

Policy for		
<h1>Emergency and Major Incident Plan Version 1.6 (October 2022)</h1>		
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## **1. Introduction**

The handling of a crisis is a normal part of school life, but some incidents are of a critical, more overwhelming nature, and sadly in recent year's incidents, previously deemed unthinkable, have occurred in schools in the UK.

A critical incident is defined as a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions and requiring the assistance of the emergency services and/or Staffordshire County Council or others.

This is the St.Modwen's Catholic Primary School emergency plan which is designed to provide a framework for handling a critical incident. The formulation of this plan is intended to clearly define the roles, responsibilities and procedures to follow, for school staff dealing with such an incident.

Each critical incident is unique, and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating so a prepared procedure is essential to ensure that the school's reaction is effective and efficient.

The details contained within this document will form the basis of the school's approach to such a crisis.

Co-ordinated support will be available to the school from the LA, and it will be practical to contact the LA immediately.

### **AIMS**

To deal with emergency situations quickly, effectively and safely.

### **OBJECTIVES**

- To provide immediate and effective care for victims of accidents/incidents.
- To ensure the adequate supervision and safety of other children in the vicinity.
- To ensure that relevant information is communicated to all concerned parties.

## **2. Emergency Plan Major Incident Management Team**

If an Emergency/Major Incident occurs school have in place a Business Recovery Team (BRT) who will take control of certain management issues (Appendix 1 – BRT Contact List). Dependent on the severity of the Emergency/Major Incident school may also need to enact School Business Continuity Plan (BCP). The Headteacher is the owner of the BCP and BRT Lead.

### 3. Potential Incidents

Potential incidents which could affect St.Modwen's Catholic Primary School are considered to be:-

- Fire/flood building collapse
- Fire Safety – reference school Fire Safety Evacuation Plan
- Health risk – outbreak of contagious illness/disease like meningitis, epidemics, infectious disease, covid-19/pandemic
- Major arson attack/Bomb Threat
- Fatal road, rail or aircraft accident
- Serious injury on out of school visit.
- Computer failure – e.g. cyberattack (reference Cyber Response Plan) -risk of virus/hacker/parasite invasion from internet with
- additional implications for data protection.
- Death of a pupil or member of staff
- Natural disaster within the community e.g. local chemical spillage (on/off-site), explosion (on/off-site).
- Consequences of terrorist or criminal activity.
- Abduction.
- Riot / Civil Unrest/Hostage/Siege/Looting
- Intruder in school or intruder on site.
- Outbreak – infectious disease (e.g. covid-19)
- Missing Person.

### 4. GRAB Bag:

A grab bag is kept in the main office which contains equipment and information to be used in an emergency. The bag should be in a place with ease of access and all school BRT staff should be aware of its location. It will be reviewed termly, to ensure the contents are up to date. The grab bag's primary use is during a school evacuation and as the emergency services do not allow you to re-enter the school, the bag should contain any items required to deal with the response.

#### ITEMS TO BE INCLUDED IN THE EMERGENCY GRAB BAG:

- Up to date copy of your school Emergency and Major Incident plan and School Business Contingency Plan (BCP)
- Additional incident log sheets (**Appendix 5**)
- Parent/carer contacts list for pupils and Emergency contact numbers list for staff
- BRT contact list (**Appendix 1** – fully completed)
- GRAB Bag Contents List (**Appendix 9**)
- Lost/left behind property – GRAB BAG1
- Financial Log – GRAB BAG2
- Log of Events, Decisions and Actions – GRAB BAG 3

## 5. Critical incident actions

The school's reaction to a major incident can be divided into the following categories:

- a) Immediate action
- b) Short term action
- c) Medium term action
- d) Longer term action

### 5A. IMMEDIATE ACTION – i.e. within hours of the incident occurring

- Obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential;
- Gather and brief the BRT (Major Incident Management Team) – brief the team, allocate roles and responsibilities;
- Trigger support from the LA and other contacts on emergency list – establish clearly who is going to contact whom;
- Set up an incident management room and dedicated phone line – to deal with calls from anxious parents etc. BRT should agree a factual statement and avoid speculation.
- Contact families affected – must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility.
- Make arrangements to inform other parents – may need to take advice from LA, especially if there is the possibility of legal liability. BRT may wish to send a letter to parents or prepare a leaflet.
- Inform teaching and other school staff – staff need to be cautioned about talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.
- Inform pupils – can be done in small or large groups depending on which are most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand.
- Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults.
- Deal with the media – most important to seek advice from the Local Authority before agreeing to speak to or be interviewed by the media. If this is not an option then an agreed text for release should be prepared by the BRT and a designated spokesperson briefed and prepared to respond on the school's behalf. All media press release statements to go through the Local Authority press advisor and the ArchDiocese Safeguarding Officer (if applicable) **(See Appendix 7)**
- Devise a plan for handling the reactions and feelings of people affected – the most common reactions will include denial, distress, guilt, anger and helplessness. BRT need to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support. At this point the BRT will need to plan their short-term reaction to the incident.

## **5B. SHORT TERM ACTION – the next stage**

**Reunion of children with their families** – especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how to deal with repercussions in terms of children’s fears etc.

**Managing staff** – support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the BRT. If a crisis persists over many hours staff may become tired, weary and upset and this affects their powers to make sensible decisions.

**Encourage pupils to talk** – activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum such as training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc.

**Debriefing meeting** – it may be appropriate to hold a debriefing meeting for staff, children and parents to:

- clarify what has happened
- allow for sharing reactions
- reassure people that reactions are normal
- mobilise resources e.g. parental support groups

**An experienced person, possibly someone from outside the school community, should lead this meeting.**

**Formal and informal recognition of rituals** – it is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital may need to be managed. Pupils may wish to send cards and letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.

**Re-establishing routines** – every attempt should be made to provide continuity for the children. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery.

## **5C. MEDIUM TERM ACTION**

**Return to school for staff or children after long absence** – reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.

**Consulting professionals** – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.

**Keeping parents informed** – it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of children to an incident and making suggestions to help them deal with these.

**Support for staff** – ongoing monitoring and support for staff is a major consideration. BRT especially will not be immune to reaction from their ordeal.

## **5D. LONG TERM ACTION**

**Monitoring the vulnerable** – the effects of a crisis can reverberate for years, and it is especially important that new staff and children are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.

**Marking anniversaries** – these difficult times need to be treated with sensitivity. Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc ...

**Legal processes** – the length of time taken over some legal processes can prolong the recovery process following a critical incident. BRT may need to plan for this especially where staff may be involved attending legal processes and facing extended emotional trauma.

**Curriculum implications** – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

## **6. Guidance for Specific Situations:**

### **6.1 ACCIDENT/EMERGENCY PROCEDURES**

Following any accident or injury the following steps should be taken to ensure that the correct help is given as quickly as possible:

1. The injured person should not be moved if there is any suspicion that doing so could exacerbate their injuries. In cold or wet weather, it may be necessary to keep them warm and dry.
2. The First Aider or, if they are not available, the Appointed Person should examine the injured person and give such treatment as is appropriate or possible.
3. If hospital treatment is necessary an ambulance should be called. Staff should not use their own cars to take injured persons to hospital unless there is an exceptional reason for doing so.

#### **In the case of pupils:**

4. The parent or guardian must be contacted as quickly as possible and asked to join their child as soon as possible at the school or hospital, as appropriate. Schools should not wait for parents to arrive to take pupils to hospital unless it is certain that treatment is not urgently required.
5. There must be no delay to treatment or dispatch of the injured pupil to hospital while waiting for parents or guardians to arrive.
6. A member of the school staff (teaching or non-teaching) must accompany the pupil to hospital if their parents have not arrived in time to do so, unless (exceptionally) the ambulance crew specifically request otherwise. The member of staff accompanying the pupil should normally wait at the hospital until the pupil's parent or guardian arrives, unless the nursing staff advise them not to do so. Ideally this should not be the teacher involved in the accident.
7. Staff accompanying a pupil to hospital should not normally give their consent to medical treatment unless it is specifically requested by a doctor, who should be asked to assume the responsibility for this decision.

**The First Aid Co-Ordinator should complete the appropriate accident book and report form as soon as possible.**

### **6.2 EMERGENCIES IN THE CLASSROOM/FIELD/PLAYGROUND**

Initial steps to be taken include:

- Stay with the Class.
- First Aider summoned to assess the injury and initiate immediate care.
- Send a child to the nearest teacher for assistance.
- Inform the Headteacher.
- Headteacher/class teacher to remove other children from the vicinity and supervise.
- Then follow Accident/Emergency procedure above.

### **6.3 EMERGENCIES AT THE SWIMMING POOL**

In the event of accident, injury or illness - initial steps to be taken:

- Stay with the class. Ensure that all children get out of the water.
- Pass the supervision of other children to the swimming instructor or the other teacher accompanying the party. These children should get changed.
- Use a telephone to call:
- Ambulance/emergency services if necessary
- School for first aid advice or extra assistance

- School to ring back with appropriate arrangements for removing other children and taking them back to school and extra personal transport for casualty if necessary.

## 6.4 EMERGENCIES ON TRIPS OR RESIDENTIAL VISITS

Initial steps to be taken include:

1. Establish the nature and extent of the emergency
2. Make sure all other members of the party are:
  - accounted for
  - safe
  - adequately supervised
  - aware of what to do to remain safe
3. Follow the emergency procedures appropriate to the activity
4. If there are injuries, immediately establish their extent, so far as possible, and
5. administer appropriate first aid, under the instructions of a qualified first-aider.

### 6.4A Getting Help

1. Contact the appropriate emergency service giving:
  - Name of group and party leader
  - Location
  - Nature of emergency and number of injured persons
  - Action so far
  - Follow advice from emergency services
2. Inform the school and leave a return telephone number if possible.
3. Advise the venture organiser/local base of the incident and action taken.

### 6.4B Organiser/Base Support

1. Ensure that an appropriate adult attends the receiving hospital, taking with them parental consent forms and appropriate medical data on the injured persons.
2. Ensure that the remainder of the party:
  - Are adequately supervised throughout
  - Are returned as early as possible to base
  - Receive appropriate support and reassurance
3. Ensure that an adult continues to liaise with the emergency services until the incident is over.

## 6.5 BOMB WARNING

St.Modwen's Catholic Primary School has adopted SCC advice and guidance to schools on managing a bomb threat. All warnings of a bomb on site should be treated seriously and the building evacuated as if for a fire, though it may be necessary to assemble further away from the building than normal. If this is the case, **Fire Wardens will show the 'Code X' laminates**. At this sign, staff will walk classes to the **Secondary location meeting place: The de Ferrers Academy** pending further updates from the BRT. In the event that de Ferrers would also have a bomb threat then BRT will make the decision on the safest evacuation point dependent on risk assessment factors on the day.

### 6.5A School Action:

1. If a message containing a threat is received (usually by telephone) – record the content of the message (reference Appendix 6 – Bomb Threat Record Card)
2. Immediately alert the Headteacher, who will mobilise the BRT and appropriate evacuation procedures. The police should be notified, and their arrival awaited before any search is

instigated. SCC Health, Safety and Wellbeing Service will be contacted for support/advice once the evacuation and notification to the police has taken place. Arrangements for the welfare of pupils will be considered i.e. time of day, weather conditions, pupils SEND/medical needs etc in deciding the best course of action

3. Should the Headteacher decide to evacuate the building – normal evacuation procedures will be followed. Safe evacuation areas should be a minimum of 200 metres from the school building. If practical, pupils to be asked to take with them their bags and personal belongings to assist any search for suspect devices.
4. After the search has been concluded the Headteacher will consult the police before deciding whether to re-occupy the building.

### **6.6 PROCEDURE TO ADOPT IF AN AGGRESSIVE INTRUDER ENTERS THE SCHOOL**

Steps should be taken to:

1. Try and keep the intruder away from the children by talking to the intruder and offering to call the Headteacher to speak to them
2. Alert the Headteacher or Duty Senior Leader
3. Call the police immediately if it is safe to do so
4. If the intruder cannot easily be contained it may be advisable to remove the children from the building as in a bomb alert – this decision will be made by the Headteacher.

### **6.7 PROCEDURE TO ADOPT IF A CHILD LEAVES THE PREMISES WITHOUT PERMISSION**

If the child is seen attempting to leave:

1. Try to persuade them to stop and talk, but do not attempt to chase, as this could cause an accident.
2. Alert another member of staff by sending a child for assistance.
3. Inform the Headteacher/Deputy Senior Leader
4. Contact the Local Police to advise them of the situation.
5. Try to follow the child at a distance but do not persist in this if it appears to cause distress and the child may run into the road.
6. The Headteacher/senior member of staff available should attempt to contact the parents so that they may come to meet the child or expect them to arrive home if that is where he or she appears to be going.
7. If the child arrives home the parent should be encouraged to allow the child to calm down before bringing them back and/or coming into school to discuss what had prompted the child to leave.

### **6.8 IF A CHILD IS DISCOVERED TO BE MISSING:**

1. Inform the Headteacher who will initiate:
  - a quick search of the premises and grounds
  - an attempt to elicit any known or relevant information from other children or adults who may be able to help
2. If the child is not found on the premises, the parents should be contacted by the Headteacher (or most senior person available) to inform them of what has happened.
3. If the child is not found quickly (or doesn't arrive home quickly) then the police should be informed.

### **6.9 LOSS OF ACCESS TO PARTS OF THE SCHOOL:**

In the event that an incident occurs, which makes part of the school inoperable, there will be a need to safely secure the unusable areas from the main body of the school and to organise temporary classrooms/accommodation on the school site. This would be identified and actioned by

the Headteacher and School Business Manager/Office Manager and supported by wider members of the BRT.

### **6.10 BUDDY ESTABLISHMENTS**

A buddy establishment is any identified 'place of safety' nearby where pupils and staff can be taken if unable to return to the school for some time. It is also important to include buildings outside of a 400 metre cordon around your school as this is a cordon size which may be implemented by the emergency services for various reasons, i.e. unexploded bomb found in the vicinity requiring evacuation of the surrounding area. The 'buddy establishment' for St.Modwen's Catholic Primary School is the de Ferrers Academy.

### **6.11 INVACUATION PROCEDURES:**

Invacuation is required when there is a threat to the safety and security of staff and pupils if they were outside of the building.

**See Appendix 2 for activation process.**

### **6.12 LOCKDOWN PROCEDURES:**

Lockdown is required when there is a threat to the safety and security of staff and pupils when they are **inside** school i.e. a dangerous intruder inside the school.

**See Appendix 3 for activation process**

### **6.12 EVACUATION PROCEDURES:**

Evacuation is required when there is a threat to the safety and security of staff and pupils if they were to remain on site or in a building.

**See Appendix 4 for activation process.**

## **CONCLUSION**

The prime objective, shared between the School and the LA, is to serve the best interests of pupils and staff in coping with an incident, collectively and individually. School's that have made contingency plans for responding to a critical incident are likely to cope better and recover more fully.

This plan has been compiled to provide guidance, in the hope that it will never be necessary to refer to it in the context in which it has been written. It is impossible to plan for every eventuality and by their nature; critical incidents will disorientate and overwhelm those involved. A format for a whole school response to such an incident will provide focus for those with whom the responsibility will rest.

# APPENDICES

<b>Appendix 1</b>	Emergency contacts list – this will be reviewed annually and updated where necessary
<b>Appendix 2</b>	Emergency and Major Incident <b>Invacuation</b> Procedure.
<b>Appendix 3</b>	Fire and Emergency/Major Incident <b>Lock-Down</b> Procedure.
<b>Appendix 4</b>	Incident log sheet.
<b>Appendix 5</b>	Bomb Threat Prompt Card for Reception Staff.
<b>Appendix 6</b>	Procedures for dealing with the Media
<b>Appendix 7</b>	Evacuation Procedures Flowcharts <b>7a – Major Incident Flow Chart</b> <b>7b – Evacuation Flow Chart</b>
<b>Appendix 8</b>	GRAB BAG Contents

**Appendix 1 – Emergency/major Incident Contact List (Full detailed version, with telephone numbers, is in the school GRAB BAG and all members of the school Business Recovery Team (BRT) will also retain a copy at home.)**

<b>Post</b>	<b>Name</b>	<b>BRT Role</b>
Headteacher	Mrs A Sherratt	BRT Lead
Deputy Headteacher	Miss A Smith	BRT Staff/Pupil Lead
Chair of Governors/ Chair Health and Safety and Facilities Sub Groups	Mr J Emery	BRT Chair
School Business Manager/Office Manager	Mrs C Salt	BRT Business/Operations Lead
Caretaker/Office Manager	Mr N Hubbard	BRT – Premises Lead
Link Safeguarding Governor	Mrs E Field	BRT – Pastoral/Safeguarding Lead
Early Years Leads	Mrs L Chadfield Mrs A Pratt	BRT – Early Years Leads
Key Stage 1 Leads	Deputy Headteacher/Miss J Crutchley	BRT – KS1 Leads
Key Stage 2 Leads	Mr D Quinn Miss A Smith	BRT – KS2/RE Leads
SEND Co-ordinator Unqualified Teacher Learning Mentor	L Chadfield/J Davison A Pratt Tanya Elisgood	BRT – SEND Medical Needs Leads
School Catering	Mrs A Cooper	BRT Catering Lead
<b>Supported by:</b>		
Health & Safety Advisor (SCC)	Sarah-Jane Walmsely	SCC IMT
Staffordshire Director on call.	Reference Business Continuity Plan	SCC IMT
Entrust: Link2ICT	Mark Waddington	Supporting partner
Minster Cleaning: School Cleaning	J Lofthouse/ L Mallin	Supporting partner
Repton Security Services ( Out of Hours/Opening/Locking up services)	Repton Control – 07966244775 Dean Young – 07792620410 Chris Lees – 07771968987 Helen Precious – 07894700713	

## Appendix 2: Emergency Invacuation

An **'INVACUATION'** will occur when it is necessary for the school community to remain indoors or, if outdoors, to return indoors quickly.

### RATIONALE

In the normal running of the school, rules and procedures are adequate to keep everybody safe. The reason for the Invacuation Procedure existing is to cover extreme situations such as:

- Person(s) on or near the school site with an intention of causing harm to students and or staff
- Dangerous animals loose on or near the school site
- An industrial accident in the locality
- A public order incident in the locality, which might endanger students and or staff.

### NOTIFICATION OF INVACUATION

The decision to notify will be taken by The Headteacher (or senior BRT member on site) based on the likelihood that Invacuation will be less harmful than the alternative.

The warning will be sounded by 'Personal Alarm sounder'. On hearing the 'Personal Alarm sounder' members of staff will notify others:

- by setting off their own 'Personal Alarm sounder' in the same manner.
- staff outside sounding their 'Personal Alarm' will unclip their personal alarm and drop to floor -so alarm sound continues to sound outside the building alerting staff, pupils and visitors outside to move inside school to safety.
- if safe to do so staff in classrooms, whose classes are not outside to phone main office to alert
- office staff will subsequently alert the whole school of Invacuation.
- Headteacher will mobilise BRT team to assess and manage emergency/major incident triggering Invacuation.

**The Headteacher and BRT will closely monitor the situation deciding appropriate times for de-escalation, escalation to 'Lock-Down' or possible evacuation following the Fire Evacuation Procedures – including possibly with students directed to leave the site altogether.**

### BRT RESPONSIBILITIES

- Headteacher (or most senior staff member on site) will maintain overall control of the situation, remaining in regular contact with key staff and media. Headteacher will lead BRT. BCP Processes 1-5
- Deputy Headteacher will take responsibility/support Headteacher with Communication Strategy – BCP Process 4
- School Business Manager/Office Manager (or most senior staff member on site) will take responsibility for Operations, Facilities and Premises, emergency services, and support Headteacher with media if required – BCP Process 2, 3 and 5.
- Caretaker/Office Manager will support the School Business Manager/Office Manager and be BRT Premises Lead
- BRT Early Years/KS1/KS2/SEND and medical needs Leads will support Deputy Headteacher/Headteacher: Pupil health and safety, well-being, communication strategy with parents/pupils and School Business Manager/Office Manager operational arrangements for interim pupil teaching arrangements

- Fire Marshalls will check corridors for any staff students not in rooms and direct to their designated area/nearest occupied room and, if it is deemed to be safe to do so.

### **TEACHERS AND SUPPORT STAFF**

- If the Invacuation is during lesson time, all students to remain in their current classroom/teaching area with their current staff.
- Staff will ensure that, as far as possible, students are out of sight of anybody who is potentially a danger to them. Wherever possible, windows and blinds are to be closed and doors locked if possible. (If doors cannot be locked, consider blocking with furniture – this may only be necessary in a Lock-Down situation – reference Appendix 3). Students need to be kept away from windows with lights, monitors, projectors, etc. turned off. It may be safest for students to sit under tables, but not if this means they are closer to windows/doors.
- If turning monitors etc. off would place staff or students in view of intruders, it is better to leave them on.
- Students who are involved in outside activities or during break/lunchtime e.g. PE need to return to the building immediately and go to their designated area (i.e. classroom) or if not safe to do so into the nearest securable room e.g. Hall.
- Students who are outside their usual classroom e.g. using the toilet need to go to their designated area (i.e. classroom) or if not safe to do so their nearest available classroom. Staff who are not assigned to a group at that time should go to their designated area or if not safe to do so the nearest occupied classroom.
- If the invacuation takes place before school then all staff and students are to go to the hall then follow the same procedures. However, if large numbers of students are out on the fields, the Headteacher and BRT may decide to evacuate the site rather than bringing students back into the buildings.
- If the Invacuation takes place after school, then all staff and students should go to their designated area (i.e. Afterschool Club/Library) or if not safe to do so the nearest classroom.
- Once the teacher responsible for each classroom has ensured that the students are safely in the room, he/she will check whether there are any missing or additional students and staff – if this is the case, their name(s) and any information about whereabouts will be passed to the main office, ideally by phone, or by email if this is not possible. If using a phone, staff should call the school mobile
- If the Invacuation takes place outside lesson time, the member of staff in the room should compile a list of students present – this is to be passed onto school office team immediately.
- If a member of staff is aware of a student being at particular risk of harm e.g. somebody saw a student fall and hurt themselves during the invacuation and they may not have reached a safe room that should be passed onto the office.
- Under no circumstances should students be sent to report to the office. It is better that the corridors are kept clear.
- Wherever possible, staff should keep emails open as this will be the most effective method of communicating. Staff should ensure that light from monitors/phones does not make them vulnerable.
- All staff to know that their own personal use of mobile phones for posting updates about an emergency is strictly prohibited
- **EVERYONE MUST REMAIN IN PLACE UNTIL A MEMBER OF BRT INSTRUCTS OTHERWISE.**

### **School Business team – lead by School Business Manager/Office Manager**

- Ensure the office is locked and blinds shut where possible.
- Compile lists of potential missing students and staff.

- Contact police if requested by BRT Lead.
- Contact parents/carers/staff via electronic systems as directed.
- If visitors are waiting in Reception, the member of BRT triggering invacuation will make a decision as to where visitors should go. It may be decided not to admit them to the building.

### **Site Staff (Caretaker/Office Manager)**

- Ensure that all external doors (including the kitchen door) are secure and inform BRT of any issues.

### **Students**

- Follow staff instructions immediately.
- Act in a calm and controlled manner.
- Remain silent so that everybody can hear instructions.
- Inform staff of any missing students or staff as soon as possible.
- Do not use mobile phones unless instructed to by a member of staff.
- In the event of an invacuation happening outside lesson time, students must go to the nearest classroom. If possible, they should make a member of staff aware of their presence.

### **Parents/Carers**

- An invacuation will only be carried out if there is felt to be a serious risk to the safety of staff and students. With this in mind, once the invacuation is in place, no student will be released to a parent until it is safe to do so. Parents are asked to keep away from the school buildings in order to avoid them or children being put at risk.
- Parents will be kept updated as much as possible via electronic communication systems – this may include informing them that the invacuation will continue beyond the normal end of the school day.
- Parents are asked not to phone the school as this may interfere with communication with emergency services.

### **Following the Invacuation**

- School will immediately implement Business Continuity Plan (BCP) in conjunction with School Emergency/Major Incident Plan and Fire Evacuation Procedures
- As soon as it is safe to do so, the invacuation will end.
- BRT will inform staff of the next steps, depending on whether the school day is continuing or not.
- Parents will be informed that the invacuation has finished.
- As soon as possible after the event, parents will be informed of the nature of the event and what the outcome was.
- BRT will review the procedure and make appropriate amendments.

The invacuation procedure will be tested at least once each year to ensure that all staff and students are aware of their responsibilities.

The overriding principle of the procedure is to keep staff and students safe. Any action taken must be done so with this in mind. For example, a student who refuses to return to the building might be putting others at risk by doing so. If the student does not respond to instructions, then reasonable force must be considered. If this is not an option, then it might prove better to leave the student outside the building rather than putting more people at risk.

## Appendix 3: LOCK-DOWN PROCEDURES

An **'LOCK-DOWN'** will occur when it is necessary for the school community to remain indoors in their designated safe area (i.e. classroom) or nearest safe lockable room.

### RATIONALE

In the normal running of the school, rules and procedures are adequate to keep everybody safe. The reason for the Lock-Down Procedure existing is to cover extreme situations such as:

- Intruders/Person(s) inside the school building with an intention of causing harm to students and or staff
- Dangerous animals loose inside the school building

### NOTIFICATION OF LOCK-DOWN

The decision to notify will be taken by The Headteacher (or senior BRT member on site) based on the likelihood that Lock-Down will be less harmful than the alternative.

The warning will be sounded by 'Personal Alarm sounder'. On hearing the 'Personal Alarm sounder' members of staff will notify others by:

- setting off their own 'Personal Alarm sounder' in the same manner
- staff in classrooms to phone main office to alert, if safe to do so
- Office staff will subsequently alert the whole school of Lock-Down
- Headteacher will mobilise BRT team to assess and manage emergency/major incident triggering Lock-Down.

**The Headteacher and BRT will closely monitor the situation deciding appropriate times for de-escalation or possible evacuation following the Fire Evacuation Procedures – including possibly with students directed to leave the site altogether.**

### BRT Responsibilities

- Headteacher (or most senior staff member on site) will maintain overall control of the situation, remaining in regular contact with key staff and media. Headteacher will lead BRT. BCP Processes 1-5
- Deputy Headteacher will take responsibility/support Headteacher with Communication Strategy – BCP Process 4
- School Business Manager/Office Manager (or most senior staff member on site) will take responsibility for Operations, Facilities and Premises, emergency services, and support Headteacher with media if required – BCP Process 2, 3 and 5.
- Caretaker/Office Manager will support the School Business Manager/Office Manager and be BRT Premises Lead
- BRT Early Years/KS1/KS2/SEND and medical needs Leads will support Headteacher/Deputy Headteacher: Pupil health and safety, well-being, communication strategy with parents/pupils operational arrangements for interim pupil teaching arrangements
- BRT members will check corridors for any staff students not in rooms and direct to their designated area/nearest occupied room and, if it is deemed to be safe to do so.

### Teachers and Support Staff

- If the Lock-Down is during lesson time, all students to remain in their current classroom/teaching area with their current staff.

- Staff will ensure that, as far as possible, students are out of sight of anybody who is potentially a danger to them. Wherever possible, windows and blinds are to be closed and doors locked. If doors cannot be locked, consider blocking with furniture. Students need to be kept away from windows with lights, monitors, projectors, etc. turned off. It may be safest for students to sit under tables, but not if this means they are closer to windows/doors.
- If turning monitors etc. off would place staff or students in view of intruders, it is better to leave them on.
- Students who are involved in outside activities or during break/lunchtime e.g. PE need to return to be **evacuated off-site immediately** as it maybe unsafe to re-enter the school building. The classteacher/lead adult will be responsible for leading the children off-site to safe designated area i.e. Buddy School – de Ferrers Academy.
- Students who are outside their usual classroom e.g. using the toilet need to go to their designated area (i.e. classroom) or if not safe to do so their nearest available classroom. Staff who are not assigned to a group at that time should go to their designated area or if not safe to do so the nearest occupied classroom.
- If the Lock-Down takes place before school, then all staff and students are to go to the hall then follow the same procedures. However, if large numbers of students are out on the fields, the Headteacher and BRT may decide to evacuate the site rather than bringing students back into the buildings.
- If the Lock-Down takes place after school, then all staff and students should go to their designated area (i.e. ASC Club/Library) or if not safe to do so the nearest classroom.
- Once the teacher responsible for each classroom has ensured that the students are safely in the room, he/she will check whether there are any missing or additional students and staff – if this is the case, their name(s) and any information about whereabouts will be passed to the main office, ideally by phone, or by email if this is not possible. If using a phone, staff the school mobile
- If the Lock-Down takes place outside lesson time, the member of staff in the room should compile a list of students present – this is to be kept until requested.
- If a member of staff is aware of a student being at particular risk of harm e.g. somebody saw a student fall and hurt themselves during the Lock-Down and they may not have reached a safe room that should be passed onto the office.
- Under no circumstances should students be sent to report to the office. It is better that the corridors are kept clear.
- Wherever possible, staff should keep emails open as this will be the most effective method of communicating. Staff should ensure that light from monitors/phones does not make them vulnerable.
- All staff to know that their own personal use of mobile phones for posting updates about an emergency is strictly prohibited
- **EVERYONE MUST REMAIN IN PLACE UNTIL A MEMBER OF BRT INSTRUCTS OTHERWISE.**

#### **School Business/Fire Marshall team – lead by Business and Facilities Manager**

- Ensure the office is locked and blinds shut where possible.
- Compile lists of potential missing students and staff.
- Contact police if requested by BRT Lead.
- Contact parents/carers/staff via electronic systems as directed.
- If visitors are waiting in Reception, the member of BRT triggering Lock-Down will make a decision as to where visitors should go. It may be decided not to admit them to the building.

### **Site Staff (Caretaker/Office Manager)**

- Ensure that all external doors (including the kitchen door) are secure and inform BRT of any issues.

### **Students**

- Follow staff instructions immediately.
- Act in a calm and controlled manner.
- Remain silent so that everybody can hear instructions.
- Inform staff of any missing students or staff as soon as possible.
- Do not use mobile phones unless instructed to by a member of staff.
- In the event of a lockdown happening outside lesson time, students must go to the nearest classroom. If possible, they should make a member of staff aware of their presence.

### **Visitors including Workplacements/Students/Contractors/Volunteers**

- Instructed by staff who are with them to make their way to hall
- Act in a calm and controlled manner.
- Remain silent so that everybody can hear instructions.
- Inform Fire Marshall of any missing visitors as soon as possible.
- Do not use mobile phones unless instructed to by a member of staff.
- Ensure all external doors are locked and windows closed

### **Catering team**

- Remain in kitchen
- Act in a calm and controlled manner.
- Remain silent so that everybody can hear instructions.
- Inform Fire Marshall Co-Ordinator of any missing visitors as soon as possible.
- Do not use mobile phones unless instructed to by a member of staff
- Ensure all external doors are locked and windows closed

### **Parents/Carers**

- A Lock-Down will only be carried out if there is felt to be a serious risk to the safety of staff and students. With this in mind, once the Lock-Down is in place, no student will be released to a parent until it is safe to do so. Parents are asked to keep away from the school buildings in order to avoid them or children being put at risk.
- Parents will be kept updated as much as possible via electronic communication systems – this may include informing them that the Lock-Down will continue beyond the normal end of the school day.
- Parents are asked not to phone the school as this may interfere with communication with emergency services.

### **Following the Lockdown**

- School will immediately implement Business Continuity Plan (BCP) in conjunction with School Emergency/Major Incident Plan and Fire Evacuation Procedures
- As soon as it is safe to do so, the Lock-Down will end.
- BRT will inform staff of the next steps, depending on whether the school day is continuing or not.
- Parents will be informed that the Lock-Down has finished.

- As soon as possible after the event, parents will be informed of the nature of the event and what the outcome was.
- BRT will review the procedure and make appropriate amendments.

The Lock-Down procedure will be tested at least once each year to ensure that all staff and students are aware of their responsibilities.

The overriding principle of the procedure is to keep staff and students safe. Any action taken must be done so with this in mind. For example, a student who refuses to return to the building might be putting others at risk by doing so. If the student does not respond to instructions, then reasonable force must be considered. If this is not an option, then it might prove better to leave the student outside the building rather than putting more people at risk.

### Appendix 4: Incident Log

<b>Date / Time</b>	
<b>Name of the person informing of the incident</b>	
<b>Details of the incident: (Including actual words used by informant)</b>	
<b>Who else has been informed?</b>	
<b>Exact location of the incident</b>	
<b>Casualties</b>	
<b>Any action taken so far</b>	
<b>Name of contact at the scene</b>	
<b>Key Contacts</b>	

**Once an Incident has been initially logged, log key actions and decisions made.**

Within the log the information structure as below can be followed, it does not matter in what format it is so long as the following is included into any log:

- Times
- Who made/received the phone call, email, answer phone message etc.
- Who made the decision / took the action
- What information was given

DATE			
INCIDENT			
Time	Name	Information	Action
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		

## Appendix 5: Bomb Threat Prompt Card for Reception Staff

<b>Bomb Threat Prompt Card for School Business Team.</b>
Stay calm
Let them finish the message without interruption. Try to record EXACTLY what they say, especially any codeword they might give.
<p><b>Make a note of:</b></p> <ul style="list-style-type: none"> <li>the exact time of the call</li> <li>the caller's sex and approximate age</li> <li>any accent the person has, or any distinguishing feature about their voice eg speech impediment, state of drunkenness etc.</li> <li>any distinguishable background noise.</li> </ul>
<p><b>When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller:</b></p> <ul style="list-style-type: none"> <li>Where is the bomb?</li> <li>What time is it due to go off?</li> <li>What kind of bomb is it?</li> <li>What does it look like?</li> <li>What will cause it to explode?</li> <li>Why are you doing this?</li> <li>What is your name?</li> <li>What is your address?</li> <li>What is your telephone number?</li> </ul>
<p><b>Dial 1471</b> - you may get the details of where the phone call was made from, especially in the case of a hoax caller.</p>
<p><b>Report the call to the police and the Headteacher/Deputy Headteacher and School Business Manager/Office Manager immediately.</b></p> <p>In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the Headteacher.</p>
<p><b>Schools address:</b> St.Modwen's Catholic Primary School, Tutbury Road, Burton-on-Trent, DE13 0AJ</p>

## Appendix 6: General advice for dealing with Media

Today's media operate very quickly. They are likely to contact you before the contingency plan is in place. The following includes some key points:

**1. WHATEVER THE INCIDENT**, and particularly if it involves injury or death on a school trip, the likelihood is that information will be sketchy at best and possibly inaccurate.

### **2. PRIOR TO THE ARRIVAL OF THE PRESS OFFICE**

- Buy time, e.g. the head is not available, but will call you back.
- Be clear about which staff/governors are designated to talk to the press and who are not.
- Be prepared to accept that a designated person may not be the most appropriate person to handle the situation in some circumstances.
- Do not talk to a journalist by yourself; have a colleague with you to take notes of what is said.
- Do not provide anything other than facts.
- Give a prepared statement rather than an interview.
- Arrange a later time to undertake an interview.
- Be sensitive about personal information
- Do not apportion blame or admit liability to anyone, even in conversation.
- Establish who you are talking to and their organisation (name of journalist and short notes of what you have said).

### **3. DO NOT SPEAK OFF THE RECORD**

All staff to know that their own personal use of mobile phones for posting updates about an emergency situation is strictly prohibited. Only named people are permitted to speak with any media source e.g. newspaper/ TV. All media press release statements to go through the Local Authority press advisor and the Archdiocese Safeguarding Officer (if applicable)

### **Elements to consider for a press release**

#### **3A. Summary statement**

- The first sentence of a news release should contain a summary of the entire story so that those reading the release know exactly what is going on.
- Brief statement to explain what is being actioned/undertaken in response to the event.

#### **3B. Brief incident details:**

- Who is affected/not affected?
- Who is involved in managing the event/supporting those involved?

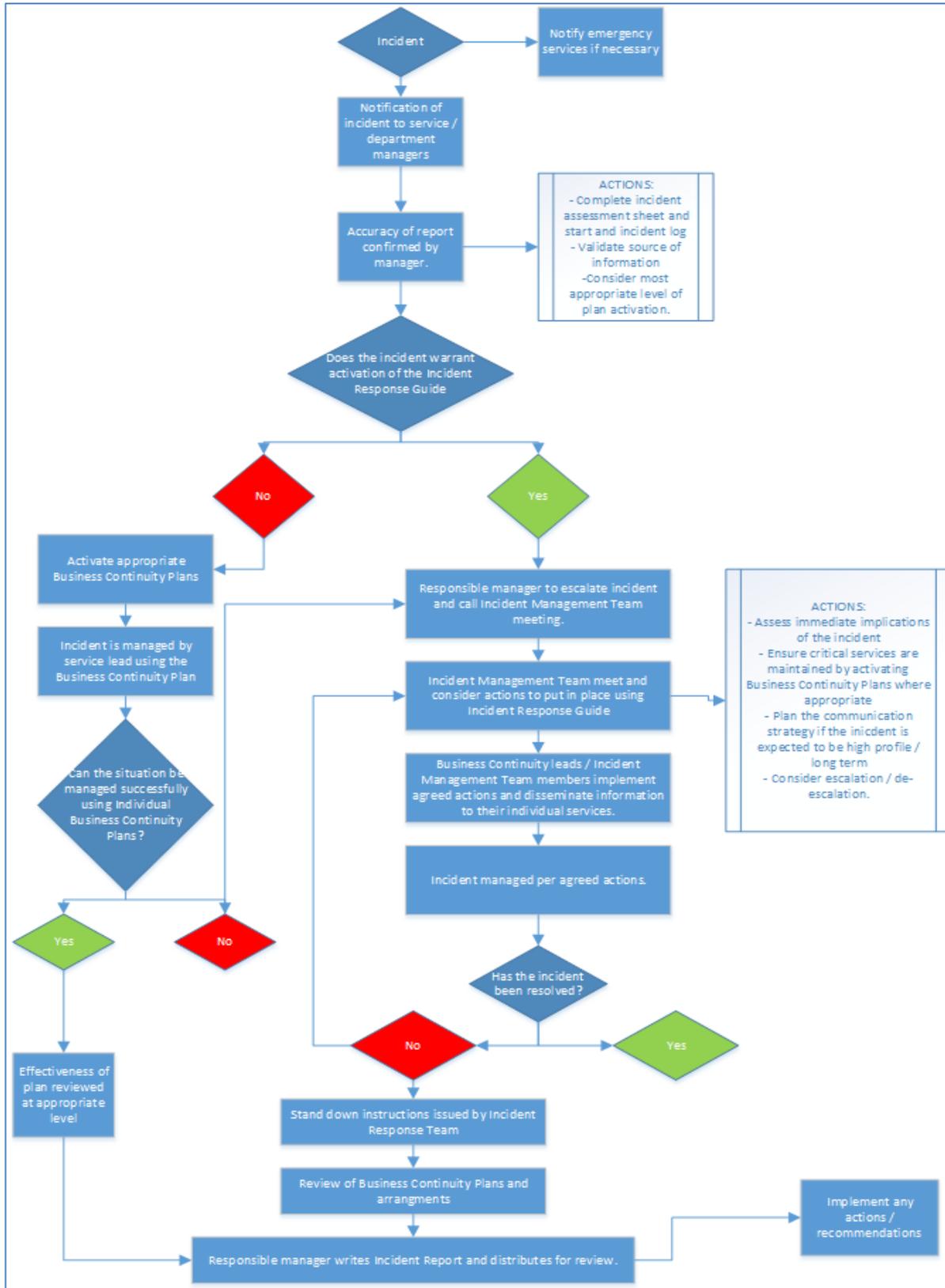
#### **3C. Expression of regret (if appropriate)**

If details of the incident are still unclear, it may not be appropriate or advisable to express regret.

## Appendix 7: Major Incident/Evacuation Procedures Flowcharts

### APPENDIX 7A: MAJOR INCIDENT INITIAL ACTIONS FLOW CHART

Reference: Business Continuity Plan - 2.1 Initial Actions Flow Chart – Major Incident

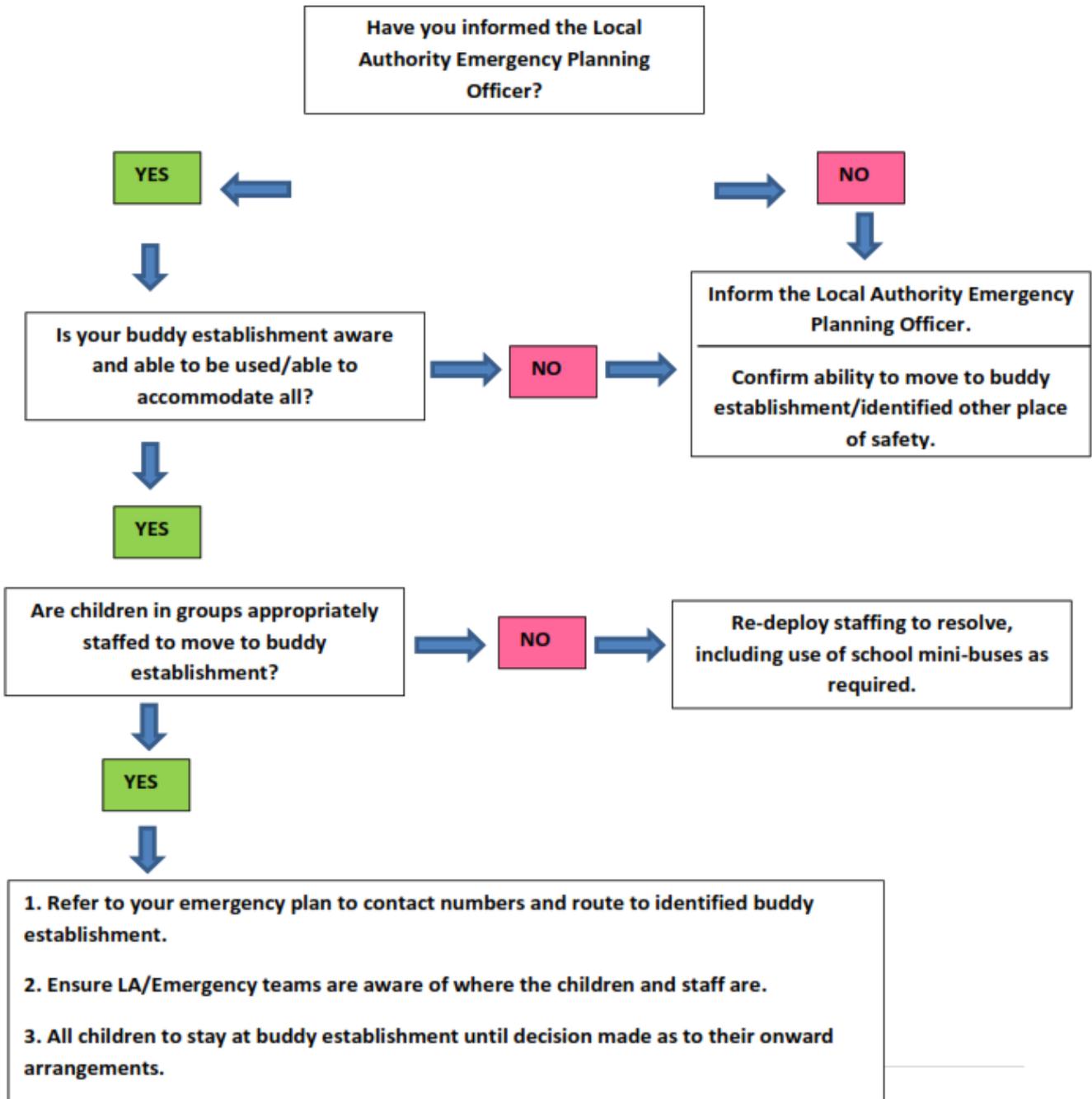


**APPENDIX 7B: EVACUATION PROCEDURES** will initiate in line with the Fire Evacuation plan, which can then extend into processes to:

1. Move the students and staff to the car park rear of building
2. If students and staff need to move to more significant distance the buddy establishment is **the de Ferrers Academy**

In all circumstances of evacuation; the 'GRAB BAG' must be collected by an identified school staff member of the BRT

If the decision is taken to move to the 'buddy establishment' – use the flow chart below.



## Appendix 8 – GRAB Bag contents list

It is recommended that the contents of the grab bag are checked once a term and after use:

Item	Notes / instructions	Date checked	Checked by
Emergency and Major Incident Plan Business Continuity Plan			
Left/Lost Property List – GRAB BAG1			
Financial Log – GRAB BAG2			
Log of Events, Decisions and Actions – GRAB BAG3			
First aid kit			
Wind up Torch			
Two-way radios			
Wind up radio			
Batteries			
Whistle			
Loud hailer			
Disposable camera			
Armbands/high-visibility tabards			
Blankets/ Space Blankets			
Gloves			
Log book			
Stationery			
Bible			

\* Other items that may be useful but aren't stored in the grab bag can be included below:

Item *	Location	Date checked	Checked by
Care Plans/ Medical condition/ medication list			
Insurance documents			
Medical Boxes – Classrooms (pupils)	Classrooms		