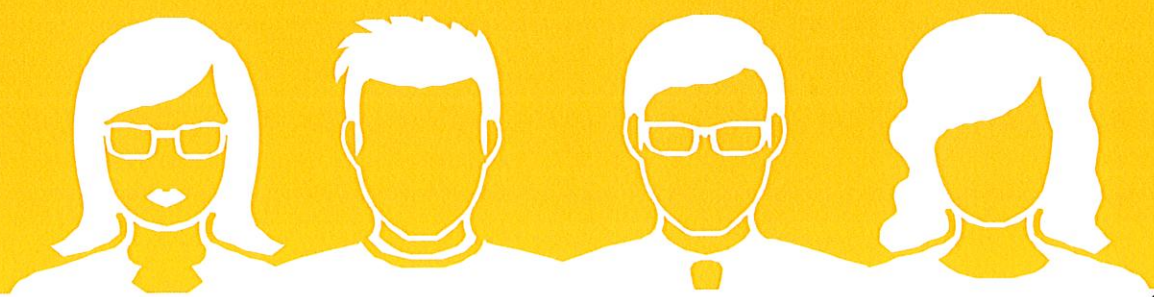
Newfield School

Schools
Emergency Plan

Classification	OFFICIAL - SENSITIVE



· 2019

BwD BC Model Schools' Emergency Plan

Schools should review this document and adapt it as required, including specific school information in all relevant sections.

Where this document is not used then schools should have an alternative Emergency Plan in place which must match or exceed the arrangements set out in this document.

Headteachers and other designated senior staff must ensure that detailed preparations for the Emergency Plan have been carried out (see Part 1 for further details).

Plan administration	
Version number	V1.1
Date of issue	04/05/2021
Electronic copies of this plan are available from	O:\Senior Leadership Team\Newfield Schools Emergency Plan 2021
Hard copies of this plan are available from	Reception (Autism- SEND)
Location of emergency grab bag(s)	Reception (Autism- SEND)
Date of next review	May 2022
Person responsible for review	Rik Robinson /B.Trezise

This plan is confidential. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public without permission.

Plan Sign-off:		
Role	**Signature**	**Date**
Headteacher		
Chair of Governors		

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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)**	→	• **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)**	→	• **Implementing the Emergency Plan** - **immediate actions** - **ongoing** - **recovery phase**
Part 3	**POST EMERGENCY** **OR** **ACTIONS AFTER TRAINING EXERCISE**	→	• **Investigation** • **Debriefing** • **Evaluation** • **Lessons identified** • **Review and update of procedures** • **Sharing good practice (with LA/ employer/ other schools)**

Access to Local Authority support and traded services

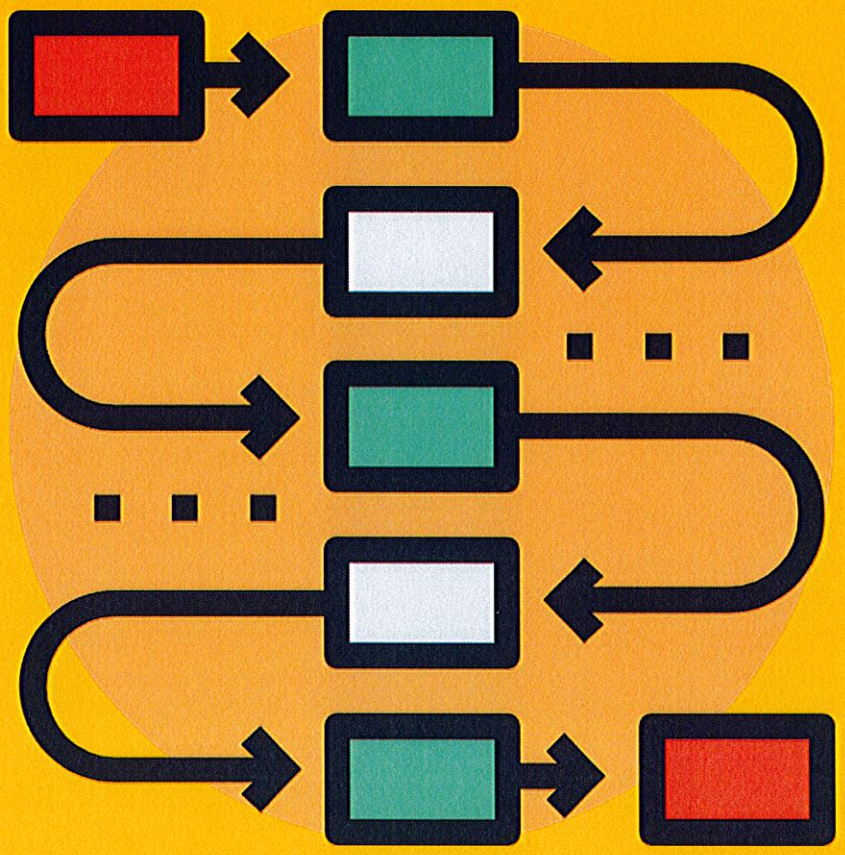
In a response to an emergency the Local Authority has a duty to support and assist your response free of charge. The Civil Contingencies Service will co-ordinate the relevant internal Council services and work with external partner agencies and emergency services e.g. Police/ Fire /Ambulance Service etc., in response to the emergency as appropriate.

However, 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, 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
Civil Contingencies Service (specific elements e.g. plan writing & training etc.)

Part 1 - Planning for emergencies



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' 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/ Management 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. training sessions / 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 SEP16) 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 delivered 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 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 ensuring confidentiality and adhering to GDPR legislation.

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 annually:

- SEMT
  - 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 (raises awareness and brings reassurance)
- 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

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
	Lockdown exercise	**School lockdown**	**N/A**	

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**

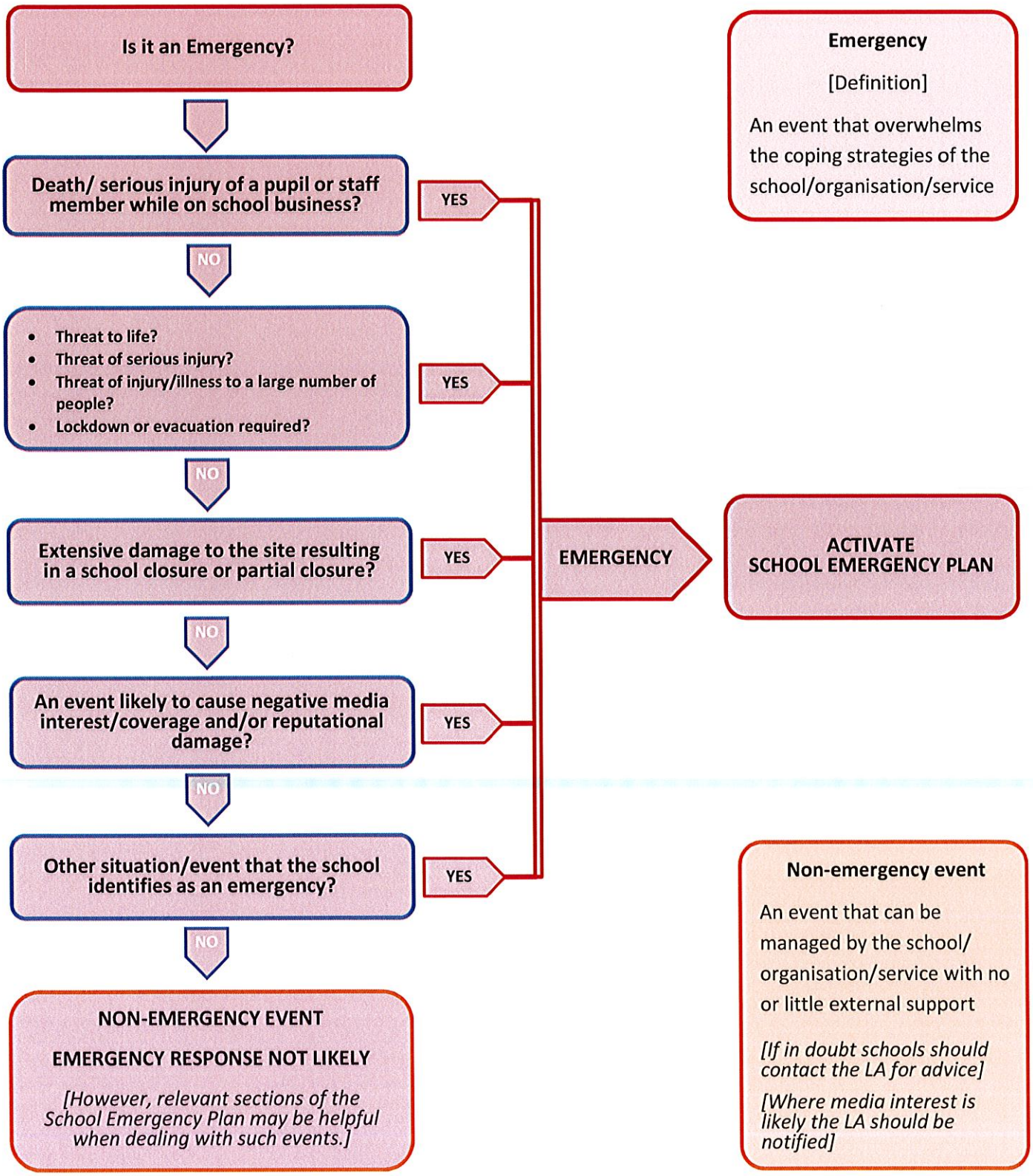
School Emergency Plan (SEP) documents		Title	Action Required
Initial response (Complete in sequence)	**SEP1** Summary	When To Activate The School Emergency Plan	Use to decide your appropriate level of response
	SEP2 Action Card	School Emergency Plan Action Card	Use this Action Card to ensure correct initial response
	SEP3 Initial info form	Initial Emergency Response Form – Establishing the Facts	Print off now 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
	SEP8 Checklist	Utility Failure	Select & follow as appropriate
	SEP 9 Checklist	Pupil Presumed Deceased	Select & follow as appropriate
	SEP 10 Checklist	Flooding of School Premises	Select & follow as appropriate
Key information	**SEP11** Information	School Contact details	Complete during planning Use as required during Emergency
	SEP12 Information	LA Contact details/ additional support	Complete during planning Use as required during Emergency
	SEP13 Information	Other useful contact details – external agencies	Complete during planning Use as required during Emergency
	SEP14 Information	**Key information** – important information about your school	Complete during planning Use as required during Emergency
Blank Forms	**SEP15** Log sheet	Emergency Log sheet	Print off for use during Emergency
	SEP16 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 Phas	**SEP 17** Checklist	Recovery Phase Checklist	Complete following the initial impact of the response/at the end of the emergency

	SEP 18 **Checklist**	**Ongoing Considerations/Business as Usual**	Consider following the initial impact of the response and ongoing through recovery
	SEP 19 **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

01254 51098

(Schools where the LA is not the employer should contact the LA to alert them and where appropriate to access support - E.g. 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 & EV8a 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

Contact Civil Contingencies Service - discuss response 01254 51098 (24/7) (if not originated by CCS)

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 emergencies
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 (including Civil Contingencies)

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 you?	
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

SEP4
(Page 1 of 5)

School name Newfield School		
Staff who may be called on for SEMT duties	**Date training completed**	**Date exercise completed**
To be completed when preparing Emergency Plan		
Rik Robinson		
Vicki Clements		
Jenny Riley		
Caroline Richens		
Bill Trezise		

Date of Emergency:		
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		
A2	Refer to and follow flowcharts SEP1 and SEP2		
A3	Complete SEP3 (Initial Emergency Response Form – Establishing the Facts) Provide accurate, factual information for those arriving at the scene		
A4	Set up SEMT		
A5	Liaise with emergency services (May need to ring 999 for each emergency service that you wish to contact)		
A6	Liaise with LA – BwDBC Schools & Education contact / Civil Contingencies		
A7	Make decision to: • Continue business as usual (preferred option if safe to do so) • **EVACUATE** [Refer to SEP5]: ▫ 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]		
A8	For evacuations follow your normal **School Emergency Evacuation Plan (e.g. 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		
A9	Ensure contact details for all those dealing with the emergency are recorded and shared as required (SEMT, LA, emergency services, external providers)		
A10	Delegate tasks to specific staff in the SEMT		
A11	Agree times of regular updates for all staff in the SEMT		
A12	Ensure all staff maintain a log of actions and decisions (Use SEP12) [All logs MUST be collected and retained securely after the Emergency]		
A13	Consider member of admin staff to shadow the Headteacher to log all decisions and actions (use SEP12)		
A14	Ensure SEMT staff access appropriate food, drink and rest – consider shift changes		
A15	Re-assess situation regularly to ensure the response remains appropriate and make any adjustments as required		

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.		
B2	Seek advice on legal and insurance issues as required		
B3	Ensure visitors are checked in and out. All visitors must be issued with an ID badge		
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)		
C2	Allocate separate lines/mobile numbers for those dealing with the emergency (the normal phone lines may experience high call volumes)		
C3	Arrange extra support for reception		
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 SEP12 for details)		
C6	Maintain regular contact with all relevant parties (LA DIMT, emergency services, other external services)		
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.		
C8	Where serious injury or fatalities are involved then liaise with police about informing next of kin		
C9	Where there are no serious issues concerning their child, consider providing some information to parents/carers via school website, text, email.		
C10	A letter home to parents/carers may be appropriate and could include: • 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		
C11	Inform LA, Chair of Governors/ Management Board, Diocese as required		
C12	Ensure that regular briefings are given to: • Staff • Pupils • Parents/carers • Governors • Extended services		

D	Welfare	Delegated to: (Staff name)	Tick / Time / Comment
D1	Take action to secure the immediate safety of pupils and staff		
D2	Establish whether all pupils, staff, and visitors are accounted for. Inform emergency services of any persons not accounted for.		
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.		
D4	Consider food & drink/shelter/warmth e.g. during an evacuation		
D5	Beware of how colleagues are coping. Establish a staff rota and ensure staff take regular breaks to rest and refuel (including SEMT)		
D6	Identify pupils and staff who are badly affected by the emergency		
D7	Offer pupils and staff psychological support (liaise with LA DIMT regarding access to LA Educational Psychologists/ HR services)		
D8	In groups as small as practicable inform pupils about the emergency. (consider support from Educational Psychologist on how best to inform and support pupils).		
D9	Where possible every child should be spoken to and asked if they are alright before they leave school.		
D10	Make arrangements for reuniting pupils with parents/carers. Ensure a member of staff is there to meet and greet them. Consider: • What information should be given to parents • Arranging an appropriate place to receive parents/carers • Traffic congestion and emergency vehicle access		
D11	Take in to account religious and cultural factors. Consider contacting religious leaders within the community for support.		

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		
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 SEP12 for details)		
E3	Press statements should be jointly agreed by the police, the school and the Local Authority/Employer		
E4	Information released must be limited until the facts are clear and all affected parents/carers have been informed		
E5	Staff involved should keep notes about what information has been provide to whom		
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.		
E7	Designate a specific area for the media away from the main entrance to the school (to avoid congestion/ intimidation)		
E8	Decide on an ongoing strategy for dealing with the media		
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		
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		

F	Resources	Delegated to: (Staff name)	Tick / Time / Comment
F1	Ensure there is access to site for Emergency Services		
F2	Utilities: turn off water, gas, electricity supplies if appropriate and safe to do so. Liaise with suppliers where necessary.		
F3	Open/ close parts of the schools as required		
F4	Ensure the security of the school premises/ buildings		
F5	Is school transport needed? (for off-site evacuation or if pupils sent home)		
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)		
F7	Arrange an appropriate place to receive parents of children involved		
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)		
F9	Advise Emergency Services of any property related issues (eg asbestos, chemical stores etc) – include map of school showing key information		
F10	Liaise with LA to access other resources/services as required (see LA contact list SEP11)		

G	Post Emergency Support	Delegated to: (Staff name)	Tick / Time / Comment
G1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the emergency. Ensure that staff are aware of this strategy.		
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.		
G3	Consider which pupils need to be briefed, how, and by whom.		
G4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.		
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.		
G6	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.		
G7	Request support from educational professionals trained in psychological debriefing, critical emergency stress debriefing, bereavement counselling and trauma management if appropriate.		
G8	Consider requesting support from other organisations. E.g.: ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care.		
G9	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.		
G10	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the emergency.		
G11	Consider any actions which can be taken to support the local community if affected by the emergency (e.g. fund raising).		
G12	Negotiate with parents / carers a suitable date for returning to school after a period of absence.		
G13	Consider if any additional support could be provided which would make the return easier. E.g.: ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day.		
G14	Brief pupils who may be able to help in the process of resettling (e.g. close friends).		
G15	Consider ongoing contact with religious/community leaders in order to offer mutual support (see D11)		

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)	
Signal for evacuation off-site (eg bomb threat)	
Signal for all-clear	
Assembly points – on-site (eg fire)	
Fire evacuation assembly point A	
Fire evacuation assembly point B	
Assembly points – off-site (eg bomb threat)	
Off-site assembly point A	
Off-site assembly point B	
Pre-identified buddy school/ place of safety/ rest centre	
Name of premises	
Type of premises	
Contact name and details of key holder(s)	
Address	
Map showing location	
Estimated travel time (walking with pupils)	
Estimated travel time (by coach with pupils)	
Capacity	
Facilities/ resources (e.g. toilets, catering etc.)	
Additional notes	

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		
Dial 999, if appropriate. Dial once for each emergency service that you require		
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		
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		
If appropriate, move pupils away from the emergency (e.g. to the other side of the building)		
Check for missing / injured pupils, staff and visitors		
Reassure pupils and keep them engaged in an activity or game		
Notify parents / carers of the situation		
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services		

Signals	
Signal for shelter	
Signal for all-clear	
Additional notes	

SEP7

Lockdown Procedure

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

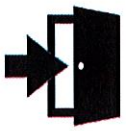
Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers accessing 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.		
Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.		
Dial 999. Dial once for the emergency service that you require – give them full details of your situation - Lockdown.		
Ensure people take action to increase protection from attack: ▪ 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.		
Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.		
If possible, check for missing / injured pupils, staff and visitors.		
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.		
If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.		

Signals	
Signal for lockdown	
Signal for all-clear	
Lockdown	
Rooms most suitable for lockdown	
Entrance points (eg doors/ windows) which should be secured	
Communications arrangements	▪ Public address system ▪ Two-way radios ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email ▪ Other
Additional notes	

EMERGENCY LOCKDOWN PROCEDURE

SIGNALS	
Signal for Lockdown	
Signal for All-clear	
On hearing the above signal for a school lockdown take the following actions:	

ACTIONS	
	Return to your classroom with pupils, as quickly and safely as possible.
	Close all doors and windows, lock if able to.
	Block any access points into the classroom by moving furniture in front of door.
	Draw all curtains/blinds and switch off lights.
	Sit on floor, against a wall if possible.
	Undertake a register as soon as possible. Report any missing pupils to the office by telephone.
STAY IN	Remain inside with doors locked until the all-clear has been given, or unless told to evacuate by the emergency services. **DO NOT** leave the classroom to find out what is happening.
KEEP CALM	Keep pupils calm by offering constant reassurance. Keep as quiet as possible.

Utility Failure

SEP8

Utility – Resources Checklist	Delegated to: (Staff name)	Tick / Time / Comment
Take action to protect property. Consider turning off utility supplies.		
Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.		
Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.		
Work with other staff and the emergency services to control access to the school: ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. Ensure that media access to the site is controlled.		
Liaise with utility suppliers as required.		
Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.		
Procure temporary classrooms if appropriate.		

Pupil Presumed Deceased

SEP9

Procedures to follow in the case of a pupil presumed deceased **whilst in the care of the school or setting.**

The following procedures are recommended for use in the event that a pupil is presumed deceased.

Please also check that any action taken is in line with the recommendations contained in any Health Care Plan which may have been prepared for the pupil in question.

Checklist	Delegated to: (Staff name)	Tick / Time / Comment
Request Ambulance and Police presence immediately via a 999 call.		
Do not attempt to move the pupil to another location.		
Remove all other pupils from the area as quickly as possible and provide and manage the appropriate support/supervision. Be aware of the need to manage the use of mobile phones and other social media.		
Ensure that the pupil is supervised until the arrival of the emergency services.		
Inform the Headteacher/Deputy Head Teacher/Teacher-in-Charge of the circumstances. The Head Teacher/Deputy Head Teacher/Teacher-in-Charge should aim to be at the location as quickly as possible if they are not already on site.		
The emergency services would normally remove the body in order to have the death confirmed by hospital based medical staff.		
The pupil's parents/carers must be informed of the circumstances as soon as possible. The police will usually take the lead in contacting parents/carers and arrangements should be made for an appropriate member of staff from the school or unit (usually the Head Teacher or Teacher-in-Charge) to accompany the police on this visit or later visits.		
Consider a full or partial closure on the day of the pupil's funeral		
A record should be kept of the names and addresses of any witnesses.		
Do not discuss any matter relating to the emergency with the media. Requests for comments from the media should be referred to the Media/Communications Team.		

Flooding

SEP10

Flooding Actions Checklist	Delegated to: (Staff name)	Tick / Time / Comment
Call **999** if anyone is trapped or in danger and await instructions from the emergency services. **DO NOT ENTER FLOOD WATER**		
Monitor the situation to determine the level of flood risk and either: a) Move to intermediate actions if the school is at risk of flooding; or Initiate internal monitoring arrangements to continually determine the risk.		
If time permits: ▪ Disconnect/isolate utilities (Gas, Water, Electric); ▪ Unplug electrical items, moving critical equipment to a higher area if possible; ▪ Collect personal belongings including insurance details; ▪ Move animals, valuables and sentimental items to a high place; ▪ Raise furniture off the floor; ▪ Weigh down any loose items outdoors where possible; Move vehicles away from the affected area, but **only** if you can do this without driving through flood water.		
Call Environment Agency **Floodline** on **0845 988 1188** for information and advice.		
Contact Blackburn with Darwen Borough Council informing them that you have activated your School emergency plan due to flooding		
If evacuation becomes necessary, stay calm and do not panic. a) Evacuate the school away from the location of the flood, but **only** if you can do this safely without crossing flood water; or Assemble everyone in safest area, ideally the highest ground possible.		
If road conditions permit, move staff vehicles to unaffected areas and ask neighbouring schools/businesses if you can share their parking facilities.		
Inform parents/carers of any actions taken by the school via emergency communications procedures (i.e. parent texting service).		
Listen to any advice of the authorities and follow any instructions to leave your premises if required.		
Contact your insurers as soon as possible and follow their advice. Most insurers have a 24hr helpline. Do not throw away damaged goods until your insurer has authorised you to do so. If possible, take photographs of the damage.		
Contact your Blackburn with Darwen Borough Council Buildings/Premises team for advice on checking the premises.		
Check the safety of electricity and gas before use. A qualified electrician needs to check any electrical equipment and circuits that have been exposed to floodwater.		
Check with your local water supply company that the water supply has been declared safe.		
If possible, disinfect any toys or equipment that the pupils may use.		
Dispose of any contaminated food, including tinned food, defrosted food, and packaged food that have been exposed to floodwater.		
Ventilate the premises whilst taking care for security.		

NOTE:

- Keep dry and out of floodwater if possible. Do not allow anyone to re-enter the school premises until deemed safe to do so;
- If it is necessary to walk through shallow floodwater, take care for hidden holes, obstacles and other hazards;
- Do not walk on river banks, sea defences or cross bridges over torrential rivers;
- Avoid contact with any remaining floodwater or items having had contact with floodwater unless wearing protective gloves / clothing and wash any exposed parts before handling food or attending to wounds;
- Wash your hands frequently with bottled water if your supply has not been declared fit for use;
- Do not throw rubbish and furniture outdoors; wait for an organised collection from your local authority;
- Bogus / cowboy builders / traders frequently offer their services. Make sure that you get a written quotation that is on letter headed paper with a landline contact number and address.

School Contact Details
Local Authority Contact Details

SEP11

Staff Member (Insert names)	Key holder? Y/N	Alarm operator ? Y/N	Tel No. (w) – work (m) - mobile (h) - home
Headteacher Rik Robinson	N	N	(w) 01254-588600 (m) 07860550383
Deputy Head Teacher Vicki Clements Jenny Riley	N	N	(w) 01254-588600 (m) VC 07801990403 (m) JR 07864956011
Site Supervisor Karl White, Nathan Wilkinson Galina Barnes	y	y	(w) 01254-588600 (m) KW 07754324034 (m) NW 07775992438 (m) GB 07999155170
Additional Key holders Bill Trezise	Y	Y	(w) 01254-588600 (m) 07980727941
Business Manager Caroline Richens	N	N	(w) 01254-588600 (m) 07943870333
Catering/Kitchen Manager Kerry Harbour	N	N	(w) 01254-588600 (m) 07846158182
School Nurse Michele Kershaw Kelly Pennington	N	N	(w) 01254-588600 (m)07973969898 (m)07973969726
Main office number for use by parents	N	N	(w) 01254-588600
Chair of Governors Sara Bar-Frost	N	N	(w) (m) 07725015860 (h)
Vice-Chair of Governors Janet Doolan	N	N	(w) (m)07793794756 (h)
Vice-Chair of Governors 2	N/A	N/A	(w) (m) (h)
Diocesan Contact (for Aided schools)	N/A	N/A	(w) (m) (h)

SEP12

Local Authority Contact Details		
Please note: many LA Services are now traded via an annual SLA. Where schools have not bought into the SLAs, access to the services may still be available on a pay-as-you-go basis.		
Local Authority – emergency contact 24-hour number **(Not for Public use)** Civil Contingencies Service (CCS)	01254 51098	
Local Authority: Children's Services Senior Leadership Team (SLT): Jayne Ivory - Director of Children's Services Joanne Siddle Alison Ashworth-Taylor Carol Grimshaw – Service Lead Susan Hayward – Service Lead	 01254 588888 01254 666537 07932 248767 01254 585038 07850 633142 01254 666849 07793 859135 01254 666565 07736 029273	
Educational Psychology / Critical Incident Support Service	01254 666887	
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: Natalie Coupe Principal Insurance Officer	01254 269221	

Other useful contact details – external agencies

SEP13

Agency/Service	Name	Number(s)
Bus companies	List in school Reception	
School insurance company (Including 24hr Emergency Number)	Zurich Insurance	
School gas supplier		
School electricity supplier		
School water supplier		
Local radio station(s)	Radio Lancashire	
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, emergency 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

SEP14

School details	
Name of school	Newfield School
Type of school	SEND/Autism
School operating hours (including extended services)	6:00am – 6:30pm
Approximate number of staff	168
Approximate number of pupils	196
Age range of pupils	2 - 19
Location of:	
Alarm panel	Main entrance both buildings
Gas supply isolator	Outside store SEND / Boiler room Autism
Electricity supply isolator	Outside store SEND / Boiler room Autism
Water supply isolator	Outside store SEND / Boiler room Autism
Boiler	First floor SEND / Ground floor Autism
Hazardous materials (COSHH)	Outside store & Store room near pool (SEND) Store room opposite 4D Sensory room Atrium (Autism)
Asbestos register *(A responsible person in School would need to be regularly trained on asbestos, usually every three years or any major changes to legislation.* *The responsible person would need to have the relevant document from the report available in an emergency situation eg fire etc.)*	• Up to date asbestos survey detailing locations of any asbestos. This would usually be noted in the Health and Safety files and have photographs and details of the asbestos and locations • The survey should be updated as and when building work is carried out. • Processes should be in place for employees or contractors carrying out work in the affected areas.
Asbestos details – as above	n/a

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

SEP15

Blackburn with Darwen Borough Council Personal Log Sheet

Name _____ **Date**_____ **Page** _____**of** _____

This is your log of your own decisions and actions you undertook and why

Time call received	Information received (from whom and details of information)	Decisions made/actions taken & times

Signature_____

SEP16

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:

SEP17 Checklist	**Recovery Phase Checklist**	Head / SEMT to follow checklist following the initial impact and during the recovery phase. (Also refer to SEP4 Section G - Post Emergency Support)
SEP18 Checklist	**Ongoing Considerations/Business as Usual**	Consider following the initial impact of the response and ongoing through recovery
SEP 19 Evaluation Form	**School Emergency Response - Evaluation Sheet**	Complete following the initial impact of the response/at the end of the emergency

Recovery Phase Checklist

SEP17

Recovery Phase	Delegated to: (Staff name)	Tick / Time / Comment
Ensure that post emergency support is available to all who may require it (see 'Post Emergency 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 Headteachers 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 emergency logs, making copies if necessary		
Ensure records related to the emergency 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

SEP18

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)		

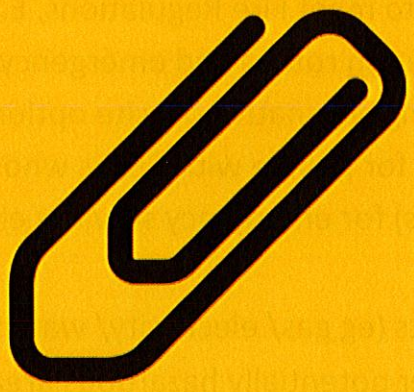
School Emergency Response – Evaluation Sheet

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

SEP19

School Name:	**Date of Emergency:**
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.

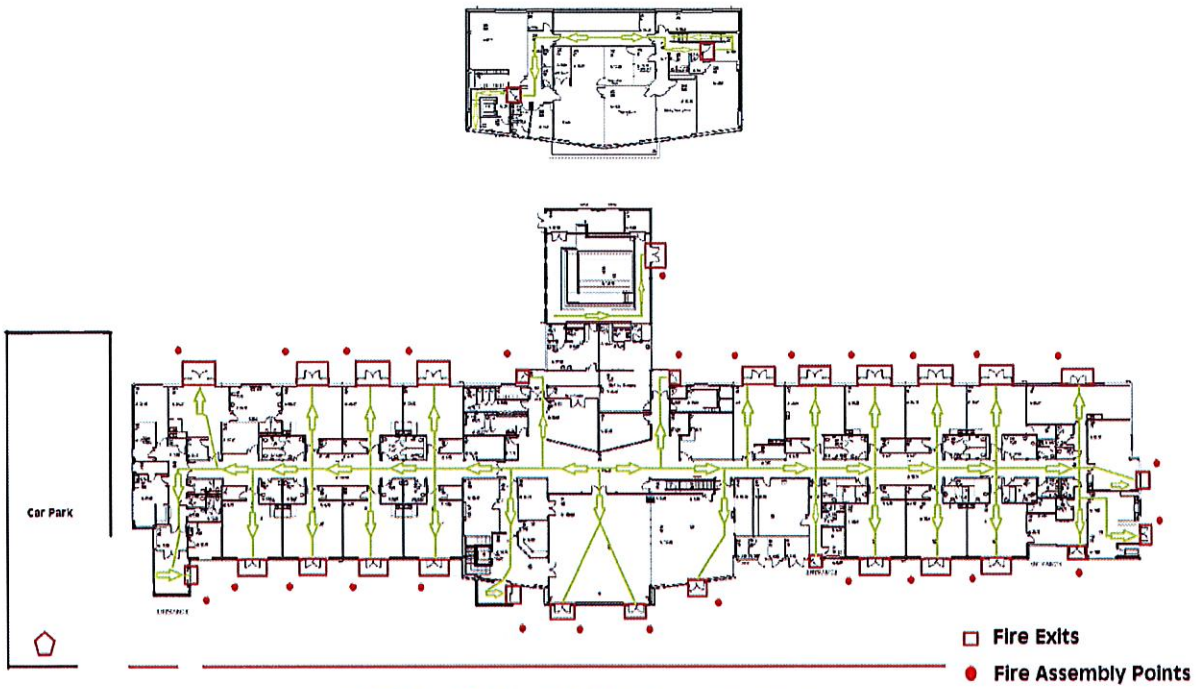
Educational Visits

EV7 – Emergency Card for Visit Leader

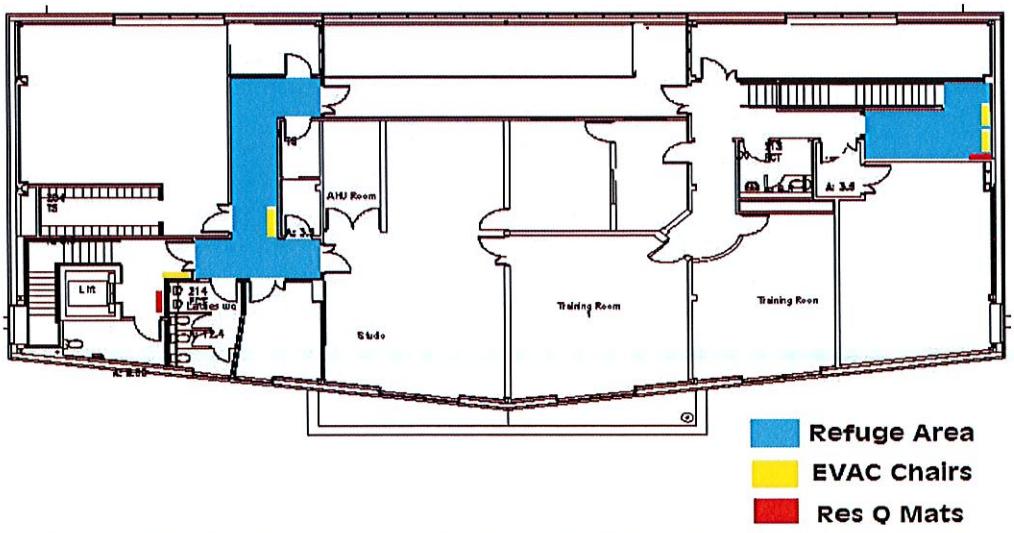
EV8a – Emergency Card for School Base contact

EV9 – Emergency Card for Schools & Education Service Lead

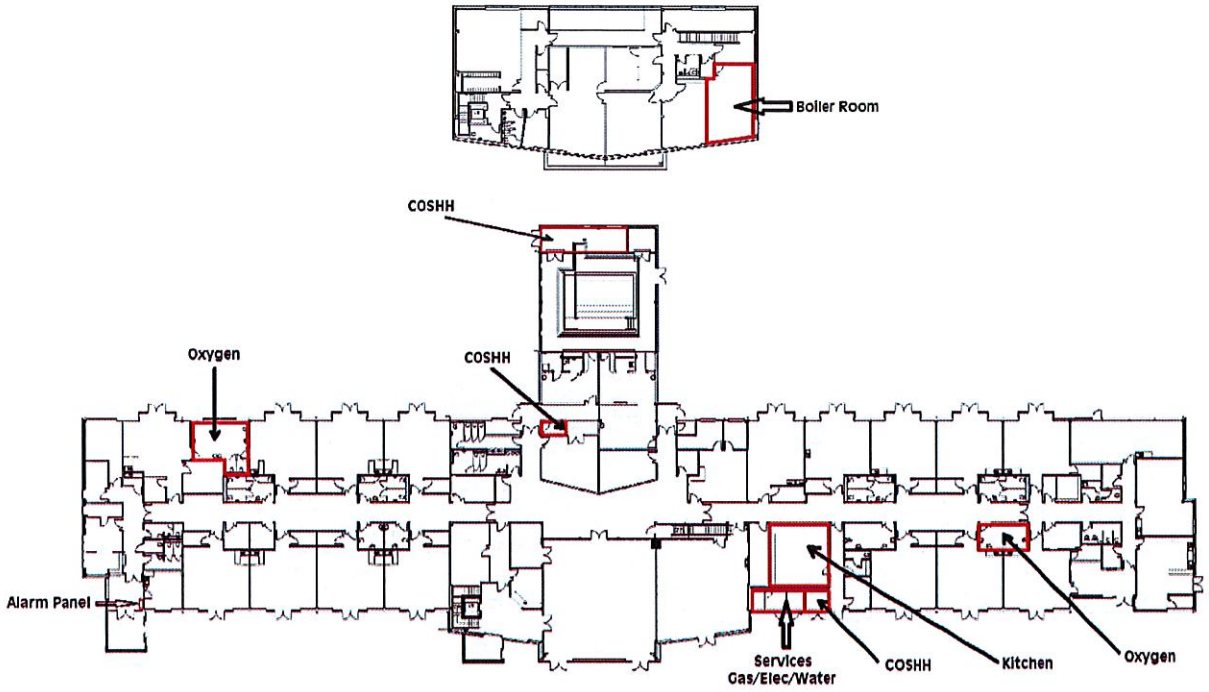
See your school EVC and the EVOLVE website (www.blackburnvisits.org) for further details.



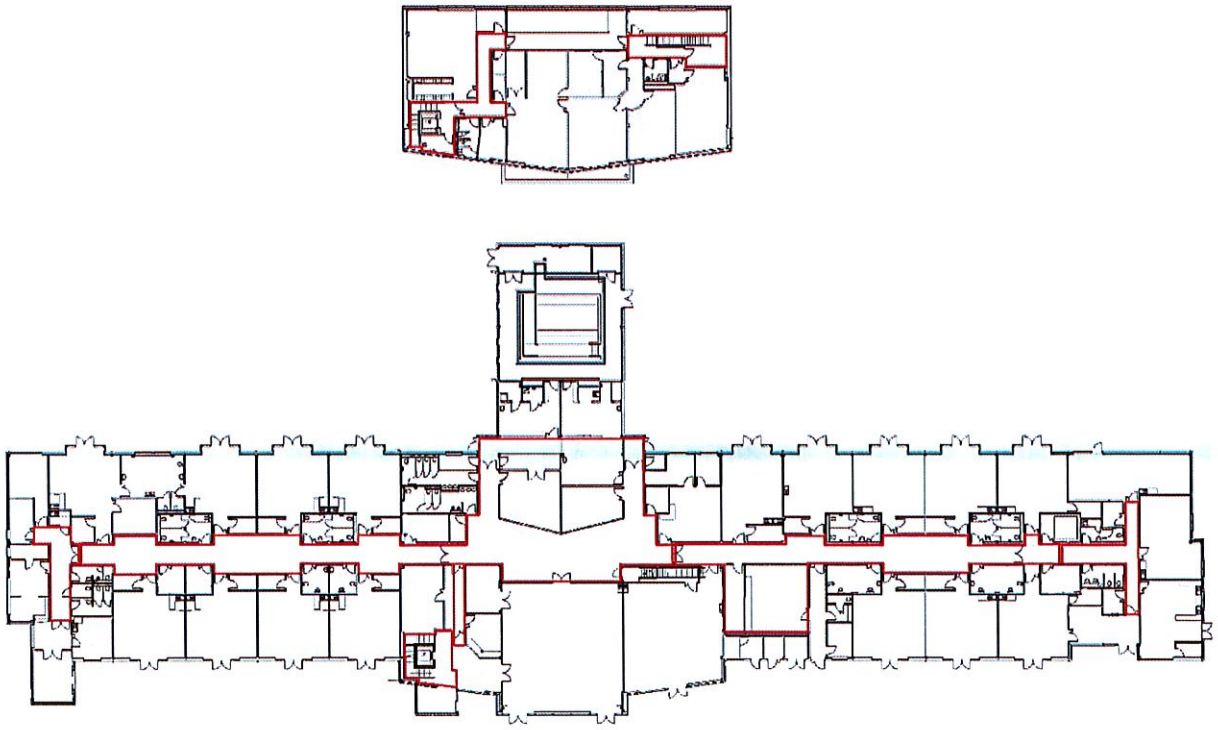
Fire Exits, Escape Routes
Assembly Points & Muster Points



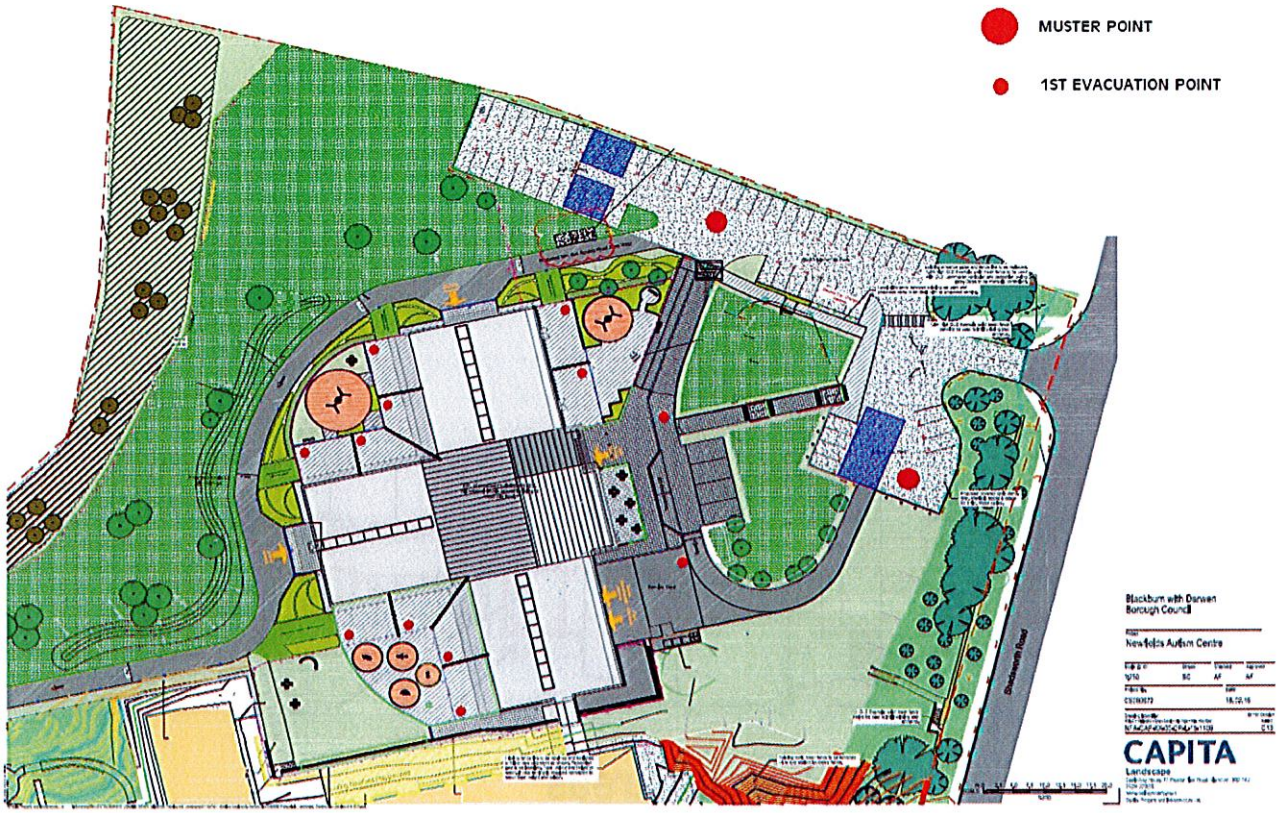
First Floor Refuge Areas & EVAC Chairs / Res Q Mats

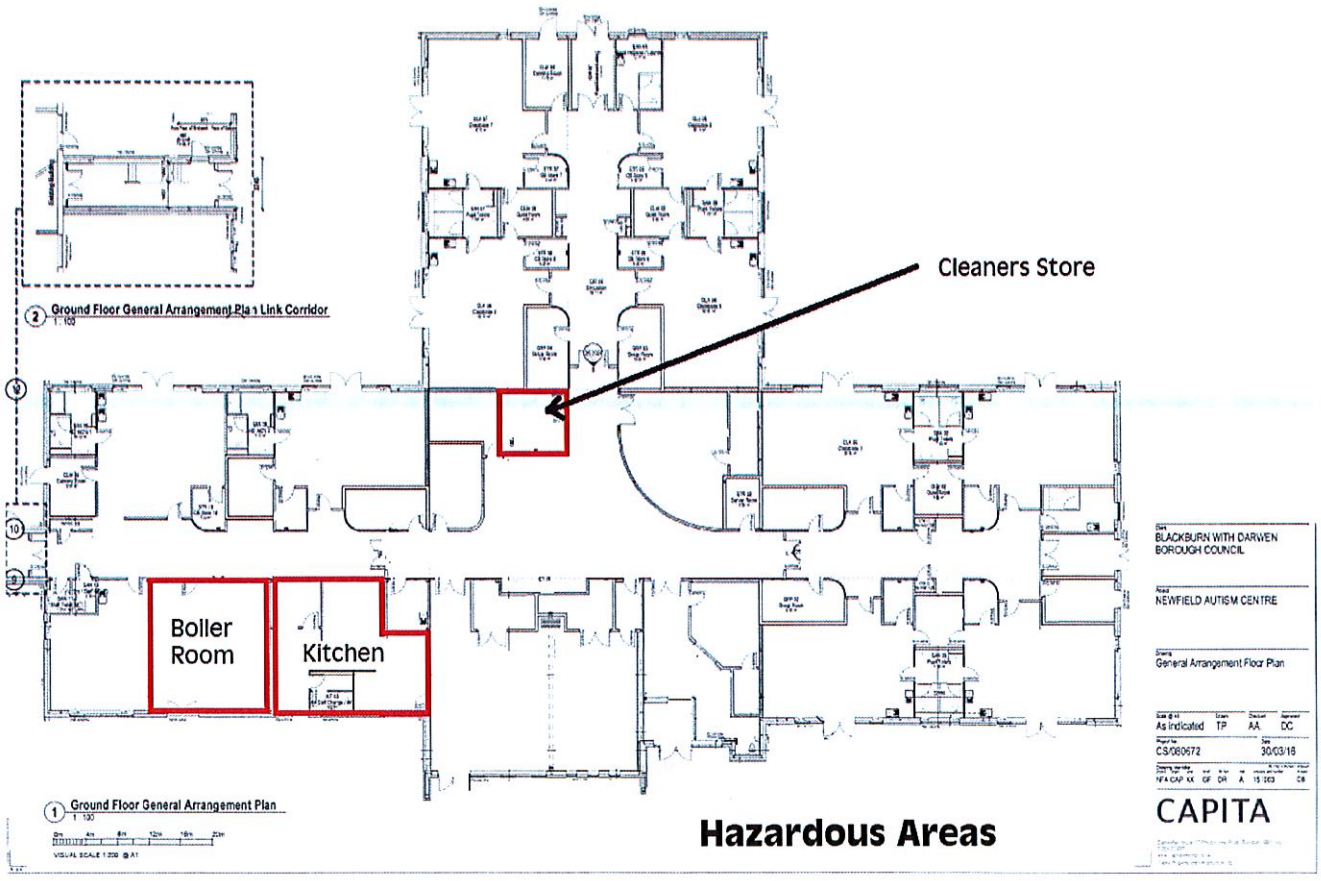


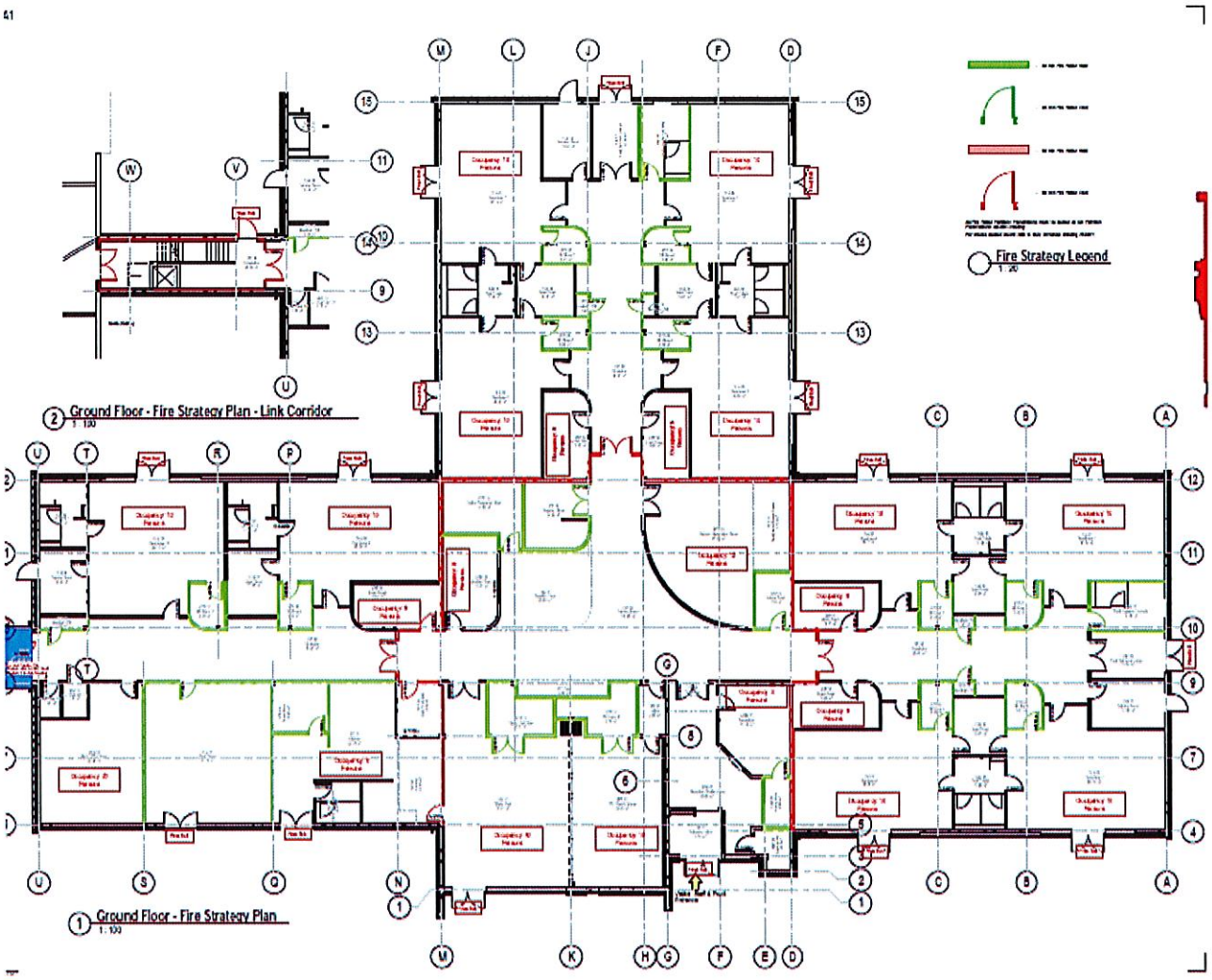
Hazardous Areas



Compartmentation


MUSTER POINT
1ST EVACUATION POINT
Blackburn with Darwen Borough Council
Newfields Autism Centre
CAPITA
Landscape


Cleaners Store
Boiler Room
Kitchen
2 Ground Floor General Arrangement Plan Link Corridor
1 Ground Floor General Arrangement Plan
Hazardous Areas
BLACKBURN WITH DARWEN BOROUGH COUNCIL
NEWFIELD AUTISM CENTRE
General Arrangement Floor Plan
As indicated
CS/060672
30/03/16
CAPITA


Fire Strategy Legend
1 : 20
2 Ground Floor - Fire Strategy Plan - Link Corridor
1 : 100
1 Ground Floor - Fire Strategy Plan
1 : 100