile conducting a table-top exercise of this document's procedures prior to it being reviewed to highlight any procedural or legislative changes or other weaknesses.

## Storage of this document

Each person identified in this plan as a member of the School Emergency Management Team (SEMT) must know the contents of this document and understand his / her role relating to the management of critical incidents, and how this interfaces with other roles. A copy of the plan will be kept at his / her home for reference during incidents out of normal school hours. This may be either electronic or hard copy but must be kept securely in accordance with GDPR regulations.

## Plan Activation and Triggers

Information should cascade as follows:

Examples of where this plan might be activated (not an exhaustive list):

- public health incidents (for example, a significant infectious disease incident)
- severe weather (for example, extreme heat, flooding, storms or snow)
- serious injury to a child, pupil, student, or member of staff (for example, transport accident)
- fire risk and any hazards
- significant damage to building (for example, fire or structural incident requiring temporary structural supports to the building or closure)
- criminal activity (for example, a bomb threat)
- loss of power or telecommunications
- disruption to normal services
- cyber incident or data breach
- the impact and lasting effects of a disaster in the local community

\*A member of the school community includes pupils, staff, parents, or a visitor to the school, whether employed by the school or not, whilst they are on the school property, or on an outing organised by the school.

## Emergency Grab Bag

These have the necessary resources available during the onset of an emergency:

- Action Cards for Lockdowns/Evacuations with log sheets and marker pens
- A first aid kit
- Torches
- Batteries
- A whistle
- A loud hailer
- A disposable camera
- Armbands/high-visibility tabards
- Gloves
- Log books
- Plan of Emergency Isolation of Gas,
- Electricity and Water Access Points
- Keys (to vulnerable areas only)
- Important documents: Emergency Plan,
- Pupil Contacts List
- Registers (up-dated)

## Buddy Schools

We have an agreement with Carr Junior School that in the event of an emergency they will provide assistance e.g. acting as an additional place of safety. In turn, we offer them the same shelter if they are faced with an emergency. As an additional 300+ children would put serious tensions on both settings, this would be considered a venue for holding children until parents could pick up. It is not a long-term solution.

## Communications

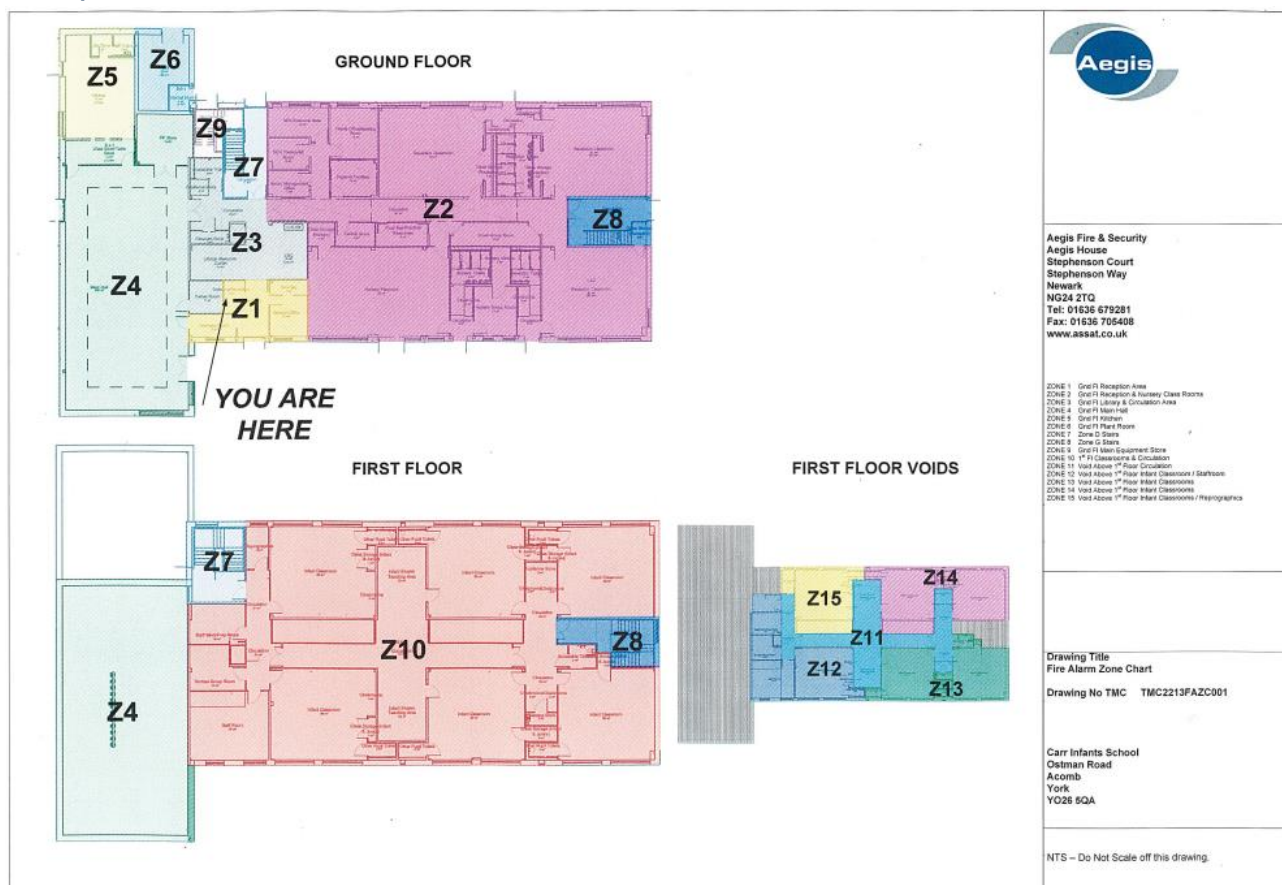
During an emergency it is likely that concerned parents/carers will contact the school for further information and the general school telephone number may quickly become jammed with incoming calls.

Mobile phones, laptops, and Headteacher's mobile will be used which can access Arbor text service. As much information as possible will be sent out to parents through this service.

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

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

## Map



## Media Management

Any significant emergency is likely to attract media attention. The scale of the interest will depend on the incident and could vary from telephone enquiries from the local media to national and international television crews arriving at the school asking for interviews. If handled successfully, media management can directly assist personnel involved in the response and enhance the reputation of the school.

Carr Infant can seek support with Media Relations who provide advice and support for schools in helping with media involvement. Other organisations, such as the emergency services or local authority, may be able to assist in responding to media requests and thus alleviate some of the pressure on school staff. All media statements are approved by the school and those organisations involved in the response prior to release.

The contact details for this are: 01904 555515

## Log-Keeping Guidelines

In an emergency, events can occur very rapidly and it is vital to keep an accurate record of events. All employees involved in the response to an emergency will maintain an incident log. Within this log, staff are to record decisions made, actions taken, significant conversations and any other important information pertinent to the incident. Logs are provided with the Action Sheets.

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept and that no piece of information related to the response is lost. Information related to the incident must be copied, retained and archived for future reference. Records of expenditure should also be kept.

## Roles and Responsibilities

### Initial Incident Manager (IIM)

The IIM is the first adult member of staff to attend the scene. This could be any member of the SEMT.

Action	Action Taken	By Whom
Obtain and collate information about the incident.		
Contact and brief the Head Teacher.		
On arrival on scene keep a log of all actions, decisions and key information received.		
On the arrival of the emergency services the IIM should give a detailed briefing to the Senior Officer.		
Once relieved he / she must give to the Head Teacher or his / her nominated representative, a detailed account of the incident and any action he / she has carried out to minimise the problem.		
Set up a room for use of SEMT – with telephones (if required).		



## The School Emergency Management Team (SEMT)

The SEMT will be based in the **SENCO Office**.

### Objectives of SEMT

- To assess and mitigate the impact of the incident as far as is possible.
- To contact and reassure staff, and advise them of immediate contingent arrangements.
- To maintain, so far as possible, a normal level of service to the school community.
- To contact and reassure parents and pupils as appropriate.
- To ensure that correct procedures are followed and records are maintained.

Name	Role
James Canniford	Headteacher
Jessica Hobson	EY Phase Leader
Samantha Walker	KS1 Phase Leader
Janet Dixon	Office Manager
Giulio (Jo) De Palma	Site Manager

Action	Action Taken	By Whom
Call an SEMT meeting and request updates from all services (Chair of Governors plus other Governors to be present as appropriate).		
Follow initial meeting agenda (appendix 1)		
Update staff, pupils, parents and partner agencies on the current situation.		
Liaise with emergency services.		
Liaise with City of York Council for additional assistance (if required).		
Coordinate all services actions and priorities.		
Log all actions, decisions and key information.		
Prepare an agreed factual statement.		
Contact families whose children are involved. (NB the families of deceased pupils should be contacted by the Police in the first instance.)		
Make arrangements for informing other parents.		
Inform teaching and non-teaching staff.		
Inform pupils.		

Encourage those involved to talk to each other and trained professionals.		
Head Teacher or Deputy Headteacher only to deal with the media.		

## Subject Matter Experts

The following may be invited to attend if appropriate:

- Specific members of the Governing Body or staff with pertinent skills or experience.
- A member of staff appointed to deal specifically with Media / Press enquiries or preferably CYC Duty Press Officer.

## Site Information



# Evacuation Procedures

The aim of the Emergency Evacuation Procedure is to ensure the safe and speedy evacuation of the school buildings and to provide an accurate method of taking a roll call of pupils, staff and visitors. Fire registers are kept at the KS1 door each day. Registers will be given to teachers on arrival at the playground by office staff.

All staff should familiarise themselves with the following evacuation procedures.

## Action to be taken on discovering a fire:

- DO NOT attempt to tackle the fire unless you can do so without endangering yourself.
- Activate the alarm by means of the nearest alarm call point.
- Leave the building as per the procedure below.
- In the event of a missing person, report immediately to the Fire Safety Manager / Officer. DO NOT RE-ENTER THE BUILDING until the Fire Safety Manager / Officer has given the all clear.

ACTION TO BE TAKEN IF THE FIRE ALARM SOUNDS	
Role	Action / Responsibility
<b>Class Teachers / TAs</b>	<p>Instruct pupils to remain calm, and immediately evacuate the building taking all children in your charge through the nearest / most appropriate exit. If you are responsible for checking designated areas then do so whilst exiting the building.</p> <p>Close the doors (except fire escape doors) and windows on leaving where possible.</p> <p>Lead all pupils to the designated assembly point via the quickest / safest route and line up in alphabetical order by surname</p> <p>Call the register making a note of any pupil or staff member who is not accounted for. Notify the Fire Safety Officer of any missing children</p> <p>If all children on the register are accounted for, raise the fire register, standing away from the class so the fire warden can clearly see you.</p> <p>Wait for further instruction. Do not re-enter the building until you have been instructed that it is safe to do so.</p>
<b>Office Staff</b>	<p>Pick up visitors' log book, walkie talkie, fire warden jacket and fire registers.</p> <p>Leave the building through the nearest / safest exit, and make your way to the designated assembly point</p> <p>Close the doors (except fire escape doors) and windows on leaving where possible.</p> <p>Check visitors against the visitor register and staff against the staff register</p> <p>Notify the Fire Safety Manager of any missing visitors or staff members.</p> <p>Wait for further instruction. Do not re-enter the building until you have been instructed that it is safe to do so.</p>
<b>Kitchen Staff</b>	<p>Switch off power including gas supply.</p> <p>Leave the building through the nearest / safest exit, and make your way to the designated assembly point.</p> <p>Close the doors (except fire escape doors) and windows on leaving where possible.</p> <p>Check the roll call for missing staff and notify the Fire Safety Officer by phone of anyone missing.</p> <p>Wait for further instruction. Do not re-enter the building until you have been instructed that it is safe to do so.</p>

<b>Visitors</b>	<p>Leave the building through the nearest / safest exit, and make your way to the designated assembly point, where a member of the office staff will note that you are accounted for.</p> <p>Wait for further instruction. Do not re-enter the building until you have been instructed that it is safe to do so by office staff.</p>
<b>Fire Safety Officers</b>	<p>Leave the building through the nearest / safest exit.</p> <p>Pick up your mobile phone, fire warden jacket and signalling cards.</p> <p>Liaise with Class Teachers/TAs to establish that everyone is accounted for at the designated assembly points.</p> <p>If all staff / pupils are accounted for in the designated area, give all clear signals to FSM by phone/radio (clearly stating all accounted for). In the event of failure of mobile phone signal go to assembly playground and notify FSM of missing individuals</p> <p>Upon receipt of all clear signals from FSM, notify all staff that it is safe to re-enter the building.</p>
<b>Fire Safety Manager (FSM)</b>	<p>Leave the building through the nearest / safest exit.</p> <p>Attend the fire control box with the Deputy FSM to identify which zone has being activated. Liaise with First County Monitoring or CALL 999. Turn off sounder but DO NOT reset the alarm.</p> <p>Liaise with Fire Safety Officers / Office Staff to establish that everyone is accounted for at the designated assembly points (if all clear amber cards will be shown).</p> <p>Meet with Fire Brigade.</p> <p>Report any missing pupils / staff / visitors to the fire brigade so that a search may be initiated.</p> <p>When instructed by the Fire Brigade that it is safe to re-enter the building, issue all clear notice to Fire Safety Officers / Office Staff who will notify staff / pupils and visitors in their designated area that it is safe to re-enter the building.</p>

DESIGNATED FIRE ASSEMBLY POINTS	
Nursery Class Teachers & TA's Sycamore Provision	Bottom of Nursery Garden
Reception Class Teachers & TA's Key Stage 1 Pupils, Class Teachers, TA's and SENCo	KS1 Playground
Office Staff/Cleaning Staff/ HT/Finance Office	KS1 Playground
Kitchen Staff	KS1 Playground
Visitors	KS1 Playground

**NOTE – all staff and pupils should make their way to their designated assembly points irrespective of whether they are in class / office or another location in the school when the fire alarm sounds.**

The Fire Safety Officer (Site Manager and School Business Manager), or Fire Safety Officers in case of absence, will meet in the main foyer and check the fire panel to see which unit and zone has been activated. If they feel sure it is a suspected false alarm they should proceed to the activated zone, with utmost caution, and check and confirm a false/real alarm then signal response as appropriate.

ROLES AND RESPONSIBILITIES IN CASE OF EMERGENCY EVACUATION		
Role / responsibility	Person Responsible	In case of absence
Fire Safety Manager	Janet Dixon	
Fire Safety Officers	James Canniford	Sharon Botterill
<i>Designated area checker 1:</i> Reception Classrooms and toilets	Mandy Warrillow	Class TA Class Teacher/Supply
<i>Designated area checker 2:</i> Nursery Room, toilets and snack	Helen Jackson	Class TA Class Teacher/Supply
<i>Designated area checker 3:</i> EYFS Corridors/SLT offices	Sharon Botterill	HT
<i>Designated area checker 4:</i> Library, Disabled toilet, Hall	Janet Dixon	Class TA Class Teacher/Supply
<i>Designated area checker 5:</i> Sycamore, Sycamore toilet, Sycamore snack area	Vicki Hutchinson	Class TA Class Teacher/Supply
<i>Designated area checker 6:</i> Maple, maple toilet, Maple disabled toilet, and Y1 area	Sue E (M-T) Karen (F)	Class Teacher
<i>Designated area checker 7:</i> Staffroom, Cherry, PPA and Photocopy Room	Janine Ratcliffe	Class Teacher

## Lunch Time Evacuations

Should the fire alarm sound during lunchtime, all teachers should exit the building by the nearest fire exit and make their way to the designated lining up areas where they should meet their class. A TA or MSA should deputise for the teacher until the teacher arrives. Copies of the emergency fire registers will be available from the Fire Safety Officer, who will meet the TA/MSA on the playground. All Foundation Stage should return to Reception Lines. All Y1/Y2 children should return to KS1 Playground.

## Evacuations outside of normal school hours

In the event of an evacuation outside of normal school hours, pupils and adults should leave by the nearest emergency exit and make their way to the end of **Nursery Garden**, ensuring they are well away from the main building. Teachers holding after-school-clubs must take a weekly club register, and use this to check for any missing pupils in the event of an evacuation. The after school club should check pupils against their own register.

The Cleaning Supervisors/Site Supervisor will liaise with the Fire Brigade and report any problems to the fire chief. After receiving the all clear the Cleaning Supervisors can re-enter the building. If, for any reason, they are told otherwise no one is to re-enter the building. If a fire is detected, they will contact the Headteacher, Office Manager and Site Manager.

## Evacuation Drills

Evacuation drills will take place at least once a term, and the Fire Safety Manager will provide a written report to the Governing Body in termly update.

## Maintenance of Fire Equipment and Systems

The fire extinguishers and fire alarm systems are maintained under a professional contract and regular maintenance will be carried out on all fire safety equipment. All school staff are responsible for maintaining a high standard of fire precautions in areas under their control or influence. All staff should ensure that fire exits are kept clear and fire doors are kept shut. Any fire hazards should be reported immediately to the Site Manager or School Business Manager.

## Fire safety regulations

Tables and chairs are not permitted in corridors as these have being highlighted as an obstacle to safe evacuations. Classes have ample rooms around school for extra teaching.

# Lockdown Procedures

Parents and carers trust our school to keep their children safe. Thanks to the efforts of staff and governors, schools in the UK normally remain safe; but as tragic events both overseas and at home have shown, they can become involved in an emergency at any time.

The safety of pupils, staff members and visitors on the premises is paramount and, as a school, we take our duty to protect their wellbeing and welfare seriously. We will make our best endeavours to prevent an emergency from occurring on site however, this is sometimes beyond our control. In an emergency situation, staff members at the school will take all reasonable actions to ensure the safety of pupils, visitors and themselves.

This policy will prepare us to deal with emergency situations where people may be endangered by the threat of harm. It is designed to help us:

- Develop and review our lockdown arrangements
- Provide clarity on roles and responsibilities should an incident occur
- Provide information to all staff who could become involved in an incident
- Inform the pupils and their parents about what to do in such a situation
- Detail our actions and procedures, not only for use during such an incident, but also testing our readiness for such an incident.

The advice from the Department of Education and the Cabinet Office reminds us *'planning for emergencies can save lives. It can prevent an incident getting worse, provide confidence to staff, governors, parents, carers and pupils and enhance your school's reputation as a safe place to learn and work. Plans which deal with the consequences of large scale emergencies also help staff to deal with the smaller (but nevertheless potentially distressing) incidents that school can experience on a regular basis'*

## What is Lockdown?

'Lockdown' refers to the procedure of locking external doors and windows before taking immediate shelter in a secure location. This procedure is typically invoked as a response to a security threat.

The purpose of a lockdown is to prevent an intruder or other threat from causing harm to pupils, staff and visitors.

## Example situations when a lockdown should be considered:

- Someone who is threatening the safety of our pupils, staff, or themselves
- An incident or civil disturbance in the local community which poses a risk to the school
- An intruder on the site with the potential to pose a risk others
- Hazardous chemicals outside the building
- An extreme weather related event / local risk of air pollution, such as a smoke plume or gas cloud
- A dangerous animal roaming loose



## Planning Arrangements

It is unlikely that our school will ever need to implement a lockdown but it is important for us to have arrangements in place to deal with such a situation.

Any procedures we establish must be realistic: in the event of a live incident, staff and pupils will not have much time and there is potential for there to be confusion or panic.

When an incident occurs the priority will always be to safeguard everyone on site as quickly as possible and to alert the emergency services if necessary. Other organisations, such as the local authority, can then be informed as appropriate.

## Lockdown Procedure

Our lockdown procedure will be implemented as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety and wellbeing of pupils, staff members and visitors. At the first indication of a major incident or potential threat, the signal for lockdown should be given and the lockdown begin immediately.

All staff have a lanyard with a whistle. The signal for staff members to initiate the lockdown procedure is given by repeatedly blowing their whistle. On hearing this signal, other staff should blow their whistle to pass the signal along. Staff should blow their whistle for at least 10 seconds to ensure this has been heard by surrounding rooms.

As soon as the alarm has been raised, the school office staff will ensure that the relevant emergency services are informed and kept up-to-date with the situation. When responding to an incident, the emergency services will need unrestricted access to the school site.

Pupils will be instructed to remain in their classroom, or will be guided to the nearest safe space. This may not be their usual classroom.

Staff members will ensure that the toilets, dining room, corridors, breakout spaces and outside areas are cleared of all pupils, staff members and visitors.

If the hall is in use when a lockdown is initiated, children should be taken to the nearest EYFS classrooms or the SENCo/Headteacher offices.

Pupils who are outside the school, or not in classrooms, will be led inside as quickly as possible, unless this will endanger them and others.

If staff members, pupils or visitors remain outside during the implementation of a lockdown, they will, if safe to do so, re-enter the building and secure themselves in a safe area or, if this is not possible, find a safe area outside the school building and remain there until the emergency services have arrived. They will contact the school office to advise where they are located.

Teachers will be responsible for the pupils within their classroom. Before locking the classroom door (if possible), staff should gather everyone in the immediate vicinity into their classroom. They should lock any nearby doors within the corridor if safe to do so.

Once the classroom door is locked, class teachers will conduct a register and a headcount. All staff will put their phones on silent where possible. They will send a text message or GoogleChat to James with the message "All children in XXX Class accounted for". They will also inform them of any additional children or adults present. Louise G will have class registers and will be responsible for checking all adults and pupils are accounted for. Staff will immediately call either Louise or Janet to notify them of any pupil, staff member, volunteer or visitor who is unaccounted for. An immediate search will be instigated, where safe to do so. The school office will contact a member of the kitchen team to ensure kitchen staff have heard the whistle.

Once all pupils and adults have been accounted for, the following actions will be carried out by staff members in order to increase protection:

- Blocking off access points by moving furniture to obstruct doorways etc.
- Drawing all curtains and blinds
- Turning off all lights, monitors and projectors expressing light
- Ensuring all people are kept out of sight and away from windows or doors
- Instructing people to stay as quiet as possible

When all persons are inside, doors and windows will be securely locked, including fire doors, external doors and internal doors.

Lines of communication between staff members will be kept open using mobile phones and google Chat. Unnecessary calls, include those to the school office, will not be made as this could delay important communication.

The SLT will conduct an on-going and dynamic risk assessment based on advice from the emergency services.

All pupils, staff members and visitors will be made aware of their nearest exit point in case an intruder manages to gain access.

If it is considered necessary to leave the school site, staff will lead pupils and visitors to the pre-arranged alternative place of safety **at Carr Junior School**.

Pupils may be asked to hide or disperse if this will improve their safety. Pupils will be instructed to take cover under their tables if necessary.

Everyone will remain in their safe places until an 'all clear' signal has been given, either via the SLT or the police if in attendance, unless told to evacuate by the emergency services. If someone is taken hostage on the premises, the school will seek to evacuate the rest of the site.

If it is necessary to evacuate the building, the fire alarm will be sounded.

Pupils will not be released to parents during a lockdown.

## School Recovery Following a Lockdown

Following a lockdown, there will be a debriefing. The nature and severity of the incident will dictate who should be included in the debriefing. After all lockdowns, the senior leadership team will evaluate the lockdown procedure for its effectiveness.

## Lockdown Drills

In case of a fire or similar emergency, the children and staff are taught how to leave the building quietly and safely. In a lockdown, they need to learn almost the opposite, to actually get inside the building as quickly and as safely as possible and to stay there until the threat is removed or told to evacuate. In order to ensure the effective implementation of the lockdown procedure, a lockdown drill will be undertaken at least once a year.

## Communication with Families

In the event of any of the procedures taking place due to a real emergency, parents will be informed of any developments as soon as it is safe and practicable. Parents will be told not to ring or come to the school as this could interfere with the work of the emergency services and may result in putting themselves and others in danger.

The school will contact parents when it is safe for them to collect their child.

Whilst communicating to parents, it is important for the school to reassure them that they understand their concern for their child's welfare, and that the school is doing everything possible to ensure the safety and wellbeing of all pupils.

Following a lockdown, discussions will take place with all children to inform them of the reason for the lockdown and to reassure them that they are safe.

Prior to a lockdown drill, families will be informed this is due to take place. Communication will be sent to explain the purpose of the drill and the procedure that will be followed. Parents will be sent a text message following a lockdown practice.

# Summary of Roles and Responsibilities

The governing board will be responsible for:

- Ensuring the school meets its responsibility to keep all pupils, staff and visitors safe.
- Monitoring the overall implementation of this policy.
- Reviewing this policy, in conjunction with the headteacher and health and safety officer, to ensure its effectiveness.

The headteacher will be responsible for:

- Assigning a competent member of staff to lead on school security and the procedures outlined in this policy.
- Ensuring effective and rehearsed emergency procedures are in place at the school.
- Ensuring all staff members are aware of this policy and can access a copy.
- Ensuring that new staff members receive training on the school's emergency procedures as part of their induction.
- Ensuring all staff receive training following any changes to the school's emergency procedures.
- Raising the alarm in an emergency and delegating this duty to a designated member of staff to carry out when they are not present at the school.
- Informing and seeking advice from the relevant external services, such as the police, in the event of an emergency.

The health and safety officer will be responsible for:

- Identifying the likelihood of a security-related incident occurring that would result in activating this policy, and assessing the level of impact of these incidents.
- Monitoring the school's emergency procedures, in conjunction with the headteacher.
- Delivering training to all staff members on the emergency procedures outlined in this policy.
- Leading rehearsals of emergency procedures.
- Recording all procedures, including drills and practices, in the Health & Safety Folder.

Reviewing the school's emergency procedures following any incident during which they were activated, and **at least annually**, to ensure the procedures remain effective.

The site manager will be responsible for:

- Ensuring that emergency exits and evacuation points are clearly signposted.
- Ensuring that the emergency services have unrestricted access to the school building in an emergency situation.
- School office staff will be responsible for:
  - Providing the emergency services with copies of the school's site plan.
- Ensuring that all contractors or external services working within the school are supplied with a copy of the school's emergency procedures, which is given on arrival.
- Continuously monitoring any emergency situations and keeping both the emergency services and colleagues well informed.
- Accounting for all visitors to the school site during a lockdown

All members of staff will be responsible for:

- Acting in accordance with this policy at all times.
- Ensuring pupils, fellow staff members and visitors remain as safe as possible whilst on the school premises.
- Ensuring that registers are accurately taken at registration periods and during lockdowns
- Immediately raising the alarm if any pupils are missing when the alarm is raised.
- Reassuring pupils and encouraging them to stay calm during emergency procedures.
- Ensuring that any items that could be used as weapons, e.g. kitchen utensils or sports equipment, are kept securely locked away at all times.

## Action Cards

There are a number of action cards which look at specific situations. They list actions which you should take to minimise the impacts of the situation.

1. School Closure
2. Death of, or accident to persons on site
3. Death of, or accident to persons on a school trip
4. Assault on staff
5. Intruders action
6. Material damage action
7. Problems caused by adverse weather conditions
8. Fire action
9. Medical contingencies
10. Missing pupil
11. Bomb Threat & Suspicious Packages

## Action Card – Lockdown

This signifies an immediate threat to the site and may be an escalation of a partial lockdown or a spontaneous incident / event or occurrence in or near to the premises.

Action	Action Taken	By Whom
Alert to staff: 'Full Lockdown' is initiated by the blowing of the whistles. This continues throughout school to alert all staff of a lockdown.		
All children / staff, volunteer's etc. are to follow lockdown procedure.		
All external doors are to be locked immediately. Classroom doors locked if applicable. Nominated members of staff that are not directly supervising children are required to perform the task if appropriate to ensure the ongoing safeguarding of the children.		
All windows are to be locked, and blinds drawn, (if applicable). Children encouraged to remain quiet and remain out of public glare, (e.g. under a desk or around a corner) until further notice.		
Children / staff and visitor register will be taken – contact the office to inform them you have all staff and children accounted for, and any other people you have with you.		

### Post Lockdown

Signed:	
Date:	
Review Date:	

# Action Card - Closing the School

There are a number of reasons why a school may close.

Examples including (not exhaustive list):

- Severe Weather (e.g. snow)
- Loss of heating
- Loss of electricity
- Loss of Communications
- Loss of gas supply

Action	Action Taken	By Whom
Collate information about the incident.		
Notify relevant agency e.g. electricity, gas, water etc of incident.		
Decision to be made by the Head Teacher.		
Notify all parents/guardians.		
Notify all staff.		
Notify CYC School Services/media outlets/additional partners.		
Hold meeting of School Emergency Management Team (SEMT) and emergency services representatives (where appropriate) to establish a plan of action.		



## Action Card - Death of, or accident to persons on site

Action	Action Taken	By Whom
Establish the nature and extent of the incident.		
If there are injuries, establish their extent and administer appropriate first aid if you have been trained and feel capable. Call the appropriate emergency services or arrange for them to be called.		
Ensure that sufficient adults accompany any casualties to hospital. If only one adult is available in the circumstances, a decision will have to be reached as to the best course of action. Where time permits, the escorting adult(s) should take a mobile phone if available, and ensure that its number is known to a responsible person at the school.		
Ensure that the remaining pupils are adequately supervised.		
Try to control access to telephones until the senior member of staff has contacted parents / others directly involved. This is to both to prevent system jamming and also to ensure that the correct information regarding the incident is passed.		
Refer any media to the Head Teacher.		
Contact parents/next of kin of involved pupils/staff and advise them to come to school if necessary. In case of fatalities, visit next of kin of victims where possible once the Police have informed them of the death. Appoint a member of staff to care for Parents who are in, or arrive at school in response to the incident.		
Hold meeting of School Emergency Management Team (SEMT) and emergency services representatives (where appropriate) to establish a plan of action.		
Hold a press conference and ensure accurate information is given at regular intervals, if possible in a building away from the school.		
Ensure that some telephone lines are available for outgoing calls and those mobile phones are available.		
Ensure members of the SEMT are aware of their responsibilities.		
Endeavour to keep the press away from distressed pupils.		
Assist the next of kin of fatalities with medical or funeral arrangements. Handle letters, tributes etc. in line with their wishes.		

## Action Card - Death of or accident to persons on a trip

Action	Action Taken	By Whom
Establish the nature and extent of the incident.		
Make sure that all other members of the party are accounted for and are safe.		
If there are injuries, establish their extent, and administer appropriate first-aid if you have been trained and feel capable. Call or arrange to have called the appropriate emergency services. Contact a senior member of staff at the school.		
Brief the senior member of staff on the full details of the incident.		
Exchange telephone numbers for future communication.		
Advise other staff with the party of the incident and of the actions taken. Establish who is in charge and what responsibilities are to be undertaken by each adult member of the group.		
Ensure that an adult accompanies any casualties to hospital. If only one adult is available in the circumstances a decision will have to be reached as to the best course of action.		
Ensure that remaining pupils are adequately supervised and arrange for an early return to base or to school.		
Arrange for one informed adult to remain at the site of the incident to liaise with the emergency services until the incident is over and all children are accounted for.		
Do not discuss events with the media.		
The party leader should, at the first opportunity, make notes on the incident, as should the other people involved. A record should be kept of the names and addresses of any witnesses or other persons involved.		
Contact parents / next of kin of involved pupils / staff and advise them to come to school if necessary. In case of fatalities, visit next of kin of victims where possible, once the police have informed them of the death. Appoint a member of staff to care for parents who are in, or arrive at school in response to the incident.		
Hold a press conference and ensure accurate information is given at regular intervals, if possible in a building away from the school.		
Ensure that some telephone lines are available for outgoing calls and those mobile phones are available.		

## Action Card - Assault on Staff

Action	Action Taken	By Whom
Raise the alarm.		
Send for help.		
Try to isolate the offender.		
Ask the office staff, or an available teacher, to contact the Police and / or ambulance as required.		
If there are injuries, establish the extent, and administer appropriate first-aid if you are trained and feel capable, or arrange for a trained first-aider to attend.		
Identify any witnesses and record their details.		
Hold meeting of School Emergency Management Team (SEMT) and emergency services representatives (where appropriate) to establish a plan of action.		

## Action Card – Intruders

Action	Action Taken	By Whom
If a stranger is sighted acting suspiciously, report the matter to <b>the office</b> if you do not feel it appropriate to challenge the person yourself.		
If the intruder is believed to be in possession of a weapon, or violent, the lockdown procedure will be implemented.		
If the intruder is not believed to be armed or violent, then challenge them by asking for identification and their reason for being on the premises.		
Inform the Head Teacher and Police as appropriate.		
Under no circumstances should force be used to evict intruders.		
Hold meeting of School Emergency Management Team (SEMT) and emergency services representatives (where appropriate) to establish a plan of action.		

## Action Card - Material Damage Action

Action	Action Taken	By Whom
Evacuate the building and inform the Head Teacher.		
Assemble as detailed by fire regulations.		
Inform the School Office, the Deputy Head Teacher and the SBM/Site Manager, who will take action as detailed in the School Emergency Management Team "Responsibilities" section.		

## Action Card - Problems Caused by Adverse Weather Conditions

Action	Action Taken	By Whom
Normal School will continue as far as is practicable. Should this become questionable the Head Teacher will liaise with and take advice from the SEMT.		
The Head Teacher will liaise with staff on the need for pupil attendance.		
If office staff are unable to get into school, other staff on site will staff the office telephones to deal with incoming calls. The Head Teacher will delegate as appropriate.		

## Action Card – Fire

Details of fire drill procedures are contained in every school building.

**If a fire is discovered during the normal working school day:**

Action	Action Taken	By Whom
Sound the alarm – be aware of the nearest alarm, fire exits, and fire appliance.		
Notify the School Office / dial 999.		
Follow the evacuation plan.		
Close windows and doors as buildings are vacated (if possible).		
Turn off computers / appliances (if possible).		
Assemble at your designated assembly point.		

Outside normal school hours:

Action	Action Taken	By Whom
As above, except telephone 999 and then Head Teacher.		
Notify the School Office / dial 999.		

## Action Card – Medical

Action	Action Taken	By Whom
In all cases contact first aider and take appropriate medical action.		
Dependent on severity call relevant emergency service to assist.		
Establish the extent of condition, and administer appropriate first-aid if you are trained and feel capable, or arrange for a trained first-aider to attend.		
Defibrillator outside school office if required		
If necessary to hold meeting of School Emergency Management Team (SEMT) and emergency services representatives (where appropriate) to establish a plan of action.		



## Action Card – Missing Pupil

Action	Action Taken	By Whom
Report the incident to the Head Teacher or Phase Leaders.		
Question the missing pupil's friends to try to ascertain his/her intended movements.		
Staff to search school site for pupil		
Inform the parents or guardian of the missing pupil(s).		
Assign a member of staff to search the local area, either by car or on foot.		
If all avenues fail, inform the police.		

## Action Card - Bomb Threat & Suspicious packages

Action	Action Taken	By Whom
This may occur in either of two ways, i.e. by telephone call advising the school of a bomb planted on site, or by the location of an unidentified suspicious package.		
If a telephone call is received, inform the Principal and clear the building immediately. It will be important to the police to know the exact words, and if possible, a description of the voice of the person making the call. If any "code word" is given, this must be passed on, but the exact code word(s) used should not be discussed with anyone other than the police, not even with colleagues.		
If a suspicious package is identified, clear the immediate area (a safe distance is a minimum of 100metres) and inform the Principal. An assembly area, if possible out of direct line of sight of the package, and away from any glass, should be identified as part of your planning.		
Call the Police.		

# Appendices

1. Initial meeting agenda
2. Post Incident Support
3. Telephone threat warning form
4. Priority contact numbers
5. Log-Keeping Guidelines

# Appendix 1 – Initial meeting agenda

## **School Emergency Management Team meeting**

Date, Time & Venue:

Welcome & Introductions:

Current situation:

Update from service areas:

Update on communications – staff, pupils, parents and partners:

Actions to be carried forward:

Next meeting – date & time:

## Appendix 2 - Post incident support

People react very differently to a critical incident and each individual will have their own distinct needs. The nature of the incident itself has a major bearing on the feelings generated. The most common reactions include denial, distress, guilt, anger and helplessness.

There are, however, some common needs that should be recognised and addressed:

- Information about the incident
- Explicit acknowledgment of the incident
- Opportunity to talk through or otherwise express personal reactions
- Provision of support for those helping others.
- Re-establishment of usual routines
- Return to school by pupils and / or staff directly affected.
- Formal and informal recognition in school.

Explanatory notes:

### **1. Information about the incident**

All staff should be informed and given guidance on how to support and talk to pupils. Care must be taken with the words used in statements especially words which may infer blameworthiness to any individual prior to any enquiry or investigation of the incident. Outline any measures in place in school to provide further help for distressed pupils. Provide information to families on the various kinds of help and support available to them and their children.

### **2. Explicit acknowledgment of the incident**

The management of a critical incident can result in a great deal of stress for anyone involved, either directly or indirectly. Therefore:

Acknowledge the emotional state of staff and pupils and allow time and space when needed.

Some staff may not wish, or be able to be directly involved in supporting the pupils.

The burden of support may fall disproportionately on a small number of staff.

The incident may lead to children who are emotionally vulnerable, even if they are not directly involved, having difficulties in behaviour or a lack of focus in class.

### **3. Opportunity to talk through or otherwise express personal reactions**

Whilst attempting to encourage a return to normality, staff should be prepared to listen to their pupils and encourage children to talk about their feelings. Groups of children may be offered support from a school counsellor, independent listener or outside professionals who can help them understand their reactions and develop coping strategies. Staff closely associated with the children involved should also be offered opportunities for counselling.

#### **4. Providing support for those helping others**

The school should be aware of possible delayed reactions of those actively involved in responding to a critical incident. Teachers are vital in supporting pupils through a critical incident; but teachers may themselves need guidance and support.

#### **5. Re-establishment of usual routines**

Every attempt should be made to provide as much continuity as possible. The normal school day must be maintained if at all possible. Return to school by pupils or staff directly affected.

Some pupils involved in the incident may not be able to return immediately to school. They will, inevitably, need support as they return into school life.

#### **7. Formal and informal recognition**

Arrangements should be made to express sympathy to families directly affected by the incident. Depending on the role religion plays in the life of the school it may be appropriate to hold a service, which could play a key role in closing the incident. Anniversaries are key times and as such should be handled with sensitivity and support.

Appendix 1 and Appendix 2 are both designed to provide a framework for those dealing with an incident. In addition, they provide a checklist for those taking trips away from school as well as those responsible for producing and maintaining contact lists. Contact lists should be held securely in all school offices, the school secretary's office and the Principal's office.

#### **8. The Major Incident Response Team (MIRT)**

The Major Incident Response Team is a North Yorkshire Local Resilience Forum resource, funded jointly by North Yorkshire County Council and City of York Council. It consists of trained and skilled staff, drawn from social service and voluntary agency backgrounds. They can provide support to students, relatives and members of staff suffering from the impact of a trauma. Requests for the deployment of M.I.R.T. should normally be directed through the City of York Council Emergency Planning Unit Duty Officer. It must be borne in mind, however, that members of MIRT are not counsellors, but can provide emotional support to persons involved.

Physical and mental well-being Stress and trauma can affect people in different ways. All members of staff should be aware of the signs and symptoms that may manifest themselves in cases of stress. The table below shows a list of symptoms, any of which may indicate that a person is suffering from stress. This may be from a lone symptom, or a combination. Persons thought to be suffering from stress, or displaying any of these symptoms following a critical incident should be encouraged to seek medical advice at the earliest opportunity.

## Appendix 3 – Telephone Threat Warning Form

- 1) Tell the caller that you are answering from Carr Infant School (this is important as there have been occasions where although the caller intended to give a warning they have mis-dialed and the warning has been received by the wrong organisation)
- 2) Record the exact wording of the threat

**CODEWORD:** \_\_\_\_\_ (OR WRITE 'NONE GIVEN')

**ASK THESE QUESTIONS & RECORD ANSWERS AS  
ACCURATELY AS POSSIBLE**

- 1) Where is the bomb  
right now?

- 2) When is it going  
to explode?

- 3) What does it look like?

- 4) What kind of bomb is it?

- 5) What will cause it to  
explode? e.g. timer?

Will it explode if moved?

- 6) Did you place the bomb?

7) Why?

8) What is your name?

9) What is your address?

10) What is your phone number?

Record time call completed.

Where automatic number  
reveal equipment is available record  
record number shown:

**PTO**

**Inform YOUR SUPERVISOR: (Do not delay police call if this is not immediately possible)**

Name and contact number  
of person informed:

**CONTACT THE POLICE BY USING THE EMERGENCY  
TELEPHONE NUMBER 999**

Time informed :

*This part should be completed once the caller has hung up and Police / Principal has been informed:*

Time & date of call:



Length of call:

Number at which call  
received include extension  
number:

### ABOUT THE CALLER

Male

Female

Nationality

Age

☐☐

### THREAT LANGUAGE

Well-

Irrational

Taped

Foul

Incoherent

Spoken

☐☐☐☐☐

Message read by threat  
maker?

### CALLER'S VOICE

Calm

Crying  
throat

Clearing

Angry

Nasal

☐☐☐☐☐

Slurred

Excited

Stutter

Disguised

Slow

☐☐☐☐☐

Lisp

\*Accent

Rapid

Deep

Familiar

☐☐☐☐☐

\*What accent?

If the voice sounded  
familiar, whose did it

sound like?

**BACKGROUND SOUNDS** Street House Animal Crockery Motor  
noises noises noises

☐

☐

☐

☐

☐

Clear

Voice

Static

PA System

Booth

☐

☐

☐

☐

☐

Music

Factory

Office

Other (specify)

machinery

machinery

☐

☐

☐

☐

**ADDITIONAL NOTES**

.....

Print Name

Date

.....

Signature

**HAND COPY TO POLICE OR YOUR  
EMERGENCY CO-ORDINATOR**

## Appendix 4 - Priority Contact Numbers

Post	Name	Address and Phone (Include out of hours and mobile numbers if known)
Head Teacher	<i>James Canniford</i>	07356 077080
Site Manager	<i>Giulio De Palma (Joe)</i>	07399 959373
School Office Manager	<i>Janet Dixon</i>	07941 261118
Chair of Governors	Charlie Crabtree	07774003966
North Yorks. Police	Control Room	Emergency – 999 Routine – 101 then ask for “Force Control Room”
Yorkshire Ambulance	Control Room	Emergency – 999 Routine - 0845 1241241
North Yorks. Fire & Rescue Service	Control Room	Emergency – 999 Routine - 01609 780150
CYC Emergency Planning Duty Officer	Rota 24 hour contact number for use in emergencies only	07880 505369 (Confidential not for public issue)
Assistant Director for Education	Maxine Squires	07790793483
Post	Name	Address and Phone (Include out of hours and mobile numbers if known)
Electricity (Emergency)	Northern Power Grid	0800 375675
Gas Supplier (Emergency)	British Gas	0800 111999
Water Supplier	Yorkshire Water	0845 1242424
Fire Alarm Contractor	Aegis	01636 679281
Burglar Alarm Contractor	PN Alarms & Mayfair	01709 700390 & 0800 9179385
Telephone System	CYC	
Glaziers	Around the Clock Glazing	0800 387972
Plumber	CYC Plumbers	01904 553333
Insurers	Zurich Insurance	
Student Support Service	CYC	01904 551550
Social Services	CYC	01904 551550
Major Incident Response Team	Emotional Support	Contact via CYC Duty Emergency Planning Officer

## Appendix 5 – Log-keeping Guidelines

- 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.