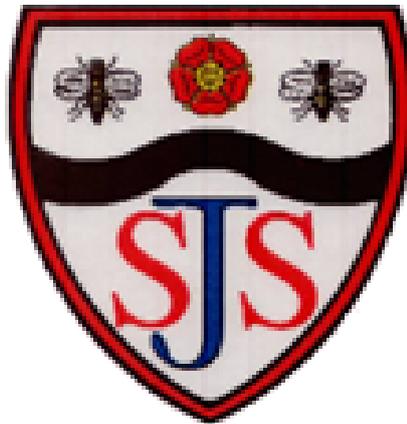


Shadsworth Junior School

Emergency Procedures Policy



Approved by:

Jackie Gallagher

Date:

Last reviewed on:

Autumn 2018

Next review due by:

Autumn 2020

CONTENTS

Overview of emergency planning process for schools	4
Access to Local Authority support and traded services.....	4
Part 1 - Planning for emergencies	5
Definition of an Emergency	6
Assessment of Risk.....	6
Detailed planning requirements	7
Staff training	8
Test the plan: Practice the procedures.....	9
Part 2 - Responding to an emergency:.....	10
The School Emergency Plan Summary.....	11
When To Activate The School Emergency Plan	12
Initial Emergency Response Form – Establishing the Facts	14
School Emergency Management Team (SEMT) Checklist	15
Evacuation Procedure.....	20
Shelter Procedure	21
Lockdown Procedure	22
School Contact Details	23
Local Authority Contact Details	24
Other useful contact details – external agencies.....	25
Key Information	26
Blackburn with Darwen Borough Council Personal Log Sheet	27
Contact details (complete during emergency)	28
Part 3 - Recovery Phase.....	29
Recovery Phase Summary.....	30
Recovery Phase Checklist.....	31
Recovery - Business As Usual	32
School Emergency Response – Evaluation Sheet	33
Appendices	34
Appendix 1: Map(s) of school showing key info for use in emergencies.....	35
Appendix 2: Additional support/ other relevant documents	36

Overview of emergency planning process for schools

Principles

The plan covers emergencies that happen:

- During the school day
- Out of hours
- Away from the school site (in conjunction with the 'Educational Visits – Dealing with emergencies' document)

The arrangements can be categorised in the following way:

- Planning for emergencies
- Responding to an emergency
- Post Emergency

Part 1	PLANNING FOR EMERGENCIES (When dealing with an Emergency go straight to Part 2)	→	<ul style="list-style-type: none"> • Assessment of Risks • Developing an emergency plan • Staff training/ understanding/ awareness • Test the plan (emergency planning exercise)
Part 2	RESPONDING TO AN EMERGENCY (When dealing with an Emergency go straight to Part 2)	→	<ul style="list-style-type: none"> • Implementing Emergency Plan <ul style="list-style-type: none"> - immediate actions - ongoing - recovery phase
Part 3	POST EMERGENCY OR ACTIONS AFTER TRAINING EXERCISE	→	<ul style="list-style-type: none"> • Investigation • Debriefing • Evaluation • Lessons learned • Review and update of procedures • Sharing good practice (with LA/ employer/ other schools)

Access to Local Authority support and traded services

Please note that a number of Local Authority services that previously have been free for schools to access are now operating as Traded Services. In order to access these services schools will need to buy in via an SLA (Service Level Agreement). Some services may also be available as a 'pay-as-you-go' service. If you are unsure about the status of any particular service then please contact them directly to discuss further.

Please contact the individual services or look online at www.bwdservicesforschools.co.uk for further details.

Relevant services may include:

- Educational Visits Service
- Communications Team Support for Schools
- Educational Psychology Service
- Health & Safety Service for Schools
- Insurance Service for Schools

Part 1 - Planning for emergencies

School loud speaker message around school:

On the telephone press:

***3301 and wait for the beep then speak**

Definition of an Emergency

Emergency

An event that overwhelms the coping strategies of the school/organisation/service

Non-emergency event

An event that can be managed by the school/organisation/service with no or little external support
[If in doubt schools should contact the LA for advice]
[Where media interest is likely the LA should be notified]

Assessment of Risk

This document will be regularly reviewed. Any significant risks will be identified and then managed through the Emergency Plan. Examples of significant risks that may need considering in the Emergency Plan include: fire, flooding, water damage, power failure, gas leak, explosion, toxic fumes, smoke, dangerous substances, asbestos, dangerous animals, extreme weather, storm damage, attack or threat of attack, bomb threat, suspicious packages, road traffic accident.

Developing an Emergency Plan

This Emergency Plan has been developed from the 'BwDBC Model Schools' Emergency Plan' or has been checked against the 'BwDBC Model Schools' to ensure a robust document has been developed which is fit for purpose.

The plan will be developed and agreed by the school Senior Leadership Team followed by a short period of consultation with all stakeholders after which it will be approved and signed off by Governors.

The School Emergency Plan covers emergencies that take place both during school hours and out of school hours as well as emergencies that take place away from the school site.

The Emergency Plan will be reviewed and updated annually (or when known changes occur) to ensure contact details are current.

Detailed planning requirements

Head teachers and other designated senior staff must ensure that detailed preparations for the Emergency Plan have been carried out, including:

- School Emergency Management Team (SEMT) set up with specific staff identified and briefed regarding their role on the SEMT
- Part 2: responding to an emergency – The Emergency Plan MUST be reviewed in detail as part of the planning process
- As a result of reviewing 'Part 2', all necessary preparations and planning must be put in place, including:
 - careful review of the SEMT Checklist (SEP4)
 - put in place any necessary preparations (e.g. additional phone lines)
 - assign roles/responsibilities/functions to members of the SEMT
 - collect and record all relevant contact details and other key information
 - check through all the documents in Part 2 (SEP1 to SEP11) to ensure that they meet your needs AND to add any school specific information that is required
- Carry out similar preparations for Part 3: Recovery Phase
- Appropriate training should be organised for both SEMT members and for all staff (see section below on Staff Training)
- Once training has been carried out then the Emergency Plan should be tested through an appropriate Emergency Exercise (e.g. a table top Exercise to test the plan)

Access to the plan

All relevant staff should have access to the plan and be informed of any amendments/updates.

All those with responsibility for helping to manage the plan (e.g. all staff identified as potential members of the School Emergency Management Team [SEMT]) should hold an up to date copy of the School Emergency Plan off-site.

- Electronic access may be considered if it can be accessed from anywhere/any device
- A hard copy backup should also be held off-site

This should be discussed and confirmed with all members of the SEMT.

Staff training

The Governors and Headteacher will ensure that the following training takes place on a regular basis (e.g. annually):

- SEMT (School Emergency Management team)
 - staff who may be involved at this level will receive comprehensive training/familiarisation to ensure they fully understand the arrangements set out in the plan.
- All staff
 - all staff will receive basic training/familiarisation so that they understand the plan and how to carry out the relevant procedures.
- Pupils
 - Pupils should receive a briefing to inform them of the relevant Emergency Procedures
- Training records should be maintained (e.g. using the table below)

The above training will normally be delivered in-house by the Headteacher or other senior staff. Training should be designed to ensure that key staff are familiar with the plan and that all staff understand the procedures and how to carry them out.

Training title	Areas covered	Date	Attendance record Y/N
Making the policy specific for SJS	Reviewed the policy and made changes that work for SJS	17.01.18	JH and Rachel Hutchinson from LA
Introduction to SEP Document	Review the policy and discuss the requirements in order for the policy to work in practise.	22.01.18	SLT / Office Manager
Introduction to SEP Document	Discuss the policy and with Governors Business Committee	25.01.18	Governors
Introduction to SEP Document	Introduce the policy and discuss the requirements in order for the policy to work in practise.	19.02.18	Teachers and Support Staff
Review of Training Table Top Exercise	How do we let everybody know What do we do if outside the building? What do we do if inside the building?	5 th June 2019	Teachers Governors

Test the plan: Practice the procedures

Carry out exercises and drills to test the plan

Once the emergency plan has been developed and training given, then it should be tested. This should include the chance for all staff and pupils to practice the various procedures outlined in the Emergency Plan.

The Governors and Headteacher should ensure that the following exercises take place:

- SEMT
 - table top exercise using a scenario to test the plan
 - this should be carried out on a regular basis (eg annually)
- Whole school (staff, pupils, visitors)
 - evacuation drill (fire drill) – once a term (required)
 - shelter drill – once a year (recommended)
 - lockdown – once a year (recommended)
- Exercises and drills should be recorded (e.g. using the table below or similar)

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

Part 2 - Responding to an emergency:

The School Emergency Plan

The School Emergency Plan Summary

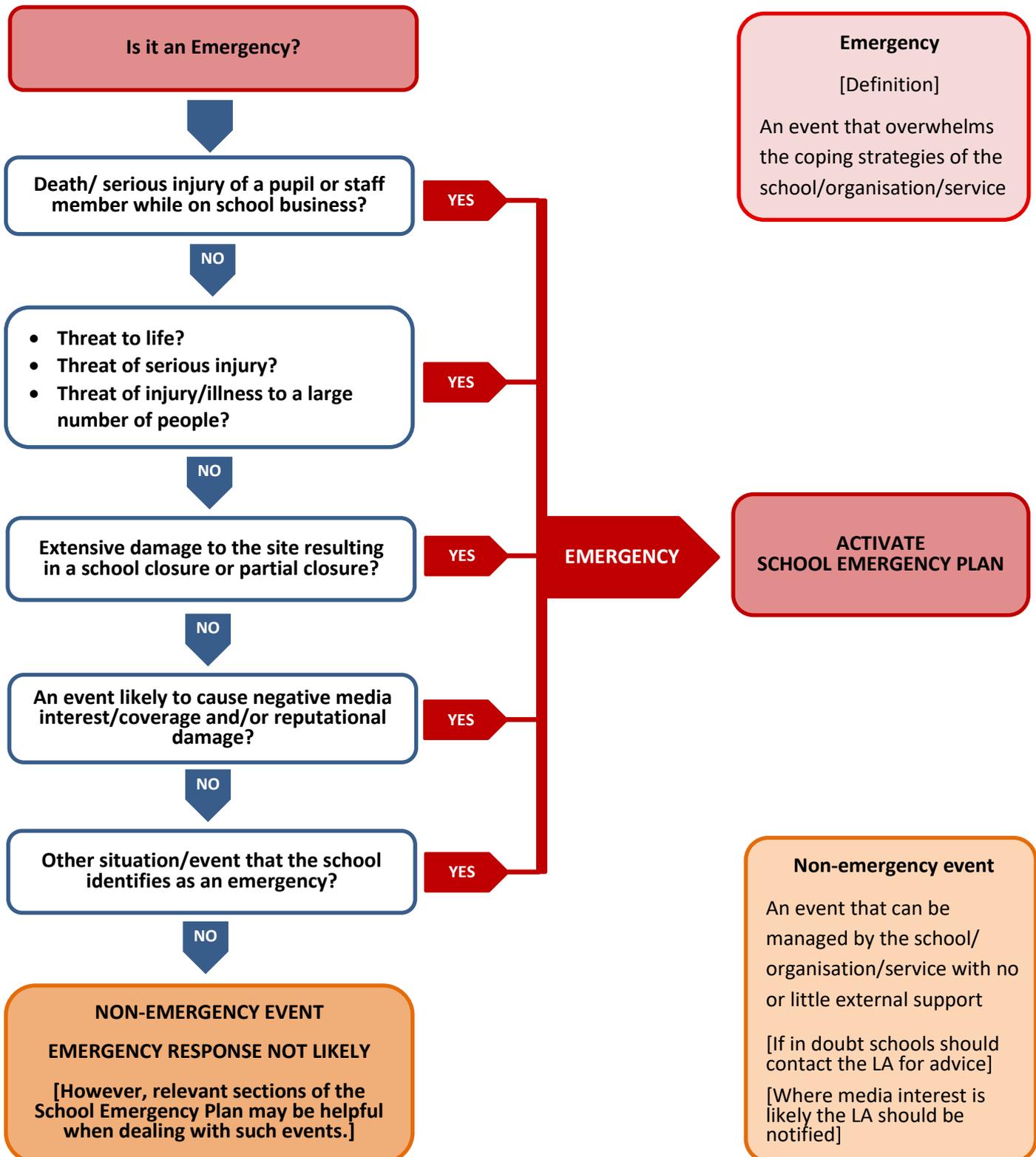
- THE EMERGENCY PLAN IS MADE UP OF THE DOCUMENTS LISTED IN THE TABLE BELOW
- THE 'INITIAL RESPONSE' SECTION (IN YELLOW) SHOULD BE IMPLEMENTED IN SEQUENCE WITH THE OTHER DOCUMENTS USED AS REQUIRED
- PLEASE SEE PART 1 AND ENSURE THAT ALL THE NECESSARY PLANNING AND PREPARATION IS IN PLACE PRIOR TO IMPLEMENTING THE PLAN

School Emergency Plan (SEP) documents		Title	Action Required
Initial response (Complete in sequence)	SEP1 Summary	When To Activate The School Emergency Plan	Use to decide appropriate level of response
	SEP2 Action Card	School Emergency Plan Action Card	Use this Action Card to ensure correct initial response
	SEP3 Initial info form	Initial Emergency Response Form – Establishing the Facts	Print off and use during Emergency
	SEP4 School Checklist	School Emergency Management Team (SEMT) Checklist	Head (or Head's rep) to set up SEMT and follow the checklist
Response procedures	SEP5 Checklist	Evacuation Procedure	Select & follow as appropriate
	SEP6 Checklist	Shelter Procedure	Select & follow as appropriate
	SEP7 Checklist	Lockdown Procedure	Select & follow as appropriate
Key information	SEP8 Information	School Contact details	Complete during planning Use as required during Emergency
	SEP9 Information	LA Contact details/ additional support	Complete during planning Use as required during Emergency
	SEP10 Information	Other useful contact details – external agencies	Complete during planning Use as required during Emergency
	SEP11 Information	Key information – important information about your school	Complete during planning Use as required during Emergency
Blank Forms	SEP12 Log sheet	Emergency Log sheet	Print off for use during Emergency
	SEP13 Contact details - blank	Contact details – blank (for completion during an emergency)	Complete during an emergency to maintain a central record of important contact names & numbers
Recovery Phase	SEP 14 Checklist	Recovery Phase Checklist	Complete following the initial impact of the response/at the end of the emergency
	SEP 15 Checklist	Ongoing Considerations/Business as Usual	Consider following the initial impact of the response and ongoing through recovery
	SEP 16 Evaluation sheet	School Emergency Response - Evaluation Sheet	Complete following the initial impact of the response/at the end of the emergency

When To Activate The School Emergency Plan

SEP1

Schools should risk assess potential issues and consider what type of events would constitute an emergency (see the definition below). The following flowchart may help with the decision making but schools should consider this within their own context.



School Emergency Plan Action Card

SEP2

School Actions

Assess situation
Safeguard pupils/ staff/ others
Treat casualties if safe to do so

Contact Emergency Services as required (999)

Activate School Emergency Plan (SEP1)
See 'When to activate SEP' flowchart

Contact LA/Employer
Office hrs: 666726/666435
(Do **not** leave an answer message. Ring the out of hours number if there is no response)
Out of hours: 01254 51098
(Schools where the LA is not the employer should contact the LA to alert them and where appropriate to access support - Eg in the event of a Large Scale Emergency)

Liaise and coordinate response with LA/Employer DIMT (Department Incident Management Team)

Educational Visits
For emergencies on Educational Visits follow the EV7 & EV8 Action Cards (see appendix) alongside the School Emergency Plan.

LA Actions

LA point of contact: alert Head of Service or Service Lead for Schools & Education

Head of Service (or their representative) should contact the school:

- Establish nature of Emergency
- Assess support required from LA
- Check the school's Emergency Plan has been activated
- Check the school has set up an SEMT (School Emergency Management Team)

Contact Civil Contingencies Team to discuss appropriate response 01254 51098 (24/7)

If necessary, contact Director/ CEO to inform them of Emergency

School Emergency Management Team (SEMT)
Set up by Head (or Head's representative)

Complete Emergency Initial Information Form (SEP3)
Follow SEMT Emergency Plan Checklist (SEP4)
Work with DIMT to coordinate response

- Set up effective team to manage emergency
- Set up effective lines of communication
- Provide support for the staff, pupils, parents
- School may deploy member of staff to the scene if off-site
- School SEMT to work with LA DIMT - agree roles/functions
- SEMT to work with Emergency Services, LA services & external agencies as required
(For Small Scale Emergencies some of the above may not apply)

Departmental Incident Management Team (DIMT)
Set up by Head of Service (or HoS representative)

Follow DIMT Pack – For school based incidents
Work with SEMT to coordinate response

- Set up DIMT to include relevant staff
- Decide where DIMT should be set up
- Ensure effective lines of communication are in place
- Contact Employer COMMS team for support and advice
- Provide support to Headteacher & SEMT
- LA/Employer may deploy a member of senior staff to the school for support
- LA DIMT to work with school SEMT – agree roles/functions
- Discuss with SEMT to agree what support is required
- Liaise with the school and appropriate LA Services to access required support

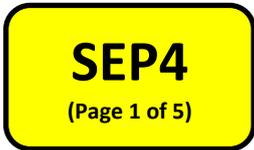
Initial Emergency Response Form – Establishing the Facts

SEP3

Who reported the Emergency? (e.g. who contacted you, name, title, organisation, telephone number)
Date and Time info received: Date and Time of emergency:
Details of emergency
Exact location of emergency
People affected (e.g. names, injuries, fatalities, missing)
Where are they now? Current condition? (e.g. where have the casualties, fatalities been taken, who is with them, are they safe, how can they be contacted?)
What arrangements are in place for people not directly affected by the emergency? (e.g. the uninjured)
Who is in charge? (e.g. who is in charge and how can they be contacted. Include school contacts and those from other relevant organisations or individuals)
Has anyone else been informed? (e.g. emergency services, police, ambulance, fire service, LA, names and numbers, what were they told?)
What advice have the emergency services given?
Is the emergency resolved or still ongoing?
What additional resources or assistance are required?
Person Completing, date and time:

School Emergency Management Team (SEMT) Checklist

SEMT must go through SEP4 in detail as part of the preparation/training to ensure that all the required planning/preparation has been put in place



Shadsworth Junior School

Date of Emergency:

Staff who may be called on for SEMT duties	Date training completed	Date exercise completed
To be completed when preparing Emergency Plan		
Jenny Hetherington	22.1.18	
Nina Ireland	22.1.18	
Sue Parkinson	22.1.18	
Martyn Hewitt	22.1.18	
Martin Quinn	22.1.18	
Chrissie Paterson	22.1.18	

SEMT members selected for this emergency	Land line number	Mobile number
Complete if/when Emergency Plan is activated		

A	Immediate Response	Delegated to: (Staff name)	Tick / Time / Comment
A1	Activate SEP (School Emergency Plan) – provide copies for all relevant staff	SEMT	
A2	Refer to and follow SEP1 and SEP2		✓ key numbers in mobile phones
A3	Complete SEP3 (Initial Emergency Response Form – Establishing the Facts) Provide accurate, factual information for those arriving at the scene	JH	
A4	Set up SEMT	JH	
A5	Liaise with emergency services (May need to ring 999 for each emergency service that you wish to contact)	JH NI	
A6	Liaise with LA – BwDBC Schools & Education contact (DIMT)	MH SP	
A7	Make decision to: <ul style="list-style-type: none"> • Continue business as usual (preferred option if safe to do so) • EVACUATE [Refer to SEP5]: <ul style="list-style-type: none"> ▫ Evacuate – remain on-site (if safe) ▫ Evacuate to alternative site • SHELTER [Refer to SEP6] (e.g. from chemical/gas fumes) • LOCK DOWN [Refer to SEP7] (e.g. risk/threat of harm from individual/s) • SCHOOL CLOSURE [Separate procedure - see SEP13 for reference] 	JH NI	
A8	For evacuations follow your normal School Emergency Evacuation Plan (eg Fire Evacuation Plan) (search for 'Fire Safety Risk Assessment: Schools' on www.gov.uk website for further details) Ensure the emergency services are aware of anyone who is unaccounted for	SEMT	
A9	Ensure contact details for all those dealing with the emergency are recorded and shared as required (SEMT, LA, emergency services, external providers)	JH	
A10	Delegate tasks to specific staff in the SEMT	JH	
A11	Agree times of regular updates for all staff in the SEMT	JH CP	
A12	Ensure all staff maintain a log of actions and decisions (Use SEP12) [All logs MUST be collected and retained securely after the Emergency]	CP NI	
A13	Consider member of admin staff to shadow the Headteacher to log all decisions and actions (use SEP12)	CP NI	
A14	Ensure SEMT staff access appropriate food, drink and rest – consider shift changes	All	
A15	Re-assess situation regularly to ensure the response remains appropriate and make any adjustments as required	JH	

School Emergency Management Team (SEMT) Checklist



B	Ongoing Response	Delegated to: (Staff name)	Tick / Time / Comment
B1	Any serious injury/ fatality must be reported to the Health and Safety Executive (HSE) as soon as possible – Schools should inform the BwDBC Health & Safety Team who will advise on reporting procedures.	JH CP	
B2	Seek advice on legal and insurance issues as required	JH CP	
B3	Ensure visitors are checked in & out. All visitors must be issued with an ID badge	CP	
B4			
B5			
B6			

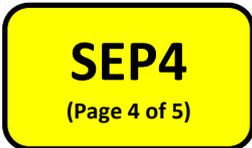
C	Effective communication	Delegated to: (Staff name)	Tick / Time / Comment
C1	Set up dedicated lines for incoming and outgoing calls (liaise with the LA DIMT for support with additional phone lines and additional staff)	✓	Mobile phones
C2	Allocate separate lines/mobile numbers for those dealing with the emergency (the normal phone lines may experience high call volumes)		Mobile phones
C3	Arrange extra support for reception	NI CP	
C4	Consider using a recorded message to provide some information and an alternative contact number for a helpline/further information. Liaise with relevant comms/media support (e.g. through a Traded Services SLA or pay-as-you-go service - see LA Contacts list SEP9 for details)	JH NI	answer machine message
C6	Maintain regular contact with all relevant parties (LA DIMT, Emergency Services, other external services)	JH	
C7	Decide the most appropriate method of contacting relatives of pupils/staff directly involved in the emergency (liaise with DIMT for support). It may be appropriate to ask parents to come to school for a briefing and support.	JH NI	
C8	Where serious injury or fatalities are involved then liaise with police about informing next of kin	JH	
C9	Where there are no serious issues concerning their child, consider providing some information to parents/carers via school website, text, email. (Access relevant comms/media support – e.g. through a Traded Services SLA or pay-as-you-go service - see LA Contacts list SEP9 for details)	SEMT	
C10	A letter home to parents/carers may be appropriate and could include: <ul style="list-style-type: none"> • What has happened • How was their child involved • The actions taken to support those involved • Who to contact if they have any concerns or queries (Liaise with police and relevant comms/media support - eg. through a Traded Services SLA or pay-as-you-go service - see LA Contacts list SEP9 for details)	JH NI	
C11	Inform LA, Chair of Governors/ Management Board, Diocese as required	JH NI	
C12	Ensure that regular briefings are given to: <ul style="list-style-type: none"> • Staff • Pupils • Parents/carers • Governors • Extended services 	JH	

School Emergency Management Team (SEMT) Checklist



D	Welfare	Delegated to: (Staff name)	Tick / Time / Comment
D1	Take action to secure the immediate safety of pupils and staff	SEMT	✓
D2	Establish whether all pupils, staff, and visitors are accounted for. Inform emergency services of any persons not accounted for.	CP JH	✓
D3	Consider welfare of pupils and staff with disabilities/special needs/medical needs. Ensure any necessary Personal Emergency Evacuation Plans (PEEPs) are in place and followed, with appropriately experienced/trained staff assigned to support specific individuals as required.	SP MH	
D4	Consider food & drink/shelter/warmth e.g. during an evacuation	✓	Shadsworth Infant School
D5	Beware of how colleagues are coping. Establish a staff rota and ensure staff take regular breaks to rest and refuel (including SEMT)	SEMT	
D6	Identify pupils and staff who are badly affected by the emergency	ALL STAFF	
D7	Offer pupils and staff psychological support (liaise with LA DIMT regarding access to LA Educational Psychologists/ HR services)	JH NI	
D8	In groups as small as practicable inform pupils about the incident. (consider support from Educational Psychologist on how best to inform and support pupils).	All STAFF	
D9	Where possible every child should be spoken to and asked if they are alright before they leave school.	All staff	
D10	Make arrangements for reuniting pupils with parents/carers. Ensure a member of staff is there to meet and greet them. Consider: <ul style="list-style-type: none"> • What information should be given to parents • Arranging an appropriate place to receive parents/carers • Traffic congestion and emergency vehicle access 	STAFF JH NI	
D11	Take in to account religious and cultural factors. Consider contacting religious leaders within the community for support.	JH	

School Emergency Management Team (SEMT) Checklist



E	Media Management	Delegated to: (Staff name)	Tick / Time / Comment
E1	Always seek support from other organisations (e.g. emergency services and Local Authority/ Employer) when responding to media requests	JH	✓
E2	Schools should contact the LA/Employer Communications Team to agree an appropriate response (this Service may be accessed through a Traded Services SLA or pay-as-you-go service - see LA Contacts list SEP9 for details)	JH NI	
E3	Press statements should be jointly agreed by the police, the school and the Local Authority/Employer	JH GOVERNORS	
E4	Information released must be limited until the facts are clear and all affected parents/carers have been informed	JH GOVERNORS LA	
E5	Staff involved should keep notes about what information has been provide to whom	ALL STAFF	
E6	Ensure that any media access to the site, staff and pupils is controlled. In a large scale emergency the police may deal with the media and prevent intrusion on to the site.	SEMT	
E7	Designate a specific area for the media away from the main entrance to the school (to avoid congestion/ intimidation)	WELL-BEING CO- ORDINATOR	
E8	Decide on an ongoing strategy for dealing with the media	JH GOVERNORS	
E9	Assign an appropriate member of staff to act as spokesperson (preferably someone with media training) – the LA/Employer may support you with this - see LA Contacts list SEP9 for details	JH	
E10	Be prepared to be interviewed by the press if necessary. Keep statements brief, always try to provide reassurance and consider including 3 elements: fact/ sympathy/ support	JH	

F	Resources	Delegated to: (Staff name)	Tick / Time / Comment
F1	Ensure there is access to site for Emergency Services	MQ	
F2	Utilities: turn off water, gas, electricity supplies if appropriate and safe to do so. Liaise with suppliers where necessary.	MQ	
F3	Open/ close parts of the schools as required	MQ	
F4	Ensure the security of the school premises/ buildings	MQ JH	
F5	Is school transport needed? (for off-site evacuation or if pupils sent home)		WALK
F6	Establish a safe and secure base for the SEMT – this should be pre-arranged as part of your Emergency Plan (e.g. local community centre, other local school, leisure centre etc)		SHADSWORTH INFANT SCHOOL
F7	Arrange an appropriate place to receive parents of children involved		SHADSWORTH INFANT SCHOOL
F8	Arrange temporary accommodation if required – this should be pre-arranged as part of your Emergency Plan (e.g. local community centre, other local school, leisure centre , consult with LA)	MQ	
F9	Advise Emergency Services of any property related issues (eg asbestos, chemical stores etc) – include map of school showing key information	JH	
F10	Liaise with LA to access other resources/services as required (see LA contact list SEP11)		

School Emergency Management Team (SEMT) Checklist

SEP4

(Page 5 of 5)

G	Post Incident Support	Delegated to: (Staff name)	Tick / Time / Comment
G1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	SEMT	
G2	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.	JH CM	
G3	Consider which pupils need to be briefed, how, and by whom.	JH NI	
G4	Provide opportunities for pupils to discuss their experiences (eg. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	JH NI	
G5	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	JH NI	
G6	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	JH NI	
G7	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	JH NI	
G8	Consider requesting support from other organisations. Eg.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	JH NI	
G9	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	JH NI	
G10	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	JH NI	
G11	Consider any actions which can be taken to support the local community if affected by the incident (eg. fund raising).	JH NI	
G12	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	JH NI	
G13	Consider if any additional support could be provided which would make the return easier. Eg.: <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. 	JH	
G14	Brief pupils who may be able to help in the process of resettling (eg. close friends).	JH NI	
G15	Consider ongoing contact with religious/community leaders in order to offer mutual support (see D11)	JH	

Evacuation Procedure

SEP5

An **EVACUATION** is carried out in response to an emergency which is considered to carry the risk of immediate and serious threat to life and/ or property (e.g. fire or bomb threat).

Evacuation Checklist
Supervise the orderly evacuation of the school (following the School Fire Evacuation Plan) – if any areas of the school are unsafe then adjustments will need to be made accordingly
Ensure that all staff, pupils and visitors leave by the nearest available exit and report to relevant muster point
Ensure that designated staff have collected the relevant registers and signing in/out books so that all staff, pupils and visitors can be accounted for
Consider pupils and staff with disabilities/special needs/medical needs. Ensure any necessary Personal Emergency Evacuation Plans (PEEPs) are in place and followed, with appropriately experienced/trained staff assigned to support specific individuals as required.
Continue to monitor the safety and welfare of staff and pupils at the muster point until they are allowed back into school, are sent home, or sent to the alternative site
Ensure that no one is allowed to (re)enter the building during the evacuation (ensure any staff responsible for monitoring this are appropriately safeguarded as well)
Supervise the transfer of pupils to the alternative venue (if used) – keep records of pupils and staff sent to the alternative site and appoint a member of staff at the alternative site to call and confirm their safe arrival

Signals	
Signal for evacuation on-site (eg fire)	Fire Alarm
Signal for evacuation off-site (eg bomb threat)	Fire Alarm
Signal for all-clear	SEMT to advise
Assembly points – on-site (eg fire)	
Fire evacuation assembly point A	FOOTBALL PITCH
Fire evacuation assembly point B	FAR RIGHT HAND SIDE OF REAR YARD
Assembly points – off-site (eg bomb threat)	
Off-site assembly point A	Shadsworth Infant School
Off-site assembly point B	Shadsworth Wellbeing Centre
Pre-identified buddy school/ place of safety/ rest centre	
Name of premises	Shadsworth Infant School
Type of premises	Infant School
Contact name and details of key holder(s)	Gillian Crompton Claire Lincoln
Address	Arran Avenue Blackburn BB1 2EL
Map showing location	Attached to this policy
Estimated travel time (walking with pupils)	10 minutes
Estimated travel time (by coach with pupils)	2 minutes
Capacity	240 pupils 35 staff
Facilities/ resources (eg toilets, catering etc)	Full facilities e.g. toilets, kitchen, child friendly areas, phones, internet and computers
Additional notes	Shadsworth Infant School is known by children and families so familiar.

Shelter Procedure

SEP6

In some circumstances it may be safer to SHELTER pupils, staff and visitors inside the school (e.g. noxious airborne contamination outside, potential external threat from person(s) in the community, a roaming dangerous dog).

Shelter Checklist	Delegated to: (Staff name)	Tick / Time / Comment
Ensure all pupils are inside the school building	SEMT	
Dial 999, if appropriate. Dial once for each emergency service that you require	JH NI	
If sheltering from an external threat such as dangerous person(s) or a dangerous dog then secure the school site and lock external doors and windows (partial 'lockdown') – consider activating full lockdown procedures if necessary	ALL STAFF	
If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off	ALL STAFF	
If appropriate, move pupils away from the incident (e.g. to the other side of the building)	ALL STAFF	
Check for missing / injured pupils, staff and visitors	SEMT	registers in SCHOOL office or on sims in each classroom
Reassure pupils and keep them engaged in an activity or game	ALL STAFF	
Notify parents / carers of the situation	SEMT	TEXT SERVICE
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services	JH NI	

Signals	
Signal for shelter	Telephone Speaker Phone Message. Everybody must get into their shelter positions.
Signal for all-clear	Telephone Speaker Phone Message. School can now carry on as normal.
Additional notes	

Lockdown Procedure

Dynamic lockdown procedures should be followed in response to a fast moving internal or external incident which could be a threat to the safety of staff and pupils in the school (e.g. fire arms/ weapons attack).

Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers accessing a site (or part of). It is recognised that due to their nature some sites may not be able to physically achieve lockdown.

Lockdown Checklist	Delegated to: (Staff name)	Tick / Time / Comment
Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	SEMT	
Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	MQ CP	
Dial 999. Dial once for the emergency service that you require – give them full details of your situation - Lockdown.	JH NI	
Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors. 	ALL STAFF	
Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	ALL STAFF	
If possible, check for missing / injured pupils, staff and visitors.	ALL STAFF	
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	JH NI	
If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.	ALL STAFF	

Signals	
Signal for lockdown	Telephone Speaker Phone Message stating lockdown procedures
Signal for all-clear	Telephone Speaker Phone Message stating all clear
Lockdown	
Rooms most suitable for lockdown	Classrooms
Entrance points (eg doors/ windows) which should be secured	Toilets, Hall, Bottom of Year 6 and Main Rear Entrance
Communications arrangements	<ul style="list-style-type: none"> ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email / TEXTING SERVICE ▪ Other
Additional notes	

School Contact Details

SEP8

Staff Member (Insert names)	Keyholder? Y/N	Alarm operator? Y/N	Tel No. (w) – work (m) - mobile (h) - home
Head Teacher	YES	YES	(w) 01254 698016 (m) 07928741633 (h) 01254 246936
Deputy Head Teacher	YES	YES	(w) 01254 698016 (m) 07961960747 (h)
Site Supervisor	YES	YES	(w) 01254 698016 (m) 07808043232 (h)
Additional Key holders: Sue Parkinson Martyn Hewitt	YES	YES	(w) 01254 698016 (m) 07903858762 (h) 01772 330821 (h) 01204 523763 (m) 079697180585
Business Manager	No	No	(w)01254 698016 (m)07928942068 (h)
Catering/Kitchen Manager (just to kitchen area)	YES	YES	(w)07734099101 (m)07504133706 (h)01254 693231
School Nurse	No	No	(w)01254 283699 (m)
Main office number for use by parents	No	No	(w)01254 698016
Chair of Governors	No	No	(w)01254 688002 (m)07813549185 (h)
Vice-Chair of Governors 1	No	No	(w) (m)07837770308 (h)
Vice-Chair of Governors 2	No	No	(w) (m)07736670662 (h)
Diocesan Contact (for Aided schools)	No	No	(w) (m) (h)

Local Authority Contact Details

SEP9

Local Authority Contact Details	
<p>Please note: many LA Services are now traded via an annual SLA. Where schools have not bought in to the SLAs, access to the services may still be available on a pay-as-you-go basis.</p>	
Local Authority – Children’s Services & Education emergency contact (in office hours, 8.30am to 5pm)	01254 666726 01254 666435
Local Authority – emergency contact 24 hour number (Not for Public use) Civil Contingency Team (CCT)	01254 51098
Local Authority: <u>Senior Leadership Team (SLT):</u> Linda Clegg Director of Children’s Services Jessica Byrne, Head of Service- Educational Excellence Carol Grimshaw – Service Lead Julia Coleman – Service Lead Sue Hayward – Service Lead	01254 666435 01254 666889 07738 804340 01254 666849 01254 666807 01254 666565
Educational Psychology / Critical Incident Support Service	01254 666887
Civil Contingencies Team: 24 hour number (Not for Public use)	01254 51098
Corporate Health, Safety & Wellbeing Team	01254 585905
Transport Team	01254 585003
Communications: Andrea Sturgess Charlotte Bradshaw Out of Hours - call Civil Contingencies 01254 51098	01254 585136 01254 585409 Please note that in order to access the Comms Team, schools will need to have an SLA in place, otherwise they will be subject to the ‘pay-as-you-go’ rates for any support provided.
Local Authority – Insurance: Linda Haworth, Principal Insurance Officer	01254 585611

Please note: many LA Services are now traded via an annual SLA. Where schools have not bought in to the SLAs, access to the services may still be available on a pay-as-you-go basis.

Other useful contact details – external agencies

SEP10

Agency/Service	Name	Number(s)
Bus companies		
School insurance company (Including 24hr Emergency Number)	Zurich (QLA-07H062-0113)	08000966233
School gas supplier	Gazprom	
School electricity supplier	SSE (931700944)	03450701706
School water supplier	Water Plus Limited (4083255856)	03450726073
Local radio station(s)	Radio Lancashire	01254583583

Electricity Emergencies (NW)	0800 195 4141
Gas Emergencies (NW)	0800 111 999
United Utilities Emergencies	03456 723 723

Department for Education	0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Met Office	0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	0845 300 9923 (office hours, incident contact centre) 0151 922 9235 (24 hour, duty officer) 0151 922 1221 (24 hour, duty press officer)	
Teacher Support Network	08000 562 561 (24 hour) The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.	

BwDBC Public Health Team	01254 588920
Public Health England (NW)	0344 225 0562
NHS – Non-emergency number	111

Lancashire Police (non-emergency)	01254 51212
Lancashire Fire & Rescue (non-emergency)	01254 52111 (Blackburn) 01254 702288 (Darwen)

Key Information

SEP11

Location of:	
Alarm panel	School Cellar
Gas supply isolator	School Cellar
Electricity supply isolator	School Cellar
Water supply isolator	School Cellar
Boiler	School Cellar
Hazardous materials (COSHH)	COSHH Book in Site Supervisors Room
Asbestos register	School Office

The above information may be included on the map of the school (see Appendix 1)

Contact details (complete during emergency)

This can be used to maintain a central record of important contact names and numbers during an emergency

Name	Service/Organisation	Contact number(s)	Notes

Part 3 - Recovery Phase

Recovery Phase Summary

The recovery phase is an important part of the Emergency Management process and must not be over looked. The ongoing support for those directly and indirectly involved is critical and will need to run alongside any debriefs, enquiries or investigations that may need to take place.

The following documents are included in this section:

<p>SEP14 Checklist</p>	<p>Recovery Phase Checklist</p>	<p>Head / SEMT to follow checklist following the initial impact and during the recovery phase. (Also refer to SEP4 Section G - Post Incident Support)</p>
<p>SEP15 Checklist</p>	<p>Ongoing Considerations/Business as Usual</p>	<p>Consider following the initial impact of the response and ongoing through recovery</p>
<p>SEP 16 Evaluation Form</p>	<p>School Emergency Response - Evaluation Sheet</p>	<p>Complete following the initial impact of the response/at the end of the emergency</p>

Recovery Phase Checklist

SEP14

Recovery Phase	Delegated to: (Staff name)	Tick / Time / Comment
Ensure that post incident support is available to all who may require it (see 'Post Incident Support' - SEP4 Section G)		
Liaise with insurance companies, salvage specialists and loss adjusters as appropriate		
Ensure that all relevant people complete the 'School Emergency Response – Evaluation Form' (SEP15). Collect copies and keep records of all returns.		
Arrange debriefs for school staff involved in the response and represent school at other debriefs (e.g. LA debrief)		
Carryout a review of the School Emergency Plan		
Share lessons learned with local Head teachers and the LA		
Provide regular briefings to pupils and parents / carers		
Check that any information in the public domain (e.g. website content) is accurate and up-to-date		
Collect and retain all incident logs, making copies if necessary		
Ensure records related to the incident are archived securely (these should be available to authorised staff for any debriefing/ enquiry)		
Cooperate with any external investigations (Police/ Fire service/HSE/LA/Employer) Initiate any internal investigation where appropriate.		
Keep the media informed and present a positive and reassuring image to the public		
Consider activities/events in memory of those directly affected – e.g. memorials, anniversaries, celebrations, fund raising for associated good causes/charities etc.		
Be aware of media interest in memorials or anniversaries of the event		
Consider ongoing/longer term welfare of staff and students		

Recovery - Business As Usual

SEP15

Considerations	Delegated to: (Staff name)	Tick / Time / Comment
Immediate response if whole or part of school site is closed. Develop plans for temporary accommodation arrangements as part of your School Emergency Plan. (Also see SEP4 Section F)		
Interim alternative accommodation on site i.e. porta cabins		
Longer term alternative accommodation off site		
Longer term transport arrangements to alternative accommodation		
Interim arrangements for examinations		
Interim arrangements for coursework assessments		
Interim arrangements for external partners use of school premises		
Interim arrangements for SLA's / income generation commitments		
Interim arrangements for breakfast clubs/ after school clubs or similar		
Considerations about rebuild of premises (Community Engagement)		

School Emergency Response – Evaluation Sheet

(This can also be used to evaluate Test/training exercises)

SEP15

School Name:	Date of Incident:
Description of Emergency:	
Children’s Services and Education Department contacted? Yes / No	
Name of the Department rep: _____	
Was this designated a Large Scale Emergency or Small Scale Emergency? _____	
Action taken by school:	
Description of any external support accessed:	
What worked well?	
What worked less well?	
How could things have been done better?	
Comment on usefulness of guidance from Children’s Services and Education Department:	
Identify lessons learned	
Recommendations (including improving the Emergency Plan and any additional training required)	

Appendices

Appendix 1: Map(s) of school showing key info for use in emergencies

Add copy(ies) of your school map(s) showing relevant information to share with emergency services, such as:

- All the required information to meet Fire Regulations, E.g:
 - The emergency evacuation routes and emergency exits
 - Muster points (including alternative off-site options)
 - Internal muster points for people with PEEPs who require evac assistance
 - Access route(s)/point(s) for emergency services entering the site
- Alarm
- Utilities supply/isolator points (eg gas/ electricity/ water)
- Boiler, kitchens and any other potentially hazardous areas
- Hazardous materials (COSHH) store(s)
- Location of asbestos register

Appendix 2: Additional support/ other relevant documents

School Closures

School closure procedures document

Contact Carol Grimshaw carol.grimshaw@blackburn.gov.uk for information on how to access the latest version.

Educational Visits

EV7 – Emergency Card for Visit Leader

EV8a – Emergency Card for School Base contact

EV9 – Emergency Card for Schools & Education Head of Service

See your school EVC and the EVOLVE website (www.blackburnvisits.org) for further details.