Emergency Management Plan

Status	Statutory
Review cycle	Annually
Date written/last reviewed	March 2026
Date of next review	March 2027
Name of Headteacher	Jo Wreford
Name of Chair of Governors	Christina Powell / Melissa Shaw
Published on website	Yes

Introduction
Ensuring the safety of children, young people and school staff is one of the most important roles of Meadlands Primary School. This document has been designed to structure the emergency procedures at our school – setting our clear guidelines, and establishing an emergency team to deal with any situation that may occur. The guidance is not intended to be prescriptive or to cover all possible events. A major fire at a weekend, a serious accident on a school trip, or an outbreak of a communicable illness, each require different types and scales of response and will involve different agencies. It is not possible to plan for every eventuality and incidents may arise which could not have been foreseen. However, efficient and effective emergency planning can ensure that Meadlands Primary School and supporting agencies can respond rapidly and confidently, thereby reducing the likelihood of harm to staff and children.

Emergencies in Schools
Handling difficult and challenging situations is a normal part of school life. Some incidents, however, are of a more critical and overwhelming nature and require the support of outside specialist agencies. These 'school emergencies' have a distressing impact on the school community and can have significant emotional and organisational consequences. Terms such as 'critical incident', 'traumatic event' and 'business continuity' are often used interchangeably with 'Emergency'; this document uses the term emergency throughout, not only to ensure consistency with the national trend but also because the definition of emergency is concerned with consequences rather than the cause.

Examples of Emergencies

- the murder of a pupil by a stranger
- the murder of a pupil by a parent
- fatal road traffic accidents, both in the UK and abroad
- serious injury, death or specific incidents on a school trip
- serious injury, death on out of school trips in term time
- pupil suicide

- violence and assault in school
- the consequence of terrorist or criminal activity

- destruction or vandalism of part of the school
- extremes of weather
- structural collapse
- epidemics, i.e. salmonella
- terrorist acts
- school fire, including arson, flood or explosion
- loss of utilities
- loss of premises
- loss of personnel
- loss of IT systems

Any of these situations can:
- arise with or without warning
- cause or threaten death, injury or serious disruption to the normal running of the school
- affect more people than can be dealt with under normal conditions
- require special mobilisation and organisation of resources

Lockdown Procedure
The lockdown procedure should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. The aim of the lockdown procedure is to ensure the safety of all pupils and staff. All situations are different and the lockdown procedure may be activated in response to any number of situations with the potential to pose a risk to staff and pupils, including:

- A reported security incident in the school community
- An intruder on the school site
- An environmental risk such as a chemical or toxic substance release
- A major fire in the vicinity of the school grounds
- A dangerous dog on the school grounds

Communication
Staff members should notify the school office if there is a reason to lockdown the school.
The school office staff will:
1. Dial 999 and inform the emergency services of the situation in school.
2. Use the internal phone system, or in person if it is safe to do so, inform the staff of the need for lockdown and location of the threat.

Full Lockdown Procedure
- All staff informed
- Adults/Children moved away from the threat
- Ensure that all children are accounted for
- Close blinds and lock doors
- The School Emergency Management Team (SEMT) should meet in the Headteacher's Office

1. Staff and pupils will be alerted to the activation of the lockdown procedure by the sounding of the fire bell four times. Staff will then access an all staff email which will have been sent out just before the bell for full details and advice of what to do next.
2. Pupils who are outside the school building are to be brought inside immediately to the nearest safe room away from the threat.
3. Those inside the school would remain in the building.
4. All external doors and, as necessary, windows are locked (depending on the circumstances, internal doors may also need to be locked). Staff should lock doors in nearby corridors if it

is safe to do so.

5. Within classrooms, the blinds should be lowered and the children instructed to stay away from the windows.
6. Once in lockdown mode, staff will be kept aware via an all staff email concerning the details such as: current location, staff members present, pupils present, names of missing pupils/not accounted for and any other relevant information.
7. Staff should take measures to help the children to remain calm. Unnecessary movement around the building would not be appropriate at this time, unless for safety reasons.
8. The school should establish communication with the emergency services and Achieving for Children's Lead Officer via Sandra Rosato on 0208 547 5282 or 0208 547 6878 or 0208 547 6871 and Kingston Council CCTV Control Room 0208 547 5808. Please also contact: Kingston Contingency Planning Team: 0208 547 5400, Chris.Begley@kingston.gov.uk, Kingston Council Contact Centre on 0208 547 5000, Out of Hours on 0208 547 5807 and Occupational Health, Safety and Wellbeing Team, Guildhall on 0208 547 5600 Ext. 4593 or 0208 547 5161 or 0208 547 5189.
9. Once all staff and pupils are safe, the SEMT will conduct an ongoing risk assessment based on the advice from the emergency services. This can then be communicated to staff by email and/or phone.
10. Following advice from the emergency services, parents should be notified as soon as it is practical to do so via the school's established communication system i.e. Parentmail, website. Parents should be given appropriate information so that they are reassured that the school understands their concern for their child and that it is doing everything possible to ensure his/her safety.
11. Parents informed to wait for the school to contact them about when it is safe to come and get their children and where from.
12. The school will remain in lockdown mode until it is advised otherwise.
13. As appropriate, the children can be informed of the incident but, depending on the circumstances, Achieving for Children's Educational Psychology Service may be able to advise on the best way of informing the children.

Business Continuity Summary

Business Continuity (BC) is often described as 'just common sense'. It is about taking responsibility for your business (teaching) and enabling it to stay on course whatever storms it is forced to weather. It is about "keeping calm and carrying on"! BC is about building and improving resilience in your school; it is about identifying your key infrastructure and critical services and the most urgent activities that underpin them. Then it is about devising plans and strategies that will enable you to continue your school operations and enable you to recover quickly and effectively from any type of disruption, whatever its size or cause. It gives you a solid framework to lean on in times of crisis and provides stability and security. In fact, embedding BC into your business is proven to bring business benefits.

Aim of a School Emergency Response Plan

Depending upon the emergency incident and the impact it will have, the aim of the school's emergency response should include one or all of the aims below:

- Immediate safety of pupils, staff (including contractors) and parents / visitors at the incident site
- Minimise educational and administrative disruption within the school
- Enable normal working to be resumed in the shortest possible time

Objective of School Emergency Response Plan

To ensure control is established at a senior level within the school at the critical early stages of an emergency situation:

- By providing the School Emergency Management Team (SEMT) with guidance on sources of information and help
- Ongoing education of pupils
- Maintaining safe and secure premises (on site or off site) for school to operate

- Safety and wellbeing of pupils and staff during and after incident
- Removal of hazard and recovery of school to normal activities

Planning Process

All school staff have been consulted in the thinking and planning process involved in developing the School Emergency Response Plan. This collaborative process ensures that staff support the plan and are able to implement it in the event of an emergency. Consideration has been given to external organisations (such as after-school clubs) who also use the site. A lead team has been identified within this policy (SEMT) and these key staff will take responsibility for reviewing the plan on an annual basis, or as required.

Roles and Responsibilities

During a school emergency, a number of key services (e.g. AfC, Richmond Council and Emergency Services) have roles and responsibilities to undertake to support the school. A brief outline of each organisation's role is presented below:

Local Authority's Role

- To prevent and minimise loss of life and personal injury to pupils, staff and the local community
- Seek to reduce, through the exercise of its powers and functions, the risk of a major emergency arising
- To seek to reduce the risk of live incidents escalating/situations deteriorating further
- Alert schools and direction to schools during an incident of emergency, including where appropriate:

- Maintaining the Council's major emergency procedures
- Ensuring calls to and from parents/carers are managed
- Handling the media
- Co-ordinating with and informing other professionals
- Support schools in the aftermath of an incident, facilitating a swift return to normality and providing ongoing support where appropriate.

The School's Role

- To prevent and minimise loss of life and personal injury to pupils and staff during an incident. The school is also responsible for other people on site, e.g. parents, contractors, etc.
- To seek to reduce the risk of incidents escalating or actual situations deteriorating further
- To maintain a school emergency plan and procedures, and to implement these in the event of an incident
- To ensure all staff are aware of and follow the school's emergency plan
- To contact and liaise with the Emergency Services (where required)
- Contact the LA Emergency Planning Team at the beginning of any emergency
- Where the Emergency Services take control of any school-based or related incident, the school's Emergency Management Team (SEMT) is to ensure that all school staff and pupils follow the directions of the Emergency Services
- Work with Achieving for Children's Communications Team to ensure that parent / carers and media receive timely and accurate information
- In case of small incidents, the school should try to maintain the normal routine of staff and pupils
- Try to return to a normal routine in the shortest possible timeframe
- Support children, young people, their families and school staff in the aftermath of an emergency situation

The Emergency Services' Role

- To prevent and minimise loss of life and personal injury

- Seek to reduce, through the exercise of its powers and functions, the risk of a major emergency arising
- To seek to reduce the risk of live incidents escalating / situations deteriorating further
- If contacted and deployed, the Emergency Services will first carry out a risk assessment of all reported incidents and / or emergency threats. Depending upon the situation, they will either take over control of the management of the situation or provide advice. Where they are advisory, it will be the school's responsibility to manage the situation, with support from the LA
- The police will deal with the collection and distribution of casualty information

Command Structure

As encouraged by the DfE, all staff should play a role in thinking about a school's emergency plan. However, it will require a core group of staff members to make up the **School Emergency Management Team (SEMT)** to write the plan and respond in the event of an emergency.

School Emergency Management Team (SEMT) has responsibility for activating and implementing the School Emergency Plan. The SEMT team should record all decisions and actions in their own log books and be available for briefing session, handovers and post emergency debriefs. The members of the SEMT are listed below but other members of staff may be called upon to help manage the situation.

All members of the School Emergency Response Team (SEMT) must:

- Have a copy of the Emergency Plan at home and at school.
- Be aware of the roles of each part of the plan to enable the school to react swiftly and accordingly
- Retain the SEMT contact numbers for 24 hour contact
- Have an on call rota for SEMT members in the event of a school trip

Name	Role	Role during incident	Contact Details
Mrs Jo Wreford	Headteacher	• Overall coordinator of the SEMT • Designate roles and responsibilities • Liaise with emergency services • Coordinate the actions of the team • Informs LA/Emergency Planning of incident	[redacted]
Mrs Laura Barson	Deputy Headteacher	Assist Headteacher to: • Lead for staff and child welfare arrangements • Adopt leader role if Headteacher not available	
Mrs Jolene Gee	School Business Manager	Assist Headteacher to: • Liaise with Emergency Services • Contact relevant outside agencies finding emergency contractors etc. • Provide all necessary records • Responsibility for compiling, clearing and delivering information/communication • Liaise with Richmond Communications Team/Press Officer to ensure effective media liaison parents/relatives	
Mr Don Eckford	Premises Manager	Assist Headteacher to: • Support with emergency response on site • Assist with building access and security	

The Team will decide if additions to the team are necessary, dependent on the nature of the incident e.g. other members of the school leadership team, governing body or LA.

Priorities of SEMT

1) Obtain and collate information about what has happened

- what has happened and to whom, ensure the safety of staff and students
- where and when?
- name and contact number of an adult at the incident site
- extent of injuries, numbers and names
- location of injured, name and contact number of adult present
- is immediate help required from the school - if so what?
- who has been informed?
- what has been said

2) Gather and brief the SEMT
- contact and information list should be updated annually so tasks within the (SEMT) can be delegated

3) Trigger LA support network through the Emergency Planning Officer and/or the Major Incident Team
- contact numbers should be updated annually
- establish clearly who is being contacted and by whom and for what reason

4) Put in place an incident room (Headteacher's Office) and a dedicated telephone line.
- in the case of the school telephone line being inundated with incoming calls from anxious parents, an agreed factual statement, along with reassurance of action taken at the incident site
- it is important to avoid speculation and not to make statements about further information or developments, unless confident that it will be available
- a separate dedicated line is needed for outgoing calls, i.e. a mobile
- in an extended incident, the EPO may be able to provide alternative communications facilities via BT

5) Contact families whose children are involved
- parents should be contacted as soon as is possible; it may be appropriate to invite parents into school for further information or emotional support

6) If there is a possibility of legal action, Police action or a health issue, the school and LA's legal insurance and safety sections should be contacted before the school issues information to parents
- it may be sufficient to inform parents of pupils not directly involved in the incident by sending a letter; an alternative is to hold a meeting in the school, especially if the incident is one that will generate concern about some aspect of the school's organisation
- the letter should give necessary facts and, where relevant, expression of sympathy/concern. A letter may be accessed by the press, therefore guidance from the LA Press and Public Relations officer should be sought.
- dependent on the incident, it may be advisable to delay the letter by 2/3 days until all information is available

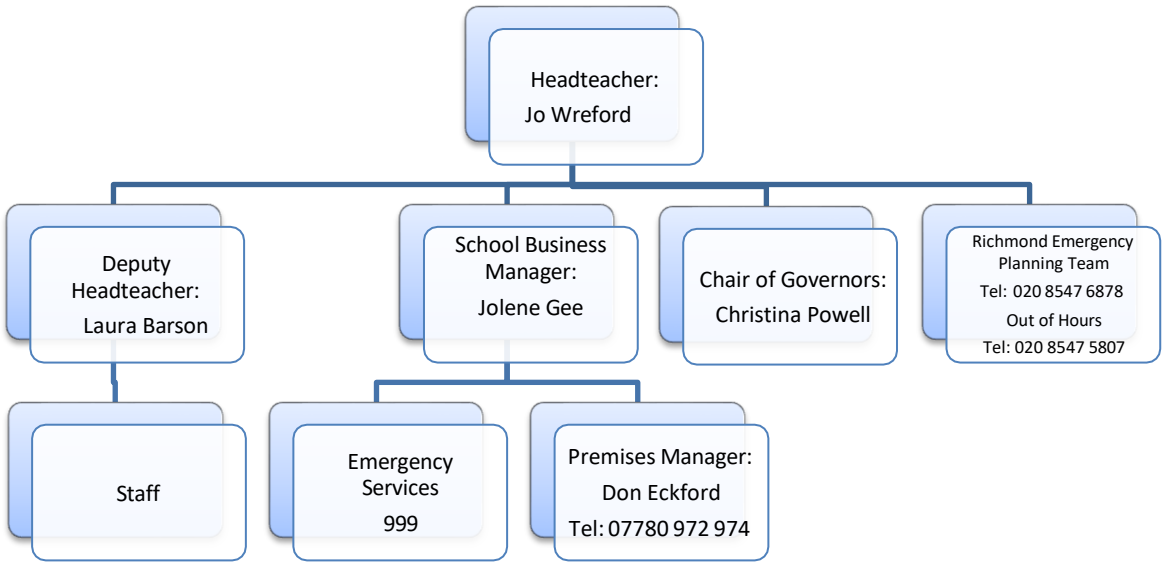
7) Information for teaching and support staff
- a contact list for staff is available in this file and contact numbers for the staff have been divided amongst the SEMT.
- an initial and thereafter regular briefings are recommended; staff should be cautioned not to speak to the press, but leave this to the SEMT.

8) Inform pupils
- factual information should be given as soon as possible via assemblies; thereafter information should be passed on in small groups, with the pupils being encouraged to talk

9) Inform those in the community who need to be informed
- in some cases, it may be necessary to alert local residents to what has happened, especially in circumstances where vehicle access to school is difficult, as well as parking. Neighbourhood schools may be affected and will need to be informed if siblings are affected

10) Activation of the School Emergency Plan will require a form to be completed when a **notification of an incident** is received (see appendix 1). This form will be used to record vital information. Following the notification of an incident, the first priority is to safeguard pupils and staff and alert the Emergency Services, if required.

The Headteacher will activate the School Emergency Response Team through the following cascade system:



Immediate response:

- Assess the current situation
- Ensure the safety of staff and pupils
- Notify the emergency services (Telephone 999) and act on the guidance provided by the operator
- Notify Headteacher and SLT
- Activate School Emergency Management Team and initiate School Emergency Plan
- Notify the Local Authority

The Emergency Services will need the following information:

- School name, address / your name
- Your telephone number and address of incident
- Factual information about what has happened – who, what, where, when and why, etc.
- Risk Assessment – is there a continuing danger?
- Name / contact for key person on the scene (if not you)
- Begin Incident Log

Detailed roles and responsibilities of the SEMT are outlined in Appendices 2-5.

The Incident Log

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference. Please also refer to Incident Log Template in Appendix 7.

Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received, and tasks carried out. In an emergency, things happen very quickly and it is unlikely that you will remember all the people you have spoken to and actions you have taken, unless you write everything down.

Basic principles of log keeping:

- Notes must be ***contemporaneous*** or ***made as soon as reasonable practical after the incident*** (within 24 hours)
- They must be ***clear***
- They must be ***intelligible***
- They must be ***accurate***

School Closure

The decision to close the school will be taken by the Head Teacher (or Deputy / senior teacher). Parents and pupils will be notified as soon as possible via Parentmail and the school website. Schools are expected to remain open in all but the most extreme circumstances, as disruption to the school routine can have an adverse effect on pupils' education. The decision to close a school will usually be taken by the Head Teacher. Occasionally, local and central government may also recommend this course of action (e.g. in the event of a public health incident). When to take the decision to close is important; it must balance the benefits of an early decision (avoiding unnecessary journeys and providing parents / carers with enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared). Head Teachers are best able to judge the severity of the incident, but should always consider safety in arriving at a decision. In some instances, it might be possible for the school to remain partially operational. In such an event, lessons will be prioritised for those pupils who are taking exams or who are at a particularly important stage in their education (e.g. Yr 6). The school will aim to reopen as soon as possible, to ensure that pupils are not away from education any longer than necessary. **In the event of an emergency incident at a school or a school having to close, the local authority should be contacted immediately.**

Evacuation

In normal circumstances, the school evacuates to the playground. In certain situations, it may be necessary to evacuate off site. Depending on the emergency, such as a flood/gas leak, etc., it may be appropriate to evacuate to St Richard's C of E Primary School.

Ashburnham Rd, Richmond TW10 7NL
Phone: 020 8940 7911

A grab bag, containing essential information such as parent contact information and pupil medical information, etc., will be taken from school during an evacuation / brought to the school site from another location, this will normally be the responsibility of the School Business Manager and it is stored in a file marked 'Emergency Evacuation File' in office cabinet. In an evacuation situation, the school will follow the advice of the emergency services. In the case of a fire, the established Fire Safety Procedures will be followed – *see Fire Safety Policy.* In certain situations (i.e. a major fire in buildings close to the school), it may be appropriate for the school community to remain within the buildings (shelter in place), possibly beyond normal school hours. Parents will be informed using Parentmail and the Website.

Emergencies on Educational Visits (Activation)

The teacher in charge of the group will assume responsibility for managing the situation with the support of the other adults on the trip. When a group is on an educational visit, the Head Teacher, or a deputy / senior teacher, will provide an emergency contact for the group (this needs to be available after hours for evening activities and 24 hours for residential visits). The school contact must have written details of the visit, including a list of all involved, contact arrangements with the group and day and night contact details for parents and staff next-of-kin. Depending on the nature of the situation, the Headteacher or a deputy / senior teacher will decide whether to activate the emergency action plan.

Emergencies on Educational Visits (Implementation)

- The leader of the group should ensure that the following action points are followed:
- Ensure the safety of the children and other adults
- Inform the emergency services

- Inform the organisation responsible for the site being visited
- Inform the Headteacher or most senior member of staff of the situation
- Keep the school informed of events.

Stand-down and Recovery
Once the emergency is over, the school can begin the recovery process. The recovery time will depend in part on the type of emergency, but it should begin as soon as possible so that the education of the children is not disrupted. The following timescales outline the type of actions that can be put in place to assist the recovery period.

Within 24-48 Hours:
- Hold briefing meetings for staff, pupils, parents/carers
- Restore normal functioning and service delivery asap
- Plan reintegration of pupils/staff
- Explore opportunities for affected staff and pupils to talk and or have a safe space to reflect statutory reporting of accidents
- Keep parents/carers informed through normal channels
- Consult with Educational Psychology Service if it is felt their support would be beneficial

Within the first month:
- Consult and remain sensitive to the wishes of any victims' families
- Encourage parents to participate in meetings to discuss pupils' welfare and any changes post-incident
- Keep open contact or phone helpline for those affected and other concerned parents/carers, staff, pupils
- Arrange opportunities for staff and pupils to talk e.g. with trained professionals
- Set up a room for regular meetings of support groups
- Talk about any victims sensitively but do not fail to mention them
- Consult with families over memorial services, charity, use of any donations etc.
- Allow pupils opportunities to express themselves emotionally e.g. through the arts
- Arrange/attend condolences/memorial service, opportunities for families to visit school
- Identify pupils who are suffering from behavioural changes and possibility of prolonged stress related to incident – contact Educational Psychology Service or SPA
- Monitor emotional, psychological and physical health of school staff
- Review Emergency Management Plan and identify any lessons learned

In the longer term:
- Monitor pupils/staff for signs of delayed or prolonged stress and contact relevant services if appropriate
- Plan for and be sensitive to occasions which might mean people relive the experience e.g. anniversaries, inquests and legal proceedings

Building and Equipment Recovery

Introduction
As part of any major incident involving a fire or a flood, it is likely that buildings and or equipment will be damaged, potentially making it difficult to function in a normal manner. This section of the plan outlines the action to be taken in such a situation and the procedures by which an effective return to normal, acceptable levels of service will be achieved. During the recovery period after an incident (dependent on the nature of the emergency), there are key areas essential to the immediate recovery of the school. These are:

- Accommodation
- Communications

- Utilities
- Furniture
- Security and Security Hardware

Accommodation
In the event of loss of premises, or part thereof, there will clearly be immediate need for space in order to provide an acceptable level of service. We will provide for such an occurrence by a number of means:

- Hire of portable accommodation
- Rescheduling the use of existing accommodation, prioritising the teaching of particular year groups i.e. Year 6
- Short term rental/lease/hire of local accommodation through other schools in the immediate vicinity

The organisation of any alternative accommodation will need to have the agreement from the Local Authority.

Communications
In the event of an emergency which takes out the existing telecommunications system, the school has a mobile phone 07784 228974 which will be used to help manage the situation and the SEMT may also use their mobile phones.

Utilities
Should a major incident occur affecting the utility supply to school premises, repairs to those supplies would be carried out by the relevant authority or contractors. If the heating to the school is damaged, arrangements will be made to expedite the repair/replacement and if necessary, temporary heating will be hired.

Furniture
If the school furnishings are unusable, we would try to source temporary replacements from local schools surplus and / or Local Authority storage, if available.

Security and Security Hardware
Following an incident, we would need to ensure that the affected areas do not present a security issue; all damaged windows would need to be boarded and damaged roofing weather proofed, etc. If security fencing is required, we would need to ensure the Diocese / Local Authority is proactive in sourcing the required resources.

Record of Suppliers and Assisted Services
In order to achieve the above in an effective manner, the School Business Manager will liaise with the LA to source appropriate contractors to provide goods and services in order to reinstate the school to a useable state.

Expenditure
The Headteacher will be responsible for authorising any expenditure incurred in connection with an incident and, in doing so, will ensure that necessary financial regulations and procurement procedures are complied with.

Recovery of computing facilities
In the event of a major incident, the School Business Manager will liaise with the school's IT support company (ClickOnIT 0845 094 1005) to manage the replacement of affected equipment and recovery of data.

Review process following a school emergency

It is important that there is a review of the emergency procedures after the event, to identify aspect of improvement. This would involve discussions with the key stakeholders on the following questions:

- Aspects of the response which worked particularly well
- Aspects of the response which could have been improved
- Improvements that should be made to the Emergency Plan
- Evaluation of the support provided by professional agencies

The emergency plan should be up-dated as required and at least annually.

Appendix 1 – Emergency Management Plan (Activation) Collecting Information

Name and job title of person completing this form:	
Name of the person informing of the incident:	
Details of the incident (including the actual words used by the informant:	
Who else has been informed?	
Exact location of the incident:	
Casualties:	
Any action taken so far:	
Name of contact at the scene:	

Appendix 2 – Emergency Management Plan Headteacher Checklist

Actions to be taken by the Headteacher or Coordinator of SEMT	**Time**	**Comments e.g. named contact details/follow-up/incomplete actions etc.**
DURING THE EVENT		
Ensure that accurate, factual information is available for those arriving at the scene		
Liaise with the Emergency Services, Achieving for Children and Richmond Local Authority and other organisations. Act as main contact to coordinate response and give your contact details		
Inform the Chair of Governors		

AFTER THE EVENT		
Inform all staff and parents/carers of injured pupils. Decide how/when to inform other parents/carers/pupils		
Provide regular briefings for staff and continue to liaise with Emergency Services and AfC		
Tell staff involved to: 1. Prepare a written report of their involvement, noting events, who was involved and times **2.** If appropriate, complete relevant accident report form		

Appendix 3 – Emergency Management Plan Deputy Headteacher Checklist

Actions to be taken by the Deputy Headteacher of SEMT	Time	Comments e.g. named contact details/follow-up/incomplete actions etc.
DURING THE EVENT		
Establish the whereabouts of all pupils, staff and visitors using HT list and email and the visitor's book – make a list of those unaccounted for.		
Make provision for any pupils who need to remain in the school		
Identify which pupils/staff are badly affected and need extra support		

AFTER THE EVENT		
Contact the Educational Psychology Service for advice regarding ongoing welfare issues		
Make arrangements for reuniting pupils with parents		
Take account of religious and cultural factors and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils to attend		

Appendix 4 – Emergency Management Plan Premises Manager Checklist

Actions to be taken by the Premises Manager	Time	Comments e.g. named contact details/follow-up/incomplete actions etc.
DURING THE EVENT		
Ensure access to site for Emergency Services		
Open/Close parts of the school, as required and turn off water, gas and electricity supplies if necessary		

AFTER THE EVENT		
Arrange a safe and quiet place to receive parents/carers of children involved (ensure refreshments and suitable toilet and rest facilities are available)		
Have the school premises infrastructure (e.g. IT, power, water, lighting, heating etc.) recovery and restoration issues been considered and plans set in place for implementation?		
Liaising with other SEMT members, Emergency Services and LA emergency planning team, confirm all logistical needs – for example: • Finding emergency contractors e.g. plumbers, electricians • Arranging alternative staff/pupil transport Working with Premises Manager and Emergency Service arranging for services for pupils/staff to remain on site e.g. suitable/safe accommodation, catering/refreshments, clothing/blankets, books/games and things to occupy those unable to leave site		

Appendix 5 – Emergency Management Plan School Business Manager Checklist

Actions to be taken by the School Business Manager	Time	Comments e.g. named contact details/follow-up/incomplete actions etc.
DURING THE EVENT		
Consider emergency communication needs. Dedicate telephone lines for incoming and outgoing calls and arrange for extra support for reception if necessary		
If possible, avoid responding to media enquiries directly – direct them to AfC Press office. Ensure that any media access to the school site and to staff and pupils is controlled. In the event of a major emergency, police can assist with this		

AFTER THE EVENT		
Inform parents/carers of children not directly involved in the incident as decided by the Headteacher. Use any existing arrangements for contacting them efficiently e.g. Parentmail		
Liaise with the AfC Press Officer and Comms Team to prepare a press statement to be agreed by the Headteacher and the Director of Children's Services and to decide the ongoing strategy for dealing with the press		
Being responsible for the emergency grab bag – keeping contents up to date etc.		

Appendix 6 – Emergency Management Plan Contact Directory

Contractors, Suppliers and Utilities

Service Provided	Name	Contact Number	Ref/Account Number
Gas	Kent County Council	0800 484 0840	1002553
Electricity	Kent County Council	0800 484 0840	1002553
Water	Castle Water	01250 718700	TW1978316569
Heating	BTU	01483 590690	RIC012
Electrician	n/a	n/a	n/a
Fire Alarm	TecServ	01773 764626	MPS001
Intruder Alarm	SECOM	020 8645 5400	550119 / 211152
Door Entry System	SECOM	As above	As above
IT	ClickonIT	0345 094 1005	Meadlands
Catering	Caterlink	07909585305	1454

Achieving for Children

Service Provided	Name	Job Title	Mobile Number	Office Number
Communications	**Elinor Firth**	**Head of Comms**	**-**	**0208 487 5159**
Health and Safety				**0208 891 7994**
HR				**0208 547 5727**
Educational Psychology				**0208 487 5464**
Emergency Planning			**emergency.planning@richmond.gov.uk**	**0208 891 1411**
Business Continuity			**cityhallswitchboard@london.gov.uk**	**0207 983 4000**
Highways				**0208 891 1411**
Major Incident Team				**0208 891 7777**
Council's Out of Hours Service				**0208 744 2442**

Government Agencies and Departments

Agency/Department	Contact Details
Department of Education Enquiry Line	**0370 000 2288**
Foreign and Commonwealth Office	**0207 008 1500**
Environment Agency	**0370 850 6506 or 0800 80 70 60**
Met Office	**0370 900 0100**
Health and Safety Executive	**hse.gov.uk**
Richmond Council	**0208 891 1411**
London Grid for Learning	**0208 255 5555**

Appendix 7 – Emergency Management Plan Incident Log

No	Time	Event	Action	Completed	Entry by
-	00.01	The message, issue or problem you have been given	The task you issued, response you requested from a dept. or agency, or the action to be taken		Your initials
1					
2					
3					
4					
5					
6					
7					

Appendix 8 – Emergency Management Plan Emotional and Psychological Responses and Impact following a School Emergency

It is a normal and understandable human reaction to experience emotional and psychological distress in the immediate aftermath of a school emergency and can be best understood as a human response to inordinate adversity. In the majority of cases, this distress remits over time without formal intervention; nevertheless, some individuals can experience sustained difficulties. Research indicates that the key to preventing chronic post traumatic difficulties is providing appropriate support in the aftermath of such events.

Although the emotional and psychological impacts on those affected by major emergencies are many and varied, common reactions include trauma, stress, grief and other forms of loss-related reactions. It is important for anyone responding to those affected by school emergencies to understand the nature and effects of trauma. The table below outlines the range of possible reactions to a traumatic situation that are considered within the norm for individuals experiencing traumatic stress.

Normal Effects/Reactions to a Traumatic Situation			
Emotional Effects	**Cognitive Effects**	**Physical Effects**	**Interpersonal Effects**
Shock Terror Irritability	Impaired concentration Impaired decision making Memory impairment	Fatigue Insomnia Cardiovascular strain Startle response	Increased relational conflict Social withdrawal Alienation

Blame Guilt Grief or sadness Emotional numbing Helplessness Loss of pleasure derived from familiar Difficulty feeling happy	Disbelief Confusion Nightmares Decreased self-esteem	Hyper-arousal Increased physical pain Reduced immune response Headaches Gastrointestinal upset Decreased appetite Vulnerability illness	Impaired work performance Decreased satisfaction Distrust Externalisation of blame Externalisation of vulnerability Feeling abandoned/rejected Over-protectiveness

Understanding and reactions to grief according to age
How old a child is at the time of loss certainly affects the child's perception of the event.
Very young children, **ages 2 to 4**, are egocentric: they think the world revolves around them, and their concept of death is limited. They may think that death is reversible, and their main reactions to death may be that their daily routine and care are altered. The adult whom they have lost, or who is also grieving, will be either absent or unable to care for the child in the accustomed manner. **At this age, reactions are often regressive, exhibiting themselves in eating, sleeping, or toileting disruptions. Children this age need reassurance and consistency. Try to maintain regular routines and to be comforting, giving hugs and kisses and lots of gentle touches. Keep the discussions of death short, but keep interactions with the child frequent.** Even if you feel like the baby or young child cannot understand your words, they will understand your interest in their feelings and your wish to console them. **Keep talking - it will help you to get used to the discussions that will become longer and more detailed as the child gets older, and it will help you to figure out what to say.**

Children **ages 5 to 7** have a little more understanding of the permanency of death, but it is not a deep understanding. These children are more autonomous than younger ones, but they still have trouble separating fantasy from reality. They may think they are somehow responsible for the death, although they still see death as reversible. They may ask many "why" and "how" questions, and may want to play funeral or try to take on the role of the dead person. Repetitive questions and possible nightmares, eating and sleeping disruptions, and violent play are all potential reactions at this age.
Caregivers can help by allowing children to tell stories or create drawings or express themselves through play. Be there to talk about the process and encourage the child to share his or her emotions. As with younger children, don't worry if your child cannot fully grasp the complexities of the topic. Simply keeping an open dialogue is beneficial to you both.

At **age 7 through 11**, children are starting to think more logically, and they are better able to see death as permanent (but don't be surprised if they still view it as reversible). They may fear bodily harm and may be concerned with how others are responding to the death and whether their response is the "right" one. Children this age may think of suicide as a way to join the person who died and they may withdraw from social groups and exhibit anger toward parents. They will ask questions and want specific answers. **The best thing to do is to be willing and available to talk about the grief. Answer questions. Be there when they want to talk, but honour the time in which they need to be alone to process their emotions. Encourage these children to express themselves through symbolic play.**

Risk factors for individuals

In any single event there will differential experiences and degrees of vulnerability to emergency impacts. Psychological research has contributed much to our understanding of risk factors for individuals and identified those more likely to be vulnerable to adverse stress reactions after traumatic events. Studies have highlighted that certain events may not be stressful to the same degree for all involved. Rather, what makes an event stressful is the individual's appraisal of the event. This is influenced by personal factors (e.g. personal history and personality) as well as the particularities of an incident. The extent to which an individual feels supported also makes a difference; this being where both formal / organised and informal social networks within the community become significant. It is important to ensure appropriate monitoring procedures are in place so any individuals who require assistance can be identified and supported. This could include those who:

- Were injured
- Were uninjured, but at great risk
- Witnessed the event

- Are related to those involved
- Are friends with those involved
- Blame themselves
- Are being blamed by others
- Are experiencing instability at home
- Have pre-existing emotional / behavioural difficulties
- Have previously suffered bereavement or loss
- Have witnessed a similar incident before

Support school staff can provide

Key findings from research into major emergencies include the fact that the psychological and social impacts on those affected by such events are many and varied. As well as including grief, trauma, stress and other forms of loss-related reactions, the evidence suggests that children, young people and their families are generally resilient and demonstrate the ability to adapt, adjust and recover after such events. The ability to cope is related to a range of pre-emergency, within-emergency and post-emergency risk factors. Information and activities which normalise reactions protect social resources and signpost further sources of support are fundamental to good psycho-social response.

The linking of both emotional and practical support is especially important to note and understand following a school emergency, not least because it is often misrepresented as 'counselling'. School staff will play an important role in supporting pupils as they recover from an incident, but they should not provide, or be expected to perform, a counselling role. Support based on providing basic emotional and practical assistance and reassurance is what is most needed at this stage. The emphasis on interventions should be on empowerment; that is to say drawing upon resilience and building strengths, capabilities and self-sufficiency, while at the same time making available appropriate mental-health (e.g. Educational Psychology or CAMHS) and other services that complement individual, family and community-based coping strategies.

It is important to remember that school staff will need support if they are to be effective at caring for pupils as dealing with crises can be an enormously stressful experience. The effect on staff should not be underestimated as, in some cases, it may be more significant than the impact on pupils.

Educational Psychology Service (EPS) is able to offer support in the event of a school emergency. This could include:
- Advice on short-term and long-term support arrangements
- Guidance on the grieving / trauma process
- Advice on identifying particularly vulnerable individuals
- Support for school staff

Links to other organisations which can provide assistance
A member of the Governor Body may be able to assist the SEMT team in accessing/ providing support for the staff.

Appendix 9 – Emergency Management Plan Business Continuity Response

Business Continuity Response
Aim: To reduce the impact of the incident and ensure that the school can operate in a safe and secure position, either on its site or at other locations until the school is restored to normality.

Objectives: These can be set at time of incident; standard objectives are given below:
- Ongoing education of pupils
- Maintaining safe and secure premises (on site or off site) for school to operate
- Safety and wellbeing of pupils and staff during and after incident
- Removal of hazard and recovery of school to normal activities

Incident Summary (include date and time):
Which buildings are affected (% of school affected):
Which utilities are affected (full or partial loss):
Which IT/Telephone Functions are affected (identify critical functions):
Which contractors/suppliers are affected:
Which pupil groups are affected:
Which staff are affected:
Which critical functions are affected:
What is the overall impact to the school:
What are my short, medium and long term actions: Short Term (4-6 hours) Medium Term (6-24 hours) Long Term (1-5 days)
Who do I need to contact (school staff, partners and others):

Who do I need to alert and what is the message (pupils, parents, other schools):
What time is the next meeting to review situation and what items/actions do I need to follow up and raise:
Who needs to attend:
What psychological support do I need to provide to pupils, parents, staff and contractors and how will I do this:
Do I need to set up a recovery group and who do I hand over to:
Questions for Utilities: Electricity – Can you provide a generator to provide in-site power? Can your contractors connect to the school fuse board? Water – Can you provide a water bowser, pump and hoses to connect to nearest water supply? Telephone – Can you divert public facing telephone numbers to alternative numbers? Questions for Local Authority – Can you assist with electricity and/or water issues above if fault is on school land?

Appendix 10 – Emergency Management Plan Communications

Internal Communications
Ensure that all staff are regularly briefed on the current situation and actions required of them. Give a time that an update will be given and stick to this; always ensure that all staff get the stand-down message. Keep in regular contact with the local authority so they can provide support and advice.

External Communications
Communication Systems are put under enormous pressure in the immediate aftermath of an emergency; however, these are vital to ensuring a well-managed response. It is likely that the main school telephone number will quickly become jammed with incoming calls. Identify any other lines not generally known to the public (kitchen phone, mobile phone), which could be used for outgoing calls in an emergency. In the event of power failure, a powered switchboard system may not work, but a telephone plugged directly into the first telephone point coming in from the exchange should provide a usable line. The location of this telephone point should be identified in the emergency plan. If it is likely that the incident will create a very high volume of calls, or interest from the wider public, the LA may be able to set up a public helpline to relieve the pressure on the school. The availability of this service should be discussed with the emergency planning team.

Communicating with Parents / Carers
An early decision should be made about how to inform parents / carers. Bear in mind the speed with which rumours circulate. However, in the case of a fatal incident, the police will normally inform the parents of the child or children involved. If an emergency happens at a school, or the school may be

closed for any reason (e.g. severe weather), it is likely that concerned parents / carers will try to telephone the school to get further information. This may hamper the school staff dealing with the emergency itself. One possible way of dealing with this is to set up the main school line with an answer machine that you can set to 'message only' (callers cannot leave messages). Updating the message regularly with information on the emergency will ensure that parents / carers are informed and reassured. Most answer machines should also have the capacity to change the message and call recording system remotely if the school cannot be accessed. Information on how to do this should be included in your emergency plan.

Other methods of informing parents / carers could include:

- Notices on the school website
- Letters
- Emails or text messaging
- Notices on the school gate/fence
- Person at the entrance to the school to explain issues
- Local radio (they will ask for your DfE number as a security measure)

Dealing with the Media

- Schools should seek advice from the Council Press & Public Relations Officer about handling the incident and particularly before agreeing to be interviewed or releasing names of children and staff involved in the incident.

- Schools should prepare (with Richmond's Press and PR help if possible) an agreed text for release to the media and/or as a script from which anyone confronted by the media can speak. If possible, ensure that a designated spokesperson, briefed and prepared, makes the direct response for the school.

The designated spokesperson will be Sophie McGeoch. In the event of the incident involving Sophie McGeoch, the spokesperson will be Sarah Taunton or Jess Bunker.

"Do's" in facing the media:

- Do respond to 'what' and 'when' questions
- Do tell your story quickly, accurately and get your key messages(s) across
- Do consider, when possible, the needs of your audience
- Do choose your own time when to report to the media
- Do prepare and rehearse so that everybody has the same story

Don'ts in facing the media:

- Don't reply to 'why' and 'how' questions
- Don't speculate
- Don't bluff or lie
- Don't make 'off the record' comments
- Don't make promises you cannot keep
- Don't make excuses or blame others
- Don't respond to 'blind quotes' (e.g. "one of your staff tells me that - do you agree?")
- Don't say "no comment" – explain why you cannot comment
- Don't allow words to be put in your mouth – e.g. "would you agree that"?

Appendix 11 – Emergency Management Plan Other Considerations

Flu Pandemic

The DfE advise that *"schools should prepare for a flu pandemic as part of their general emergency planning and ensure that these are shared with staff and, as appropriate, parents".* Detailed guidance for schools on planning for a human influenza pandemic schools is available from the DfE and is available on their website. Guidance on influenza and when schools should close in a pandemic will be issued by central government and passed on to schools via the LA. However, the final decision to close will still rest with the Head Teacher and Governors. It is your responsibility to inform the LA if the school is closing and how many pupils are affected. Staff would still be expected to work, even if the school was closed to pupils. Guidance is currently being developed by the DfE on remote learning and educating pupils during a flu pandemic for LA. Up to date information and guidance on pandemic influenza is available on the Department of Health website - www.dh.gov.uk

Bomb threats & suspect packages

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that reception staff know what questions to ask if they do take a call from someone claiming to have information about a bomb. A bomb threat prompt card would provide receptionist staff with questions to ask and immediate actions to take in this type situation.

Equally important is dealing with suspect packages – in most cases the package turns out to be a hoax or genuine mistake, but it is better to take all appropriate precautions if a suspicious letter or package is received**.**

Training and Exercising

In order to carry out the procedures outlined in your plan, awareness raising and training should be carried out within the school. All staff that have a role in the plan should be aware of the full scope of the plan and their roles and responsibilities. Staff who may not be part of the response to an emergency should still be aware of the contents of the plan. The DfE advises that schools devote a staff meeting, or part of a staff development session, to the plan in the initial stages, once the plan is complete and annually thereafter. This could be used initially to help develop the plan and afterwards to train staff on the plan and review it. This section of the plan should be used to record when training and exercises have been carried out. Information and resources on training and exercising plans are available from the Emergency Planning Team.