



# Wellsprings Primary School

## School Emergency and Business Continuity

### Plan



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### 1. INTRODUCTION

Emergencies can and do happen and an organisation's ability to respond appropriately in emergencies depends on the forethought and planning that has already taken place. Further to the Civil Contingencies Act 2004, it is the responsibility of all public bodies to set in place emergency plans for the continuity of their service. The Local Authority (LA) considers it best practice that schools should have appropriate and effective emergency plans.

This document is designed to provide guidance to Head Teachers, Governors and staff in developing a suitable plan.

Whilst this document focuses on schools, the same principles can be applied to Children's Centres.

## **2. SCOPE**

This document applies to all staff employed within schools, including teachers and school support staff.

## **3. EMERGENCIES IN SCHOOLS**

While it is not possible to plan for every eventuality that might arise, incidents are grouped into three levels:

- Level 0 – Localised Incidents
- Level 1 - Localised Emergencies
- Level 2 - Major Community Emergencies

Levels 1 and 2 are distinguished by how wide-spread their possible effect may be and the action that needs to be taken, not necessarily their potential severity.

While the LA response and coordination is likely to take effect on the two higher levels only – *localised emergencies* and *major community emergencies*, it is considered worthwhile to include Level 0, since initial action taken is likely to be similar and recognition needs to be given to the unforeseen.

### **3.1 Level 0 - Localised Incident - Disruptive to routine but not an immediate threat to life or well-being.**

An incident that can be dealt with locally and may, at most, require a limited closure of the school and includes limited disruption without involving risk to the well-being of individuals. Some support from the LA or other agencies may be necessary, and some incidents may require formal notification to the Local Authority (LA).

Examples (not exhaustive):

- Severe weather problems

- Services – power, gas, water cut off
- Failed heating system
- Flooding or other weather damage
- Fallen trees
- Minor earthquake tremor
- Water leak
- Vandalism
- Local industrial action
- Notifiable infectious outbreak.
- Travel or flight restrictions preventing normal return of school group from UK or overseas trips
- ICT failure or disruption including:
  - Internet Connectivity outage
  - Email system not working
  - Theft of servers or major parts ICT infrastructure
  - Malicious (Virus, Denial of Service, hacking etc.) attack on ICT systems
  - Website down
  - Telephone Services not working (possibly linked to Internet service)

### **3.2 Level 1 - Localised Emergency - Localised emergencies may include any unexpected event which is likely to disrupt the normal functioning of the school.**

These are more likely to be critical incidents involving a real threat of, or actual injury or death, where urgent and significant local authority and other agency support are needed.

#### **Examples: In School**

- A deliberate act of violence, such as the use of a knife, firearm or other weapon/implement
- A school fire or laboratory explosion/release of toxic chemicals/substances
- A pupil or teacher being taken hostage
- The destruction or serious vandalising of part of the school
- Fire
- Gas leak.

#### **Outside School**

- The death of a pupil or member of staff through natural causes or accidents
- A transport-related accident involving a large number of pupils and/or members of staff or resulting in death or serious injury
- Death or serious injuries on school journeys or excursions
- Civil disturbances and terrorism
- Large clusters of localised human to human viral infection which will trigger concerns of a likely epidemic.

### **3.3 Level 2 - Major Community Emergencies - Major emergencies may affect whole communities and typically involve Somerset Emergency Planning Department**

A serious incident in the local community which could have a significant impact on the school. School closure may be necessary dependent on the nature and proximity of the emergency. Somerset Emergency Planning Team will be involved in such incidents.

#### **Examples:**

- Serious road or rail accident or spillage
- Aircraft crash
- Factory explosion
- Terrorist action
- A more widespread disaster in the community
- A Flu epidemic or viral infection leading to national alert

As part of Somerset's response to a major emergency certain schools and colleges have been identified as Emergency Rest Centres (ERC) for the temporary care of those made homeless by disaster. Such emergencies, and associated communications, will be coordinated through the emergency services (999) and Somerset's Emergency Planning Team.

This guidance supplements and updates advice contained in the Emergency Planning Guidance. The main purpose of the guidance is to confirm communication arrangements between education establishments, including schools and children's centres, and the Authority in the event of an emergency.

## **4 SCHOOL EMERGENCY PLAN (SEP)**

### **4.1 Scope of the School Emergency Plan (SEP)**

Schools should plan to manage a range of potential threats, incidents and emergencies which are then documented in the School Emergency Plan (SEP), (see template, [Appendix 1](#)). This would include making a written assessment of the specific risks affecting the school and identifying any hazards which pose a particular risk, such as the proximity to an industrial estate, river or major road/transport hub, as well as taking account of other potential risks, such as;

- A violent intrusion onto school premises by malicious persons, either in person or by means of arson or explosive device
- Destruction or vandalism of part or whole of the school
- The school building becoming unsafe as a result of fire or flooding
- Severe weather
- Death of a pupil, member of staff or governor
- An epidemic

- Serious incidents on educational visits
- The release of hazardous substances near or on the school site.

Other events may also be deemed to be emergencies in schools because of the impact they have on teachers, pupils or other staff, sometimes for protracted periods of time:

- An incident in the community which is seen or experienced by pupils or staff
- An incident affecting relatives of pupils and which is known about within the school
- An incident involving allegations within the school
- An incident affecting a nearby or comparable school.
- Industrial action

Additional procedures for dealing with these types of emergencies should be accounted for in the SEP.

## **4.2 The Principles of an Emergency Response**

There are typical tasks and actions that a school may need to undertake to manage a localised incident or emergency (Level 0 and Level 1), as well as supporting activity elsewhere during a major community emergency (Level 2).

The SEP should make it clear who will undertake each task for a range of possible scenarios.

The Head Teacher, or pre-agreed nominee, is responsible overall for the school's response to an emergency, however they should be supported by the School Leadership Team (SLT).

The SLT should consist of senior staff that are appropriately trained and willing to take key roles in an emergency, such as; communications, welfare, media management and resources, supported by admin and caretaking staff or facilities manager. Identifying these key staff members and delegating roles in advance will save time should an emergency occur.

To provide resilience during periods of absence of the primary designated member or during a protracted incident each member of staff nominated to take a key role in the SEP should so far as practicable also have an appointed deputy.

However, whilst the SLT will coordinate the necessary actions at local level to minimise further risk as a result of an emergency, the LA and external services can be called upon at any time to provide help, advice and support to enable schools to carry out their day-to-day functions in extraordinary circumstances.

Somerset Emergency Planning Team have dedicated staff who can offer support and guidance, in conjunction with the LA Business Continuity Plans which set out clear procedures and protocols for dealing with emergencies. These plans detail how the emergency services, local authority, health authority, voluntary agencies and other organisations work together to mitigate the effects of any emergency that threatens the community.

### 4.3 Roles and Responsibilities

It is important that all staff involved in the school's response to an emergency are made fully aware of the procedures detailed in the SEP, and **appropriate training** should be provided to ensure that staff know their role, are confident to carry out tasks assigned to them and have access to available resources and facilities.

The school response to any incident or emergency can be divided into three distinct stages and the roles and responsibilities at each stage will vary: ([Appendix 2](#))

- 1) Initial Actions
- 2) Ongoing actions once the incident/emergency response is established
- 3) Actions following the close of the incident/emergency, leading to restoration of normality, reoccupation of premises etc.

The role of the Head Teacher (or nominated deputy) is to agree/authorise implementation of the SEP and maintain senior oversight of the SEP is maintained in line with the strategic aims. Once implemented, the role of the Head Teacher is to maintain liaison with Local Authority, Civil Emergency Services, and School Governors.

A senior member of staff should be appointed to act as SEP Coordinator to maintain day to day supervision of the SLT. Other members of staff will be designated to other roles, answering to the SEP Coordinator.

A list of suggested roles and responsibilities and required actions is also included at [Appendix 2](#). This list is not exhaustive but is designed to allow Head Teachers/Principals to focus on issues relevant to their establishment. Roles can be combined or separated further according to staff availability.

There is also a number of Emergency Job Cards which can be found at Appendix 9 which schools may find useful when assigning roles and responsibilities.

### 4.4 Training.

It is essential that all staff designated as members of the SLT, and deputies, receive appropriate training to enable them to perform their respective duties effectively and efficiently.

The contents of the grab bag should be regularly checked and updated. A nominated person should be responsible for maintaining the grab bag e.g. Business Manager or School Secretary.

Suggested contents of a grab bag can be found at [Appendix 7](#).

## 5. ADDITIONAL INFORMATION

### 5.1 Media

In the event of any incident or emergency involving schools media interest, whether local or national, can be anticipated.

It may be useful to prepare a number of 'holding statements' which have been agreed in advance with the Somerset Corporate Communication Team. This will allow some form of media release to be made and gain time for the Head Teacher and staff to understand exactly what has happened before a fuller statement is made.

See [Appendix 5](#) for further guidance.

## **5.2 Severe Weather**

This document is intended to provide advice and guidance to schools in preparing emergency plans to deal with severe weather conditions which may result in school closures. School severe weather contingency plans should be prepared well before the bad weather season so that all staff, parents / guardians and pupils understand them. (See [Appendix 6](#))

It is therefore important that contingency plans are developed according to the local requirements of the individual establishment. Plans should include arrangements for issues such as roles and responsibilities, communication and media management, as well as how information about potential school closures and re-opening will be communicated to pupils, staff and parents.

## **5.3 School Closures**

The decision to close the school is usually made by the Head Teacher and Governors having sought confirmation from the LA.

School closures should be avoided where possible but where it is unavoidable, for health and safety reasons or staffing issues, consideration should be given to the contacting procedures for parents and school transport. The procedures for school closures should be detailed in your SEP.

See [Appendix 6](#) for further guidance.

## **5.4 Insurance Claims**

Where schools have local authority property owners insurance then they are covered against the following events: fire, lightning, explosion, aircraft, riot and civil commotion, malicious persons, earthquake, storm, flood, escape of water, impact own vehicle, sprinkler leakage, theft, breakage of fixed glass, escape of oil, aerials breakage, subsidence, ground heave and landslip, accidental damage.

## 5.5 Lockdown Procedures

Schools should also consider the Lockdown Procedures when considering emergency plans. Lockdown procedures should be a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff, pupils and members of the public.

The school would follow consultation with Somerset Local Authority and The Government in regards to the pupil groups who are entitled to attend.

It is assumed in the first instance that schools would prioritise Critical Worker pupils and Identified Vulnerable pupils to allow to attend in the first instance. Obviously, as phased returns are proposed, other key groups may attend.

All remote learning would be provided through two platforms- Tapestry (for Foundations Stage pupils) and Google Classroom for KS1/KS2 pupils. Please refer to our Remote Learning reports (January 2021) for a more detailed breakdown of this response.

There are a range of additional remote resources that the school will use to offer a full remote learning package. These include:

- Rising Stars for the reading programme;
- Century for a variety of interactive assessments and tasks;
- White Rose hub for Maths daily task (TT Rockstars for times tables practice);
- Oak Academy for much of our English daily tasks;
- Read, Write Inc materials from Oxford Owls;
- Espresso for much of the extended curriculum;
- BBC Bitesize materials.

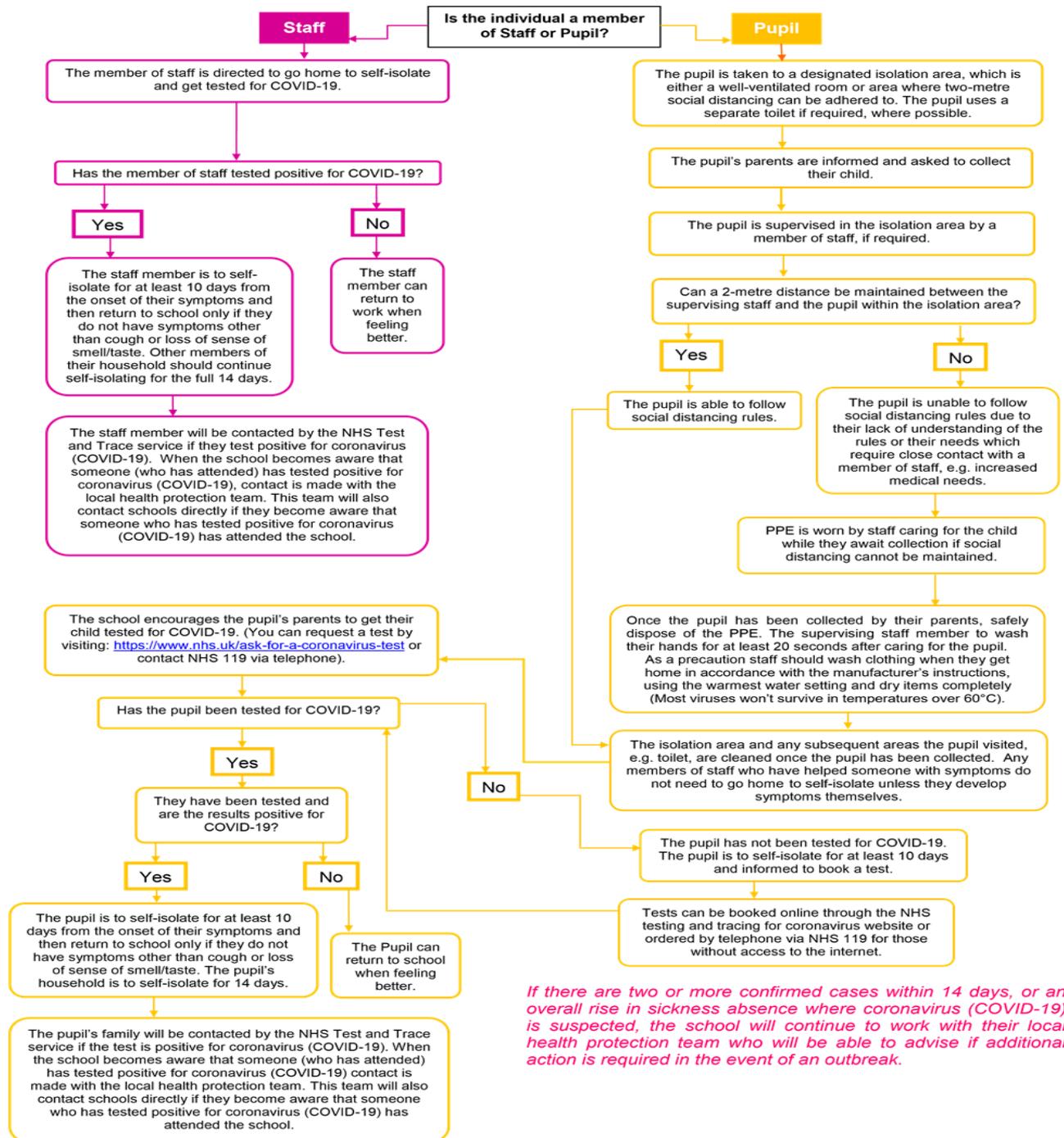
In the event bubbles (classes) would need to isolate due to an issue with an identified positive Covid 19 result, pre-planned resources would be sent on to the children. These plans would be replicated in school. The teacher/TAs isolating from school have monitored the progress of the children and provided daily feedback (presuming they were able to and were not the identified Covid case).

Vulnerable pupils have been provided with a laptop for supporting learning; additional children have also been provided with a laptop from the Remote Learning survey undertaken at the beginning of each year.

The staff would monitor engagement with pupils/parents, and vulnerable pupils (or those not regularly engaging remotely) would be contacted either by phone or through a risk-assessed monitoring visit to the home.

Throughout the period of Lockdown (or isolated bubbles not being based in school) communications by ParentMail, our Facebook and Instagram sites and the school website will keep parents and carers notified of update.

In the event of a suspected Covid 19 case:



*If there are two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, the school will continue to work with their local health protection team who will be able to advise if additional action is required in the event of an outbreak.*

**Appendix 1  
School Emergency Plan**

**Wellsprings Primary School  
Crowcombe Road, Taunton, Somerset. TA2 7NF**



**The AIM of this school emergency plan is to describe how the school will respond to an emergency in order to save lives, minimise the risk of injury to the school community in the event of a potential or actual life-threatening emergency and mitigate the effects of the event to the school community.**

**The OBJECTIVES of the school emergency plan are:**

- To describe the locality in general, especially with regards to key locations.
- To describe the school geography in detail, especially with regards to key locations.
- To identify key responders (and deputies) including the SLT
- To identify possible hazards and identify appropriate strategies for managing the response.
- To identify potential triggers for plan activation.
- To identify how the SLT will communicate with the extended school community.
- To identify the immediate actions of the responders and school community.
- To identify key locations relevant to the implementation of the plan.
- To identify a training and exercise schedule.
- To identify critical contact information.
- To identify a plan audit and review process.

**Person responsible for updating this plan:**

Mark Lunn

<b>Critical School Contact information:</b> <i>(Name and 24 / 7 contact details).</i>	Head Teacher: Mark Lunn Key-holder(s): Katrina Marshall, Nicky Hatton, Julie Staple Emergency point of contact: Mark Lunn Reception: 01823 275556 Other: Kim Lester
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<p style="text-align: center;"><b><u>Plan Activation</u></b></p> <p><b>The plan will be activated under the following circumstances.</b></p>	<ul style="list-style-type: none"> <li>• On activation of the fire alarm</li> <li>• On receipt of a telephone call by the emergency point of contact.</li> <li>• On being informed of a bomb threat.</li> <li>• On being informed of an external threat.</li> <li>• On being informed of an intruder within the school.</li> <li>• On being informed of a sudden illness in the school</li> <li>• On receipt of information that the Head Teacher considers the plan to be activated.</li> </ul>		
<p><b>Date of Issue:</b></p> <p><b>Version Number:</b></p>	<p>January 2023</p>	<p><b>Date of next review:</b></p>	<p>January 2025</p>
<p><b>Number of staff employed at school</b></p>	<p>47</p>	<p><b>Pupils Nos</b></p>	<p>290</p>
<p><b>Are accurate names, addresses, and Telephone numbers held for staff, governors and pupils?</b></p>	<p><b>Yes</b></p>		<p><b>Contact details last updated:</b> 2023</p>
<p><b>Who is responsible for updating the contact details?</b></p>	<p>Kim Lester/Julie Staple</p>		
<p><b>How will Parents be kept updated on progress of the</b></p>	<p>Cascade details: ParentMail emails &amp; text messages Closed Facebook group School website</p>		
<p><b>How will Parents be kept informed of</b></p>	<p>Cascade details: ParentPay emails &amp; text messages Messages through school app</p>		

**School closures and re-**

<p><b>The following addresses / contact details of important local</b></p>	<p>Should we experience extremely wet, icy or snowy conditions, every effort will be made to keep the school open, although this will also depend upon sufficient staff being able to reach the school for it to open. In slippery conditions we will clear or de-ice the main entrances and footpaths into the buildings and we will endeavour to mark out a safe footpath using cones/markers. However, the main playground areas may remain slippery and will be out of bounds so please keep off those areas.</p>
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<b>institutions in the school neighbourhood:</b>  <b>FULL DETAILS IN APPENDIX 8</b>	<p>In the event of severe weather of any kind, every effort will be made to keep the school open, even if only limited numbers can attend. Once in school, pupils will be kept for the whole school day, unless conditions deteriorate. (Please ensure your contact details are kept up to date). We will endeavour to keep the school telephone manned if possible and, again if possible, will record up to date information for parents on our answerphone (01823 275556).</p> <p>Your main sources of information will be via our school website up to date information on school closures will also be available on Somerset County websites and local radio stations:</p> <table data-bbox="352 539 1053 741"> <tr> <td>Radio Bristol and Somerset Sound:</td> <td>95.5 FM</td> </tr> <tr> <td><a href="#">BBC Somerset</a></td> <td>1566 MW</td> </tr> <tr> <td>Heart FM:</td> <td>93.5 FM</td> </tr> <tr> <td><a href="#">Heart Somerset</a></td> <td>102.6 FM</td> </tr> </table> <p>In exceptional circumstances it may be decided by the County Emergency Planning Manager to close all schools in the County. This would apply to both pupils and staff. Should this occur, information will be broadcast on radio and television.</p>	Radio Bristol and Somerset Sound:	95.5 FM	<a href="#">BBC Somerset</a>	1566 MW	Heart FM:	93.5 FM	<a href="#">Heart Somerset</a>	102.6 FM
Radio Bristol and Somerset Sound:	95.5 FM								
<a href="#">BBC Somerset</a>	1566 MW								
Heart FM:	93.5 FM								
<a href="#">Heart Somerset</a>	102.6 FM								
<b>Who holds copies of the Emergency Plan?</b>	Senior Leadership Team								
<b>What are the pre-planned arrangements for the following:</b>									
<b>Rendezvous Points:</b>	Key Stage 2 playground								
<b>Disabled evacuation routes:</b>	Key Stage 2 playground								
<b>What are the pre-planned arrangements for the following</b>  <b>Loss of premises:</b>	Appendix Review by SLT Short term arrangements, 1 or 5 days: close school Long term arrangements, over 1 week: LA support to resolve								

<b>Loss of water supply:</b>	Appendix 4 Review by SLT Short term arrangements, 1 or 5 days: School Closed. Contact supplier Long term arrangements, over 1 week: LA support to resolve
<b>Loss of electric supply:</b>	Appendix 4 Review by SLT Short term arrangements, 1 or 5 days: Close school Contact supplier Long term arrangements, over 1 week: LA support to resolve
<b>Loss of gas supply:</b>	Appendix 4 Short term arrangements, 1 or 5 days: Evaluate Close school. Contact supplier Long term arrangements, over 1 week: LA support to resolve
<b>Loss of Communications</b>	Appendix 4 Review by SLT. Assess risk identifying impact, degree of disruption and likely period of disruption Group incident according to level 0-2 and respond accordingly
<b>Deliberate act of violence:</b>	Lock Down procedures if in school Appendix 4 Review by SLT. Assess risk identifying impact, degree of disruption and likely period of disruption Group incident according to level 0-2 and respond accordingly
<b>Bomb threat or act of terrorism:</b>	Lock Down procedures if in school Appendix 4 Review by SLT. Assess risk identifying impact, degree of disruption and likely period of disruption Group incident according to level 0-2 and respond accordingly
<b>Death or serious injury at school or on excursion:</b>	Emergency procedures, RIDDOR, Trip Policy Appendix 4 Review by SLT. Assess risk identifying impact, degree of disruption and likely period of disruption Group incident according to level 0-2 and respond accordingly
<b>National Industrial Action – examples may include; Utilities, Fuel or Transport, Staff</b>	Appendix 4 Review by SLT. Assess risk identifying impact, degree of disruption and likely period of disruption Group incident according to level 0-2 and respond accordingly

<b>Large clusters of localised human to human viral infection – likely Epidemic</b>	Appendix 4 Review by SLT. Assess risk identifying impact, degree of disruption and likely period of disruption Group incident according to level 0-2 and respond accordingly
<b>What are the pre-planned arrangements for the following Severe Weather</b>	

**Events (Written arrangements attached Appendix 5):**

<b>Flooding:</b>	Go to <a href="http://www.environment-agency.gov.uk/floodline">www.environment-agency.gov.uk/floodline</a> to view the flood map for our area and access information and advice on writing a flood plan
<b>Heat wave:</b>	Case by case review by SLT Assess risk identifying impact
<b>Snow:</b>	Do you have sufficient supplies of salt: Yes caretaker monitors  List the site pathways and areas requiring salting: Access to school pathways /car park

**Arrangements for the management of young people and staff involved in visits**

**and off-site activities(attach written arrangements to this Plan if required):**

<b>Off-site visits Information</b>	24 hour access to information about off-site ECC Live Emergency contact details for off-site staff and parents
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**What processes are in place for continued learning during a prolonged**

**Emergency (attach written arrangements to this Plan if required):**

<b>Electronic teaching i.e. School learning platform:</b>	Directory backed up on the cloud accessible lesson plans
<b>Alternative school premises:</b>	To be agreed with LA – suggest local schools
<b>Other sources:</b>	

**What are the pre-planned arrangements for safeguarding pupils and adults at**

**Risk during an emergency?**

<b>Vulnerable Children</b>	Liaise with appropriate persons case dependent
<b>Pupils / Staff with Disabilities</b>	Liaise with parents /Case by case dependent and level of disability.

**Make an assessment below of any other identified potential emergencies or**

**specific hazards which pose a particular risk to your school and plan how you will deal with incident arising from them:**

## Appendix 2 Roles and Responsibilities

Role No.	ROLE	RESPONSIBILITIES	Primary Role Holder Contact details	Deputy Role Holder Contact details
1	<b>Head Teacher</b>	<ol style="list-style-type: none"> <li>1) Agree/authorise implementation of the SEP.</li> <li>2) Once implemented, to maintain liaison with Local Authority, civil emergency services (at senior level) and School Governors.</li> <li>3) Ensure senior oversight of the SEP is maintained in line with the strategic aims.</li> <li>4) Agree with LA Communications Staff/Governors a series of press holding statements.</li> <li>5) Give press briefings (as required).</li> <li>6) Appoint member of school admin as personal record keeper.</li> </ol>	Mark Lunn	Katrina Marshall
2	<b>School Emergency Plan Coordinator</b> (Business Manager or another senior member of staff)	<ol style="list-style-type: none"> <li>1) To undertake coordination of the SEP in accordance with Head Teacher direction. Coordinate call-out/appointment of designated staff.</li> <li>2) Liaise with LA regarding support required.</li> <li>3) Notify civil emergency services, as required, that the SEP has been implemented</li> <li>4) (and why). Ensure a member of admin staff is appointed to maintain formal log of decisions made and rationale (including issues considered and rejected and why).</li> <li>5)</li> </ol>	Mark Lunn	Kim Lester
3	<b>Media /Communications Officer</b>	<ol style="list-style-type: none"> <li>1) Agree with Head Teacher appropriate media strategy/media briefing schedule. As incident/emergency progresses, agree press releases with Head Teacher and</li> <li>2) LA/CES (where appropriate). Ensure Head Teacher is properly briefed in advance of each scheduled press</li> <li>3) briefing. Maintain control release of press statements as per briefing schedule</li> </ol>	Mark Lunn	Catherine Lang Jane Holcombe (Communications Task force Leads)

4	<b>Parents/Pupils Liaison Officer</b>	<ol style="list-style-type: none"> <li>1) Maintain contact with parents and pupils throughout the incident/emergency.</li> <li>2) Ensure parents and pupils receive appropriate briefings (<b>before</b> scheduled media briefings).</li> <li>3) Ensure parents and pupils are made aware of closure/reopening timings.</li> <li>4) Post incident, consider return to normality issues, memorial services, where appropriate.</li> <li>5) Maintain liaison with transport providers re: school bus timetables etc.</li> </ol>	Nicky Hatton	Catherine Lang Jane Holcombe (Communications Task force Leads)
5	<b>Premises Manager/Caretaker</b>	<ol style="list-style-type: none"> <li>1) As directed by SEP Coordinator, open school premises/specific areas within the school as required.</li> <li>2) Ensure school premises remain fit for purpose.</li> <li>3) Maintain utilities throughout the incident/emergency.</li> </ol>	George Hatton	Alan Marshall
6	<b>Welfare Officer</b>	<ol style="list-style-type: none"> <li>1) Monitor all staff and persons involved in SEP are coping with pressure/tasks</li> </ol>	Elaine Price Bates	Nicky Hatton
7	<b>Admin/Support</b>	<ol style="list-style-type: none"> <li>1) Provide admin support/loggist to Head Teacher.</li> <li>2) As directed by SEP Coordinator, to undertake support functions, e.g. loggist/record keeper.</li> <li>3) Ensure telephones are properly staffed.</li> <li>4) Control access to school premises of all visitors.</li> </ol>	Kim Lester	Jane Vile

### Appendix 3 – ACTIONS TO BE TAKEN

Stage	Action Required	Who is responsible
Stage 1 – Initial Actions	Agree/Authorise implementation of SEP	Head Teacher
	During term time consider whether to close the school, however unless there is overwhelming pressures, this should be avoided and you should endeavour to maintain normal routines and timetables.	Head Teacher
	Notify Governors	Head Teacher
	Implement SEP and initiate call-out (if outside school hours)/appointment of SEP role holders	Head Teacher
	Open, and continue to maintain, a log of all factual information received, actions taken/rationale (including actions considered and discounted and why) and the time of those events ( <a href="#">see appendix 10</a> )	Admin/Support
	Make every attempt to clarify exactly what has happened	Head Teacher
	Consider whether incident requires involvement of Local Authority Liaison Officer (It is requested that initial contact always be made with the Local Authority in emergencies in case they have wider significance)	Head Teacher
	Establish who will be the main point of contact throughout the incident and notify Local Authority of the details	Head Teacher
	Identify any other telephone lines not generally known to the public, mobile or direct lines, which could be used for outgoing calls in an emergency as the main school number may quickly become jammed.	Premises manager/caretaker

	In the event of a power failure, a powered switchboard system may not	Premises manager/caretaker
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Stage	Action Required	Who is responsible
	work, but a telephone plugged directly into the first telephone point coming from the exchange should provide a useable line. The location of this telephone should be identified in the plan.	
<b>Outside of term time consider</b>	Arrange for the caretaker to open certain parts of the school as appropriate and to be available and responsive to requests	Head Teacher
	Arrange for immediate school administration support	Head Teacher
	Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview	Head Teacher
	If the incident does attract media attention, postpone media comment until after the council's communications officer is consulted.	Head Teacher
	It is especially important that if names of those who may be involved in an incident are known DO NOT release – or confirm – them to anyone, before those identities are <u>formally</u> confirmed and parents are informed.	Media Communications officer
<b>Stage 2 – Once incident is established</b>	Brief School emergency plan coordinator on regular basis	Head Teacher
	Set up arrangements to manage visitors – arrange for their names to be recorded	Admin/support
	Agree appropriate identification of staff by using badges	Admin/support

	Set up arrangements to enable accurate information to flow into and out of the school	Admin/support
	Ensure that staff manning phones maintain records of all calls received	Admin/support
	Media calls are directed to the Media/communications officer	Admin/support

Stage	Action Required	Who is responsible
	Arrange for staff not just teaching staff to be called in and, if necessary, briefed at an early stage.	Head Teacher or Media/Communications officer
	Arrange subsequent briefings at least twice per day for 10 minutes	Head Teacher or Media/Communications officer
	Monitor how staff/colleagues are coping under pressure	Welfare officer
	Pupils should be informed as soon as possible, if in term time, in small groups by an adult who is familiar to them by giving accurate, factual information	Parents/pupils liaison officer
	In cases of a tragic incident the contact the Education Psychology Service who will be able to provide advice on the best way to inform pupils	Parent/pupils liaison officer
	Brief SLT and all staff and pupils not to speak to the media	Head Teacher
	To arrange, if appropriate, for SLT members to each have access to the Next of kin list	Parents/pupils liaison officer

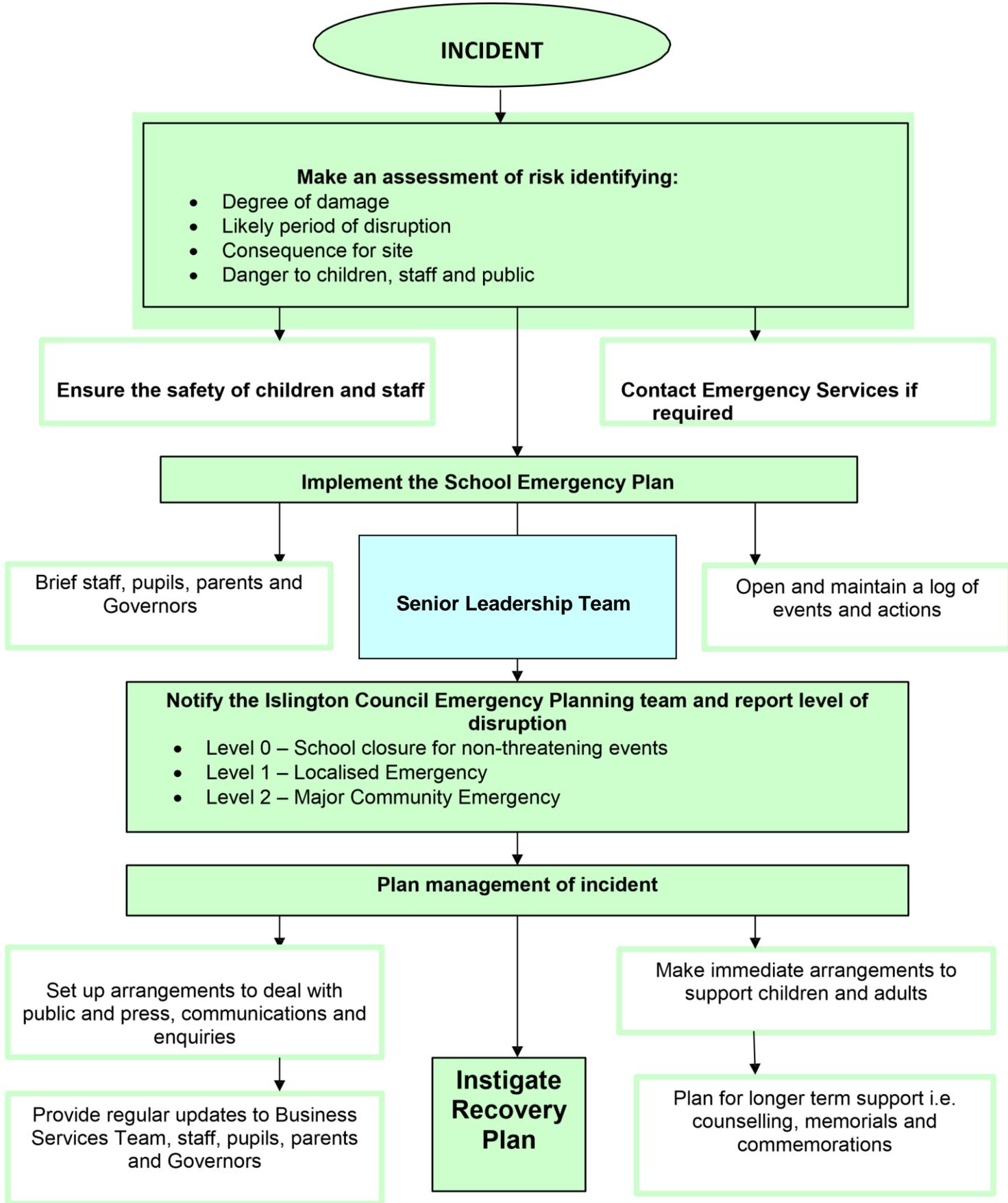
<b>If pupils are involved</b>	Notify parents if pupils are involved in an incident, (if it is a major incident the parents may well have already heard, so it may be appropriate to ask the parents to come to the school for a briefing and support)	Parents/pupil liaison officer
	Maintain regular contact with parents	Parents/pupil liaison officer
	If incident is away from school, seek police advice whether parents should travel to scene, or whether children should be taken home	Parents/pupil liaison officer
	Ensure staff have regular breaks	Welfare officer

<b>Stage</b>	<b>Action Required</b>	<b>Who is responsible</b>
	Maintain regular contact with all staff	Welfare officer
	Maintain contact with the local authority liaison officer for the duration of the incident	Head Teacher
<b>Stage 3 – Period following the close of the incident</b>	If appropriate seek advice from local authority emergency planning team and local clergy on special assemblies/funeral/memorial services	Head Teacher
	Prepare report which should be a joint report if other agencies are involved	Head teacher or Assistant Head
	Arrange for a member of staff to make contact with any pupils either at home or in hospital that have been affected	Parents/pupils liaison officer
	Make sensitive arrangements for the return to school	Parents/pupils liaison officer
<b>Stage 4 – Longer term issues</b>	Work with staff to monitor pupils informally	Parents/pupils liaison officer

	Clarify procedures for referring pupils, mark anniversaries	Head Teacher
	Remember to make any new staff aware of which pupils were affected and how they were affected	Head Teacher or Parent/pupil liaison officer
	Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset with the school	Head Teacher or Parent/pupil liaison officer/Welfare officer



**APPENDIX 4 – KEY TASKS AND ACTION FLOWCHART**



## **Appendix 5 – MEDIA BRIEFINGS**

The media are a fact of life and whether you like them or not they will be present at any incident or emergency and have to be accommodated. The media can be a very useful ally in ensuring your messages reach a wider audience but conversely, if they feel you are not being entirely honest and open with them they may take the matter into their own hands and become intrusive and possibly fill any gaps with speculation which can be counter-productive.

Following the initial holding statement, the media will expect regular briefings. To avoid the media intruding onto school premises it would be helpful if a pre-arranged media centre, offsite, is identified in conjunction with the Local Authority to which the media can be directed and a schedule of planned briefings published.

You should ensure that, so far as practicable, Governors, staff, parents, pupils and other persons connected with the school and involved in the incident or emergency are made aware of the content of any briefing before the media. There can be few more distressing moments for any parent than to hear details of an incident involving their child from the media rather than from the school authorities.

### **Media interviews - Points to note**

Formal and informal media interviews should only be given by the nominated member of staff, who will have received appropriate training.

Do not allow the media onto the school premises or give them access to the children unless there is a specific reason and permission and consents are in place. In most serious cases, the Police are likely to take the lead when dealing with the media, and offer some protection against media intrusion.

Ensure that pupils, staff, governors and parents are given accurate, up-to-date information at regular intervals, in advance of any media release wherever possible, and encourage them not to speculate or to encourage rumours.

Further considerations should be:

- Have another person with you, if possible, to monitor the interview.
- If possible, agree an interview format i.e. establish what the interviewer wants to ask.
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't over-elaborate your answers
- Refuse requests for photos or schoolwork of children/staff involved.
- Try to keep a grip on your emotions during interviews - especially if it is TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.
- Ensure you remove any microphones which you may have been wearing for any interview and avoid 'off-camera' comments.

## Appendix 6 – SEVERE WEATHER

### Preparing for a Severe Weather event.

These guidelines are intended to inform schools of procedures for dealing with exceptional and emergency closures during severe weather. School closures disrupt children's education therefore schools should plan for severe weather on the assumption that they will generally stay open wherever possible, with closure always considered as the last resort.

School severe weather contingency plans should be prepared well before the bad weather season so that all staff, parents / guardians and pupils understand them.

They should contain:

- General information, such as how to contact pupils' families and staff.
- Maintaining stocks of salt or grit.
- Identifying which walkways or areas need to be kept clear to allow people to get around the premises safely. *(Provided staff follow the guidance provided by Somerset, act in a responsible manner and do not create additional hazards they will be covered by the Somerset Public Liability insurance).*
- Know how many staff members need to get in for the school to operate safely, if not to deliver the full normal curriculum.

It is therefore important that contingency plans are developed according to the local requirements of the individual establishment. Plans should include arrangements for issues such as roles and responsibilities, communication and media management, as well as how information about potential school closures and re-opening will be communicated to pupils, staff and parents. Points to remember when remaining open during Severe Weather:

Remaining open during severe weather may increase risks arising from less supervision, longer journeys to and from school, minor slips and bumps, etc. There may be practical steps you can take to manage these increased risks, for example:

- Reducing the extent to which children have to move between school buildings for different lessons.
- Bringing some classes together in the hall to ensure adequate supervision.
- Ending the school day early so that children do not get home too late (while making arrangements for children who cannot get collected by parents until later).

*When severe weather coincides with public examinations, every effort should be made to remain open for examination candidates, even if the rest of the school is closed.*

### Points to remember when making the decision to close during severe weather:

Closing a school is never an easy option. In taking a decision to close a school, the safety of pupils, staff and visitors is of paramount importance.

The decision to close is delegated to school governing body and head teachers who will know local weather and ground conditions, and the likely impact of the weather on the numbers of staff and pupils who will be able to get into school.

However before making the decision to close, the head teacher, in conjunction with the governing body should undertake a risk assessment and decide if there is significant risk of severe injury, ill health or inability to comply with relevant legislation which would then lead to their decision to close part or all of the school.

If the Council receives a severe weather warning this will be communicated to schools by e-mail. This does not mean that your school has to close. The decision to close must be assessed individually by each school and may relate to whether children live within walking distance or where most pupils travel by public transport.

The attendance of many pupils will depend on road conditions and the decision of transport providers whether or not to operate. Schools should liaise with transport contractors before making any decision as this will provide information on how many pupils to expect if the school remains open.

If the school decides to close, the contractors must be notified as soon as possible. However if this decision is made after school buses have begun their journey to school, it is important to remember that bus contractors arriving at school with the pupils on board are under no obligation to take pupils home again immediately. School staff must remain at school to supervise the pupils remaining on site until contractors can take them home.

In timing the decision, it will be important to balance the likely accuracy of weather forecasts against the benefits of early decisions to help parents and staff plan ahead; in many cases, decisions will however need to be taken in the hours immediately before the start of the school day. However it may sometimes be necessary for schools to close during the day; for example, if the weather is deteriorating and children may not be able to get home later.

Once the decision to close the school has been reached it will be necessary to communicate this message as promptly as possible to all relevant parties, including the local authority, local radio stations and any transport services.

School should have a variety of methods to get information to parents, staff and pupils about closures and re-opening.

These could include:

- Posting notices on the school gates
- Messages via the local media
- School and LA websites
- Staff telephone cascade
- Parent telephone cascade

- Text messaging, social networking sites such as Twitter!

## **Staff Attendance**

Many members of staff will live some distance away from their schools and transport difficulties may prevent them reaching their school, however in the event of schools being closed to students, staff are still expected to report for work, unless notified differently by the head teacher.

Head teachers should, in consultation with governors, staff, trade unions and professional associations, take into account, among other factors (including the well-being and family needs of staff); how/where staff could best support the school's approach to remote learning.

## **Supporting Learning during School Closure**

Prolonged school closures could seriously affect children's education and schools have a *'legal duty to provide education at school or otherwise'* for children who for any reason, may not for any period, receive suitable education unless such arrangements are made for them".

Schools should ensure that a reasonable level of education is provided for all children if pupils are unable to attend schools due to school premises being closed to students during term time.

In cases where schools decide to close for a temporary period it may be possible to support pupils' learning during the closure, though the extent to which this will be possible will vary from school to school and may depend on the length of the closure.

In considering this issue, schools need to take account of:

- a. The accuracy of contact details they have for pupils and their families;
- b. The proportion of children who have access to the internet and e-mail at home, and whether the school's IT systems allow those pupils with IT facilities to access the school's own systems from home;
- c. Security and child protection issues; for example, the personal addresses, e-mail and telephone details of staff should not be made available to pupils or their parents.

Should we experience extremely wet, icy or snowy conditions, every effort will be made to keep the school open, although this will also depend upon sufficient staff being able to reach the school for it to open. In slippery conditions we will clear or de-ice the main entrances and footpaths into the buildings and we will endeavour to mark out a safe footpath using cones/markers. However, the main playground areas may remain slippery and will be out of bounds so please keep off those areas.

In the event of severe weather of any kind, every effort will be made to keep the school open, even if only limited numbers can attend. Once in school, pupils will be kept for the whole school day, unless conditions deteriorate. (Please ensure your contact details are kept up to date). We will endeavour to keep the school telephone manned if possible and, again if possible, will record up to date information for parents on our answerphone (01823 275556).

Your main sources of information will be via our school website up to date information on school closures will also be available on Somerset County websites and local radio stations:

Radio Bristol and Somerset Sound: 95.5 FM  
BBC Somerset  
1566 MW

Heart FM: 93.5 FM  
Heart Somerset  
102.6 FM

In exceptional circumstances it may be decided by the County Emergency Planning Manager to close all schools in the County. This would apply to both pupils and staff. Should this occur, information will be broadcast on radio and television.



## SUGGESTED JOB CARD: INCIDENT MANAGER

**PRIMARY FUNCTION:** Coordinates the school response to the incident and manages the school team.

<b>REACT</b>	Establish a basic overview of the incident	
	Determine if blue light services are required	
	Determine whether to evacuate/invacuate premises	
	Gather basic information (Incident Information Sheet)	
	Inform Children’s Services of the incident	
	Determine if evacuation of the site is required	
<b>RESPOND</b>	Determine if emergency plan requires activation	
	Identify who needs to be informed of the incident	
	Assign staff members to management team roles	
	Gather management team together at designated location	
	Ensure staff are clear on designated responsibilities	
	Re-assess the situation	
	Consider incident impacts and determine initial response	
	Ensure Decision Log is started	
	Implement Tactics: Communications	
	Implement Tactics: Educational Visits	
	Implement Tactics: School Closure	
	Implement Tactics: Reception Centre	
	Continue to liaise with other agencies/blue light services	
	Monitor the situation, continue to take decisions and record actions	
<b>RECOVER</b>	Assess the situation with other stakeholders (LEA, insurance etc)	
	Determine interruptions and disruptions and how long they will last	
	Identify potential impacts and action to be taken	
	Identify resources required to recover	
	Consider how normal school life may be maintained	
	Consider the need for remote learning	
	Ensure stakeholders are kept informed	
	Ensure post-incident support is available	
	Complete any necessary forms and paperwork	
	Arrange a debrief for staff	
	Represent the school at other debriefs and where necessary produce report	
	Review emergency plan	
Share lesson learnt with other schools		

**PRIMARY FUNCTION:**

**JOB CARD: PARENT LIAISON**

Acts as the link and point of contact between the school and the parents/guardians of school pupils.

<b>REACT</b>	Assist with evacuation/invacuation if parents on-site	
	Obtain up-to-date list of parent contact details for all pupils	
	Provide parent contact details to police where requested	
	Liaise with 'Casualty & Welfare' to identify pupils that may be casualties and provide parent contact details	
	Liaise with 'Casualty & Welfare' to identify pupils that may be vulnerable and provide parent contact details	
	Liaise with 'Casualty & Welfare' and emergency services to identify pupils that may be missing and provide parent contact details	
<b>RESPOND</b>	Liaise with 'Communications' to identify dedicated telephone for incoming calls from parents and answer calls to pre-prepared message (see Tactics: Communication)	
	Liaise with 'Communications' to prepare outgoing message/s for parents and method of delivery (see Tactics: Communication)	
	Liaise with 'Casualty & Welfare', 'Communications' and police over communication with parents of pupils who are casualties, missing or vulnerable	
	Implement 'School Closure' procedure where necessary (see Tactics: School Closure)	
	Liaise with 'Casualty & Welfare' and 'Educational Visits' to identify appropriate reception area for parents (on-site or offsite)(see Tactics: Reception Centre)	
	Identify appropriate number of staff required to manage the reception area	
<b>RECOVER</b>	Implement 'Remote Learning' plan where necessary	
	Keep parents informed of recovery procedures/school reopening timetable	
	Where appropriate, obtain and offer further contact numbers to parents for support or additional information	
	Keep parents informed of memorials, sympathy arrangements etc	
	Inform parents of school re-opening procedures	
	Review procedures and attend debriefs	

### JOB CARD: ADMINISTRATOR

**Primary Function:** Supports Incident Manager on initial actions. Maintains a central decision log and records any information received or relayed. Provides general support to other team members.

<b>REACT</b>	Contact emergency services when requested by Incident Manager	
	Initiates evacuation/invacuation procedures when requested by Incident Manager	
	Collect 'School Emergency Pack' (grab bag)	
	Collect copy of Emergency Plan and Guidance	
	Contact alternative evacuation site/s where necessary	
	Gather basic information and complete Incident Information Sheet with Incident Manager	
<b>RESPOND</b>	Inform relevant parties identified by Incident Manager of incident/plan activation	
	Ensure those with incident management roles/responsibilities meet at pre-arranged location	
	Ensure that refreshments, supplies and equipment required are available	
	Commence master log of decisions and actions taken	
	Continue to collate incident updates and relevant information	
	Provide support and assistance to other team members	
<b>RECOVER</b>	Arrange debriefs for staff involved in managing the incident	
	Attend debriefs and take notes	
	Review 'Administrator' procedures	
	Collate all relevant information, documentation and other related data	
	Ensure records and documents related to the incident are archived securely	
	Provide records and documents to relevant external agencies when requested	

**PRIMARY FUNCTION:**

**JOB CARD: SITE**

Supports other team members with premises related issues and ensure the security of the site and those occupying the site.

<b>REACT</b>	Support 'Administrator' in implementing evacuation/invacuation procedures	
	Collect 'Premises Information' folder and provide information to emergency services	
	Meet emergency services and ensure that they can gain access where needed	
	Act as liaison between emergency services and management team if site is evacuated	
	Prevent access to the site by unauthorized persons or to ensure the safety of others	
	Ensure on-site assembly point remains secure and safe	
<b>RESPOND</b>	Liaise with 'Administrator' to ensure on-site facilities, if required have the necessary supplies and equipment	
	Liaise with 'Parent Liaison', 'Casualty & Welfare' and 'Educational Visits' to identify safe and secure reception areas	
	Prevent unauthorized persons/media from entering the premises	
	Assist in recording details of authorized visitors to the site and provide means of identification	
	Ensure parents/next-of-kin are directed to appropriate reception areas	
	Take action to secure premises if school is closed or points of access have been damaged	
<b>RECOVER</b>	Assist in identifying any damage or losses to the site, plant and equipment	
	Liaise with contractors, insurers, salvage experts and loss adjusters to make site safe and assess damage	
	Provide information to management team of estimated timescales for repair and restoration	
	Work with suppliers to replace plant and equipment lost or beyond repair	
	Identify suitable locations for leaving of sympathy message, flowers etc	
	Maintain security of premises during any period of extended closure	

## JOB CARD: COMMUNICATIONS

**Primary Function:** Coordinates all communications functions and acts as liaison between school and local authority press officer.

<b>REACT</b>	Assist in evacuation/invacuation of the site and alerting staff of incident	
	Obtain details of incident from 'Administrator'	
	Liaise with emergency services in responding to immediate media enquiries	
	Liaise with 'Parent Liaison' in responding to immediate parent enquiries	
	Inform and seek support and information from LA communications officer	
	Report serious incidents to the appropriate authorities	
<b>RESPOND</b>	Prepare basic facts statement in conjunction with LA press officer and advise staff on talking to parents and press	
	Liaise with 'Parent Liaison' to identify dedicated telephone that can be used for incoming calls	
	Liaise with press officer to identify dedicated line that can be used for media incoming calls	
	Ensure those answering incoming enquiries are aware of the approved message to give	
	Liaise with 'Casualty & Welfare', 'Parent Liaison' and police over contacting parents of pupils who are casualties, missing or vulnerable	
	Identify strategy to be used to provide out going information on incident, school closure etc (see Tactics: Communication)	
	Liaise with 'Site' to ensure media do not gain unauthorized access to the site, staff or pupils	
	Liaise with 'Administrator' to gather information as incident progresses	
	Monitor media response to incident in conjunction with press officer and react accordingly	
<b>RECOVER</b>	Keep media informed of developments in the recovery process	
	Be aware of media interests/potential intrusion into memorials etc	
	Liaise with 'Parent Liaison' and 'Casualty & Welfare' to provide advice and guidance to parents on talking to the media	

**PRIMARY FUNCTION:**

**JOB CARD: CASUALTY & WELFARE**

Coordinates initial response to casualties and acts as point of contact for next-of-kin/parents of pupils

<b>REACT</b>	Assist with any evacuation/invacuation of those with vulnerabilities	
	Coordinate actions involving first aid and administration of medicines	
	Ensure all persons are accounted for/report on missing persons	
	Identify any vulnerable persons directly/indirectly involved in the incident	
	Record details of those injured/missing etc and liaise with 'Parent Liaison'	
	Keep accurate records of anyone admitted to hospital or treated by the emergency services	
<b>RESPOND</b>	Establish arrangements necessary to meet welfare needs of pupils, staff, parents, visitors	
	Liaise with 'Communications', Parent Liaison' and police regarding contacting parents/next-of-kin of those harmed, missing etc	
	Organise for a member of staff to attend hospital/s where those harmed have been taken	
	Liaise with 'Parent Liaison' and 'Site' to ensure parents can collect vulnerable pupils at appropriate reception area	
	Monitor the on-going well being of pupils and staff directly involved but unharmed	
	Seek support and advise from LA educational welfare and educational psychologists	
<b>RECOVER</b>	Organize memorials/sympathy procedures	
	Organize appropriate on-going welfare and support to pupils and staff (see Tactics: Welfare and Support	
	Attend debriefs and keep managers informed of ongoing issues	
	Review procedures and share lessons learnt	

## JOB CARD: EDUCATIONAL VISITS

**PRIMARY FUNCTION:** Acts as point of contact for group leaders undertaking educational visits at the time of the incident.

<b>REACT</b>	Identify any school trips being undertaken and collect relevant documentation	
	Determine what trips will be affected (directly or indirectly)	
	For trips directly involved, liaise with 'Administrator' to ensure that Incident Information Sheet is completed	
	Identify any vulnerable pupils on trips from documentation	
<b>RESPOND</b>	Liaise with 'Parent Liaison', 'Communications', 'Casualty & Welfare' to make arrangements to contact parents/next-of-kin of those harmed on trip	
	Determine if any parents need to travel to join the educational visit and how this will be achieved	
	Liaise with group leaders on a regular basis to update on developments and to offer re-assurance	
	Consider if trips will need to return and the arrangements required to achieve this	
	Liaise with appropriate stakeholders for trips that are overnight stays or overseas	
	Determine arrangements for notifying parents of arrangements to be adopted for returning trips	
	Liaise with 'Communications' over any media enquiries made directly to the group leader/visit site	
	Liaise with 'Parent Liaison' and 'Site' to identify appropriate reception areas for returning trips	
	Identify staff required to manage the reception area	
	<b>RECOVER</b>	Arrange debrief with staff on trips
Liaise with 'Casualty & Welfare' in relation to on-going welfare issues of staff and pupils		
Collate any paperwork from group leaders		
Attend debrief with Incident Manager		
Review procedures and share lessons learnt		

## **Appendix 7**

### **Sources of further information**

Government Advice on emergency planning

<https://www.gov.uk/government/policies/emergency-planning>

Emergencies and Severe Weather: Schools and Early Years Settings

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>



## **Appendix 10**

### **Glossary of Terms**

BST	Business Service Team (Local Authority)
CCA	Civil Contingencies Act 2004
CES	Civil Emergency Services
LA	Local Authority
SLT	School Leadership Team
SEP	School Emergency Plan