

Harewood Primary School

Aspire, Acquire, Achieve



EMERGENCY POLICY AND PLAN

| | |
|-------------------------------|---------------|
| Approved by Governors: | February 2024 |
| Review Date: | February 2025 |
| Signed by Headteacher: | |
| Signed by Chair of Governors: | |

HAREWOOD PRIMARY SCHOOL

EMERGENCY POLICY AND PLAN

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School Emergency Planning Management Team

| | |
|---|---|
| Location of the room where the School Emergency Planning Team will meet | HT office |
| Reserve room if the first choice is not available | PSA room |
| Off-site reserve if the school premises are not available | Harewood Sports Hall and Mandale Mill Primary School both on Thorntree Road |
| Dedicated telephone lines for incoming and outgoing calls, in the event of an emergency | See below |

Members of the Emergency Planning Team

| Name | Job title | Direct Dial | Mobile Phone | Home Phone |
|------------------|----------------------|-----------------|--------------|-----------------|
| Caroline Heywood | Headteacher | 01642 355425 | 07515659503 | 01642 765921 |
| Katharine Dawson | Deputy Headteacher | 01642 355425 | 07359395465 | 01642 765430 |
| Sue Bell | School Administrator | 01642 355425 | 07963105038 | |
| Bill Porter | Site Supervisor | 01642 355425 | 07950767977 | |
| Peter Martin | Chair of Governors | | 07921094144 | |

Tell Us Once for emergency school closure contact Juliet McLaren 01642 527101

Email: webmaster@stockton.gov.uk click on Children and Young People/Information for schools and childcare providers/How to notify us of a planned school closure (from left hand menu)

<https://www.digital.stockton.gov.uk/school-closure-notification>

Cleveland Emergency Planning Unit

01642 301515/ 07771973206 (available 24hrs)

Contact Details

Emergency Services 999
 Cleveland Emergency Planning 01642 301515
 Children's Hub 01429 284284/ 01642 130080
 Emergency Duty Team 01642 524552(if a significant safeguarding concern)
 Director of Children's Services 01642 527043
 Chief Adviser - 01642 526407 / 07341073748
 SEN 0 – 25 Team - 01642 527145
 Engagement & Learning Team Principle Educational Psychologist 01642 527145

| Organisation | Contact details | Notes |
|---|---|--|
| Emergency Services | 999 | |
| Thornaby Police | 01642 302310 | |
| Department for Education | Enquiry line: 0370 000 2288 | |
| Neil Owens Maintenance Officer | 07795012475 01642 524484 | |
| ADT(Alarm) Fire and Security Alarms | 0800010999 | |
| Foreign & Commonwealth Office | Consular assistance: 020 7008 1500 (24 hour) | If abroad ring +442070081500 |
| Environment Agency | Floodline: 0345 988 1188 (24 hr) | *Schools can register for Floodline email alerts if vulnerable to flooding at www.environment-agency.gov.uk |
| Met Office | 03709000100 (24 hr) | |
| Stuart Crockett Stockton H&S | 01642 528194 07464420572 | |
| Insurance Company | 01642 526511 | |
| Stuart Morrow Energy Management | 01642 526904 | |
| Craig Loughran Senior Maintenance & Energy Officer | 01642 526942 07717 301556 | |
| School Transport | 01642 527117 | |
| Media | 01642 526162 | |
| Marketing & Corporate Communications | 01642 527309 | |
| Care for your area | 01642 521959 | |
| John Thurling Fleet | 01642 527170 | |
| Catering and Cleaning | 01642 527274 | |
| Darren Robinson Highways Technical | 01642 524910 | |

| | | |
|--------------------|--------------|--|
| Facility Services | 01642 527270 | |
| Technical Services | 01642 524484 | |

Emergency Planning Policy

Introduction

The aim of a school emergency plan is to help staff respond effectively to an emergency at school or on an educational visit.

An emergency plan is generic enough to cover a range of potential incidents that occur eg. significant damage to school: fire, flood, disruption to services like water or sewerage, severe weather, public health incidents, serious traffic related incident, criminal activity, violence to staff, serious injury/death of staff(s) or local disaster.

The plan covers procedures for incidents occurring during school hours and outside school hours, including week-ends and holiday. Emergency procedures for extended services should also be included.

All the staff on the Emergency Planning Management Team have the authority to make critical decisions in the absence of the Head.

Checklist for School Emergency Planning Team

Preparation for emergencies is an on-going process which involves:

- Maintenance of a robust Emergency Plan along with the training schedule for all members of the Emergency Planning Team and key staff and governors
- School has log of tests of routines eg. Fire drills, water testing, infestations, terrorism/bomb threats, etc

Throughout each stage of this process the school consults members of staff, governors, parents and LA to gain their involvement and support.

The plan covers procedures for incidents occurring during school hours and outside school hours, including week-ends and holiday. Emergency procedures for extended services should also be included.

Links with other areas of work

Many aspects of work carried out by school have some relation to emergency planning. Examples include, first aid training and procedures, PEEPs, medical policies, risk assessments for trips, school security procedures, health and safety procedures and grief and bereavement guidance.

Plan distribution

All staff and governors are given a copy of the plan which can be referenced during school hours and outside school hours (including holidays and when on educational visits).

The Emergency Plan contain sensitive information (e.g. contact details) so it is important to keep them secure at all times.

Emergency Grab Bag

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

| | |
|---|--|
| <ul style="list-style-type: none">• Action Cards for Lockdowns/Evacuations with log sheets and marker pens• A first aid kit• Torches• Batteries• A whistle• A loud hailer• A disposable camera• Armbands/high-visibility tabards | <ul style="list-style-type: none">• Gloves• Log books• Plan of Emergency Isolation of Gas, Electricity and Water Access Points• Keys (to vulnerable areas only)• Important documents: Emergency Plan, Pupil Contacts List• Registers (up-dated) |
|---|--|

Roles and Responsibilities (See Appendix 1a/1b/1c)

The Headteacher- C Heywood, will take overall responsibility as Emergency Co-ordinator. In her absence, Deputy Headteacher K Dawson, will have overall responsibility together with the School Administrator; Sue Bell and Site Supervisor, B Porter. A member of the Senior Leadership Team will also have authority to take key decisions in the absence of the HT or Deputy HT. Any other teaching staff available at the time of the emergency will support the Emergency Co-ordinators. Many staff have been trained in First Aid so in a scenario requiring immediate First Aid, one of the staff with recent training will lead in consultation with the Emergency Co-ordinator. A member of the Local Authority (named on the Contact Details List) will be contacted as a matter of course.

Briefings during the emergency will be held in the Headteacher's office or PSA Room if possible.

It is important that, depending on the nature of the emergency, a shift pattern may have to be set up during the incident between staff in order for them to stay focussed and clear.

Emergency Co-ordinators will wear high-visibility tabards to identify them as the lead. Any Governors attending an emergency must bring ID as emergency services may require this before entry to the site is allowed.

As soon as possible, an Emergency Incident Log should be kept, up-dated and shared. This will be useful in reviewing actions taken. The log should include reasons why decisions were made.

Risk Assessments

Schools routinely risk assess all routine activities. These are kept in school and up-dated with all staff annually, however, they are potentially susceptible to a variety of unexpected risks and these may vary in severity and likelihood.

Emergencies on Educational Visits (See Appendix 2)

Leaders of educational visits have a legal duty of care for the people under their charge. Procedures are in place for educational visits and all staff should be aware of the policy and procedures PRIOR to the visit taking place.

Buddy Schools

We have an agreement with Mandale Mill Primary School that in the event of an emergency they will provide assistance e.g. acting as an additional place of safety in conjunction with Harewood Sports Hall which is opposite their site. In turn, we offer them the same shelter if they are faced with an emergency. As an additional 500+ children would put serious tensions on both settings, this would be considered a venue for holding children until parents could pick up. It is not a long-term solution.

Communications

During an emergency it is likely that concerned parents/carers will contact the school for further information and the general school telephone number may quickly become jammed with incoming calls. The school mobile phones and Headteacher's mobile will be used which can access School Comms text service. As much information as possible will be sent out to parents through this service.

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

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

Media Management

Any significant emergency is likely to attract media attention. The scale of the interest will depend on the incident and could vary from telephone enquiries from the local media to national and international television crews arriving at the school asking for interviews.

If handled successfully, media management can directly assist personnel involved in the response and enhance the reputation of the school. Harewood buy into a Service Level Agreement with Media Relations who provide advice and support for schools in helping with media involvement.

Other organisations, such as the emergency services or local authority, may be able to assist in responding to media requests and thus alleviate some of the pressure on school staff. All media statements are approved by the school and those organisations involved in the response prior to release.

Log-Keeping Guidelines

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

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

Raising Awareness with Parents/Carers

Methods of informing parents/carers about preparing for emergencies are:

- Up-dates within the school newsletter
- An emergency planning section on the school website
- Distributing information at Parents/Carer open Evenings
- Sending a letter home via pupils

The school does this so parents will know:

- That the school has prepared for emergencies
- How contact will be made
- What the arrangements will be in the case of evacuation/lockdowns – in so far as scenarios can be planned
- Why it is so important for contact details to be kept up-to-date.

Post Incident Support (See Appendix 3)

The effects of a traumatic event upon a school can be profound, particularly the serious injury or the death of a pupil and they can have significant long term effects. After such an incident, the school will work with the Local Authority to ensure that there is co-ordinated supported for pupils, staff parents/carers. Staff will play an important role in supporting pupils but professional help may be needed for all concerned. Local authorities may be able to offer support from educational professionals trained in bereavement counselling or trauma management. The use of external counselling service may also be needed (e.g. Cruse Bereavement care, Samaritans etc). The effect on staff is not underestimated as in some cases it may be more significant than the impact on pupils.

Paper Based Records

It is important that:

- Essential documents are kept safe and stored securely.
- If prompt action is taken damaged records can be restored through the use of salvage/restoration companies.

School has an inventory of important equipment and items (e.g, asset register, equipment inventory) for calculating losses for insurance purposes. This alongside details of any leased equipment on the premises are included.

Electronic Records

Harewood Primary School has all electronic information backed up by One IT and they have disaster recovery arrangements. All data stored on the school network is backed up remotely and copies of data stored off-site.

Closing the School

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 Headteacher. 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 as it must not be taken too early i.e. the situation is not as bad as was feared or too late i.e. leaving parents enough time to be able to get to school safely for their child. It is important that:

- Pupils and parents are notified of a school closure as soon as possible
- In some instances it is possible for a school to remain partially open. In such an event lessons should be prioritised for these pupils who are taking exams or who are at a particular important stage in their education.

Situations

Evacuation, shelter and lock down procedures are particularly important sections of the plan as they outline the initial actions that should be taken to safeguard pupils and staff, both from internal and external hazards. The purpose of an evacuation is to move people away from danger to a safe place. This is likely to involve withdrawal from a hazard within a specific part of the school building but in some circumstances could require evacuation of the whole site. School already has evacuation procedures in place. Some emergencies may require staff and pupils to shelter within the school building if it is an environmental hazard (such as smoke plumes, toxic alert).

The purpose of a lockdown is to prevent an intruder from causing harm to pupils and staff. The signal for a lockdown or shelter is an announcement via the tannoy which is located within the school office. The Code Word is Yellow.

All staff are aware of these procedures as warning signals may need to be triggered immediately, before advising others of the threat. In other situations, the emergency services may alert the school to a potential hazard, such as a plume of smoke or a potential intruder. In some circumstances, the emergency services will advise on the best course of action.

Pandemic Influenza

If pupils or staff suffer from any communicable disease, Stockton BC public health will advise the school of any precautions that are required.

Suspicious Packages

Any suspicious package is treated as a threat until proved otherwise. When a package is believed to be suspicious, the school will follow Stockton BC guidelines as follows:

- Do not touch any suspicious items
- Move everyone away to a safe distance
- Prevent others from approaching
- Communicate safely to staff, students and the public
- Notify the police
- Ensure whoever found the item or witnessed the incident remains on hand to brief the police.

Bomb Threat

Bomb threats are always to be taken seriously, even though the majority of them turn out to be hoaxes. All staff need to be aware of the actions to take if they receive a call from someone claiming to have information about a bomb.

Bomb threats can come from a variety of sources, including truants, former pupils or strangers. A threat is more likely to be real if:

- A codeword is used that is known to the Police
- The Police are aware of potential terrorist activity in the area
- The threat is specific rather than general
- The threat is credible

Whilst it is not reasonable for staff to assess the accuracy or validity of a threat, employees should record as much detail about the call as possible; this information will prove useful to the Police.

A bomb threat is a crime so even if employees are confident the call is a hoax they must still report the incident to the Police.

The person receiving the call should;

- Keep calm
- Try to obtain as much information as possible from the caller
 - Where is the bomb?
 - What time will it go off?
 - What does it look like?
 - Why are you doing it?
- Use the 1471 facility if possible/available

If possible, ascertain whether the caller is:

- Male/female
- Rational or not/intoxicated or sober
- Has a distinctive accent/noticeable speech impediment
- Finding this amusing – laughing
- Using a mobile/land line
- Are there background noises – indicating public place/near traffic/place of entertainment.

As soon as possible, the police must be notified and a course of action agreed.

If a decision to activate is made, then the Headteacher/key person will:

- Tannoy all classrooms to inform teachers to collect personal belongings and on the sound of the alarm, take the class out to the fire points
- Once everyone is aware, then activate the alarms and evacuate
- Wait for guidance from police/ evacuate to place of safety.

Activation

Copies of the plan will be kept in:

- The Administrator's office
- Every classroom, including Nursery
- The kitchen

When an incident occurs the priority is to safeguard those on site (i.e. pupils, staff, parents/carers, visitors) and alert the emergency services if necessary. Other organisations, such as the local authority, should then be informed as appropriate.

Action Sheet

- Any member of staff coming to an incident will assess the situation and establish a basic overview of the incident.
- All staff in the immediate vicinity are to take immediate action to safeguard pupils, staff and visitors.
- Attend to any casualties and administer first aid, if appropriate.
- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.
- The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately
- Briefly (and if possible) alert key staff as to the course of action you are about to take.
- Refer to the list of emergency contact numbers for additional support if required.

Evacuation

The purpose of an evacuation is to move people away from danger to a safe place. This may be withdrawal from a hazard within one part of our school building but in some circumstances could require evacuation of the whole site. School will use Fire Evacuation procedures in place.

If the entire site has to be evacuated pupils and staff may need to move from an initial assembly point to alternative premises. The KS2 children will evacuate to the Sports Hall and Early Years and KS1 will evacuate to Mandale Mill Primary School.

School does not have the power to prevent parents taking children at this point – schools must try to persuade parents to take the safest course.

Incident Log

| Who | What | Where | Notes |
|------------|-------------|--------------|--------------|
| | | | |

Shelter/Lockdown

- **Shelter / Lockdown procedures – whistle blown to ensure all children come inside**

Some emergencies may require staff and pupils to shelter within the school building. If this is an environmental hazard (such as smoke plumes, toxic alert) employees should ensure:

- All doors and windows are closed and ventilation/air circulation systems are switched off. In such circumstances the emergency services may issue a public message to 'Go in, stay in and tune in!'
- All staff will have an important role to play in reassuring pupils and alleviating any concerns parents/carers may have.
- Be aware and vigilant about children's medical needs

Some emergencies require a lockdown. The purpose of this is to prevent an intruder causing harm to pupils and staff. The procedures are similar to that of Shelter.

- All entrances to the school must be secured in an effort to prevent the intruder from entering the premises and staff and pupils must find a suitable place to protect themselves.
- If pupils are outside when a risk is apparent, the whistle is blown continuously and staff take the children to the nearest building that can be secured. Pupils may be asked to hide or disperse if this will aid their safety.
- It may be difficult to obtain a clear overview of the situation.

The most important point is for staff to try and remain calm!

Shelter/Lockdown Log

| Who | What | Where | Notes |
|------------|-------------|--------------|--------------|
| | | | |

Bomb Threat/Suspicious Package Emergency Log

| Who | What | Where | Notes |
|------------|-------------|--------------|--------------|
| | | | |

Other Emergency Log

| Who | What | Where | Notes |
|------------|-------------|--------------|--------------|
| | | | |

Clearance Checklist

| Rooms / areas | Confirmed Clear initial to indicate checked | Responsible for checking | Comments |
|---|--|-------------------------------------|-----------------|
| Nursery- including WC | | T Mannaf | |
| Reception D/S - including WC | | B McCabe | |
| Reception K - including WC and corridor | | J Dodgson | |
| Spare Reception classroom- including classroom WC | | J Dodgson | |
| Y1 – including Hall | | L Hall | |
| Y2 | | D Reynolds | |
| Y3 – including WC | | T Busby | |
| Y4 – including Library and WC | | R Shepherd | |
| Y5 including upstairs and downstairs classrooms, WC and Lowry Room | | J Abbey | |
| Y6 | | L Niven | |
| Admin Office including Headteacher's Office, PSA room and Staff WC | | L Anderson/L Cross | |
| Staff Room, PPA area and Staff WC | | B Porter | |
| Kitchen | | J Williams | |
| Meeting room | | S Abbey/L Cross | |
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| | | | |

Appendix

1a Roles and Responsibilities – Co-ordination

| Co-ordination - Initial Response | Tick/sign/time |
|---|-----------------------|
| Establish a basic overview of the incident. | |
| <p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> • Liaise with the educational visit leader on a regular basis • Consider sending extra staff to support the educational visit leader • Discuss with the educational visit leader the arrangements for notifying parents / carers • Consider how parents / carers and pupils will be reunited. | |
| <p>Wherever possible, assign members of staff to key roles</p> <ul style="list-style-type: none"> • Communications • Log-keeping • Media management • Resources • Welfare. | |
| <p>Remember to:</p> <ul style="list-style-type: none"> • Allocate tasks amongst the key staff • Ensure that staff are clear about their designated responsibilities • Establish the location and frequency of staff briefings • Ask staff to maintain a log of actions made and decisions taken | |
| Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis. | |
| Take action to protect property. | |
| Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene. | |
| Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for. | |
| Inform governors as appropriate. | |
| Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin. | |

| Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations. | Tick/sign/time |
|--|-----------------------|
| Continue to allocate tasks amongst the key staff. Work closely with them to co-ordinate their actions and help to resolve any complications or difficulties that arise. | |
| If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns. | |
| Ensure that regular briefings are given to: <ul style="list-style-type: none"> • Staff • Pupils • Parents / carers • Governors • Extended services. | |
| Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary. | |
| Check that everyone who should have been notified of the incident has been informed. | |
| In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible. | |
| Seek advice on legal and insurance issues, if appropriate. | |
| If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service. | |
| Co-ordination - Recovery | Tick/sign/time |
| Act as the main contact for the recovery process. Continue to allocate tasks amongst the staff. | |
| Ensure that post incident support is available to all who may require it | |
| Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. | |
| Complete any necessary forms / paperwork. | |
| Arrange a debrief for school staff involved in the response. | |
| Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum). | |
| Initiate a review of the school emergency plan. | |
| Inform neighbouring schools if issues relate to them | |

Roles and Responsibilities – Resources

| Resources - initial response | Tick/sign/time |
|--|-----------------------|
| 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: <ul style="list-style-type: none"> • Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. • Provide authorised visitors with identification badges and ensure they sign-in and sign-out. • Ensure that media access to the site is controlled. | |
| Resources - ongoing response | Tick/sign/time |
| Liaise with utility suppliers as required. | |
| Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school. | |
| Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded). | |
| Resources - recovery | Tick/sign/time |
| Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. | |
| 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. | |

Roles and responsibilities – Welfare

| Welfare - Initial Response | Tick/sign/time |
|--|---------------------------|
| Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders. | |
| Identify pupils who may require additional support: <ul style="list-style-type: none"> • Those with Special Educational Needs (SEN) • Those with medical needs • Those with Personal Emergency Evacuation Plans (PEEPs) • Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). | |
| Welfare - Ongoing Response | Tick/sign/time |
| Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident. | |
| Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them. | |
| In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils. | |
| Where possible, every child should to be spoken to, and asked if they are alright, before they leave school. | |
| Take account of religious and cultural factors. Consider contacting religious leaders within the community for support. | |
| Ensure that staff take regular rest periods. | |
| Welfare - recovery | Tick / sign / time |
| Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response. | |

Appendix 2

Roles and responsibilities – Educational Visits

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

| Educational visit leader - ongoing response | Tick/sign/time |
|---|-----------------------|
| Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary. | |
| Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations. | |
| Continue to brief staff and allocate tasks on a regular basis. | |
| Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff. | |
| Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children. | |
| Liaise with the tour operator / provider, if appropriate. | |
| Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them. | |
| If abroad, contact the Foreign & Commonwealth Office for support. | |
| If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment). | |
| Retain any receipts / documentation for insurance purposes. E.g.: Records of expenditure Medical certificates / hospital admission forms Police incident number. | |
| Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified. | |
| Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests. | |
| Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones). | |
| Educational visit leader - recovery | Tick/sign/time |
| Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response. | |
| Complete any necessary forms / paperwork. | |

Appendix 3

Post Incident Support

| Post Incident Support - Assistance for Pupils and Parents/Carers | Tick/sign/time |
|---|-----------------------|
| Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy. | |
| 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. | |
| Consider which pupils need to be briefed, how, and by whom. | |
| 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. | |
| Consider providing relevant books in the school library. | |
| Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this. | |
| Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected. | |
| Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams). | |
| Send a letter to parents / carers with information on: The nature of the incident How their child was notified of the incident Arrangements for support organised by the school Who to contact if they would like additional support. | |
| Maintain regular contact with parents / carers. | |
| Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers. | |
| Consider organising an event for parents / carers to discuss any issues or concerns they might have. | |
| If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school. | |
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| Post Incident Support - General Actions | Tick/sign/time |
|--|-----------------------|
| Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate. | |
| Consider requesting support from other organisations. E.g. <ul style="list-style-type: none"> • Teacher Support Network • Samaritans • Cruse Bereavement Care. | |
| Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention. | |
| Cancel or rearrange any events which are inappropriate. | |
| Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident. | |
| Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them. | |
| Ensure that new staff are aware of the incident, which pupils were involved and how they were affected. | |
| Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising). | |
| Post Incident Support - Returning After a Period of Absence | Tick/sign/time |
| Negotiate with parents/carers a suitable date for returning to school after a period of absence. | |
| Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> • Initial part-time attendance • Alternative methods of teaching • A sanctuary that pupils could use if upset during the school day | |
| Brief pupils who may be able to help in the process of resettling (e.g. close friends). | |
| Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> • Missed work • Rescheduling projects • Exams. | |

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

