

FOUR MARKS CHURCH OF ENGLAND PRIMARY SCHOOL EMERGENCY MANAGEMENT PLAN AND PROCEDURES

Name of Unit/Premises/Centre/School	Four Marks CE Primary School
Date of Last Policy Review	January 2025
Review Schedule	Bi-annually
Date of next Review	January 2027
Name of Responsible Manager/Headteacher	Veronica Stoodley
Signature of Responsible Manager/Headteacher	

Contents:

Definition of a Critical Incident Page 1

Categories of Critical Incidents Page 1

Stage 1 Page 1

Stage 2 Page 2

Stage 3 Page 3

Stage 4 Page 3

Appendix 1 = checklist for actions

Appendix 2 = contacts lists

Appendix 3 = points to note with media interviews

Appendix 4 = flow chart

Appendix 5 = talking to children

Definition

'An event – or events – usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.

AIMS

To:-

- Create an awareness of the need for planned arrangements to be made.
- Provide re-assurance of the practical help that is available from the Local Authority and other agencies, at short notice.
- Recommend the need for the premises/school to develop complementary emergency arrangements, in line with the enclosed draft plan.
- Pass on advice based upon previous experiences.

- Give guidance on other source of information and help.

SCOPE OF THE PLAN

In Site:

- A gas leak
- A major sewage leak
- A significant flood
- A fire or explosion
- A member of staff or child being taken hostage
- The destruction or serious vandalising of part of the school
- A deliberate act of violence, such as the use of a knife or firearm

Off-Site:

- The death of a child or member of staff through natural causes or accidents
- A transport-related accident involving children and/or members of staff
- A more widespread disaster in the community
- Death or injuries on journeys or excursions
- Civil disturbances and terrorism
- An emergency relating to the local community

Critical incidents could include:

- Serious injury or death of a colleague or other adult
- Serious injury or death of a young person
- Incidents charged with profound emotion
- Incidents attracting attention from the media
- Incidents involving serious threat
- Young person suicide
- Incidents causing significant concern amongst the staff or parents
- Any other incidents with extremely unusual circumstances which surpass normal procedures
- Events which may cause an interruption to the service or make it unsafe to continue the service.

ACTIVATION

In the event of a school related emergency or critical incident, the proposed arrangement is outlined:

INCIDENT OCCURS

Head teacher is notified



HEAD TEACHER CONTACTS:

Senior Officer at Fleet, requesting LA help



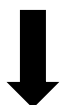
OUT OF OFFICE HOURS CONTACT:

Emergency number: 023 9226 5113



The Senior Office Activated:

- Establishes contact with the head
- Activates 'First Response Officers' to attend the school (e.g. communications experts, public relations and an LA team coordinator)



LEA team Coordinator

- Puts support team on standby
- Attends site
- Mobilises support team officers as required



Senior Officer

Attends site to:

- Assist/advise the head teacher
- Determines full needs
- Takes action accordingly



Head teacher (or assistant head)

- Nominates on-site coordinator
- Identifies on-site facilities
- Mobilises on-site team including Critical Incident team

Stage 1:

If the incident happens during school term time aim, as far as is reasonably possible, to maintain normal procedures, routines and timetables.

If the incident happens outside school term time, alert caretaker to open the parts of the school that may need to be accessed (e.g. for police) and to be available and responsive to requests for access (in consultation with head teacher in the event of access being required by anyone other than emergency services)

- Open and maintain a personal log of all factual information received, actions taken with dates and times (use checklist – appendix 1, at least initially)
- Make every attempt to clarify exactly what happened – gather **facts** not hearsay – check it's not a hoax:
 - Find out what happened, where and when
 - Get name and contact number of adult at incident site if not in school
 - Find out the extent of injuries, numbers and names if relevant
 - Location of injured, name and contact number of adult present if relevant
 - Location of uninjured, name and contact number of adult present
 - Is help required from the Establishment of HCC?
 - Find out who has been informed and what has been said
- Make a decision about whether to include the Local Authority Support Team (LAST) (NB if in any doubt make contact as there may be wider significance than originally thought) – see LAST sheet – Appendix 2 (green section)
- Contact the school critical incident team – Appendix 2 (blue section) –
- Head or representative to be aware that there may be media attention and to come into school appropriately dressed. N.B:
 - If media are likely to be involved try to postpone comment until after the LA's Support Team have arrived
 - If LA Support Team cannot arrive quickly and a response needs to be made to the media, see Appendix 3 for key points to remember including not disclosing any names of persons involved in the incident until after they have been formally agreed and parents (if appropriate) informed
- Inform Chair of Governors (Jon Elliman) or Vice (Alasdair Goddard) – Appendix 2 (yellow section):
 - Explain incident and whether LA Support Team is involved
 - Explain that they should standby for possible media interviews (see bullet point above) and to be prepared – Appendix 3
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Stage 2:

- CIMT to distribute roles and tasks:
 - Who will lead coordination?
 - Check housekeeping arrangements (see below)
 - Record information: events, decisions and actions (Appendix 1)
 - Designate staff to make early contact with directly affected families – this may need extreme sensitivity
 - Designate staff to deal with incoming calls (Vicky, Sonya, Amy – keep records of all calls). Rainbow Room phone to be used for outgoing calls
 - Prepare and agree a brief text message to all parents (if appropriate)
 - Agree script for responding to calls – i.e. facts plus action taken **BUT USE LAST FOR DEALING WITH THE MEDIA** (Appendix 2). If you have to speak to the media see Appendix 3 – make sure you are prepared:
 - Agree beforehand what and when the incident happened, NOT how and why – check with LAST
 - Agree facts and list actions taken - DO NOT SPECULATE, say that you don't know
 - Consider audience needs DO NOT GOSSIP or say more than is necessary
 - Choose OUR time for reporting to media, not theirs

- Prepare and rehearse DON'T explain why you can't comment or make promises you can't keep – check with LAST
- Arrange for facilities for the LA Support Team (LAST) – Victorian/ICT room ideally
- Remind Vicky/Sonya to issue badges for all visitors, check identities and sign in
- Set up arrangements to enable accurate information to flow in and out of schools:
 - Ensure sufficient people in office (Amy / Charlie to come down if needed)
 - Ensure record of ALL phone calls is kept during this time
 - Vicky/Sonya/others to use prepared statement (Warren/Kelly /Amy to do) – updated as more verified information is available – STRESS that care is to be taken when talking on the phone and some calls may be bogus
 - Media calls to be directed to LAST
 - Rainbow Room phone to be used for outgoing calls
- Briefing for all staff as soon as possible - Be aware of staff reactions and any who are coping badly
- Briefing for all children (see Appendix)
- Briefing for parents – if pupils are involved in the incident, contacting their parents will be important early task. It may be appropriate to ask parents to come into school for briefing and support – but this will require the utmost care.
- Maintain regular contact with parents
- Check with police whether parents should travel to the scene, if the incident is away from the school premises, or whether children should be taken home

Staff:

- Remind to take regular breaks and ensure their colleagues do as well
- Maintain regular contact – arrange briefings regularly
- Make sure staff know who has what responsibilities
- Keep a positive attitude and respond positively to suggestions and ideas. Be available if staff want to see you
- Be aware that some staff may not cope well and may need to move away from the classroom
- Remind staff about professional support available e.g. ESL
- Advise against driving shocked parents to the scene of the incident – if it is away from the school

Maintain liaison with LAST senior office for the duration of the incident.

Stage 3 – period following the close of the incident:

- Seek advice from LAST and local clergy on special assemblies or other services.
- Prepare a joint report for the Director of Education (in consultation with LAST senior officer)
- Arrange for someone to keep in contact with pupils/staff involved in the incident who may be off school
- Make arrangements for re-integration into school

Stage 4 – longer term issues:

The effects of some incidents could continue for years. Thought will need to be given to monitoring these:

- Training for staff in monitoring informally
- Clarify procedures for referring pupils for individual help
- Be aware for indications that some staff are not coping and may need help in the longer term

- Anniversaries may be a difficult time and may need to be marked in some way
- New staff will need to be informed of pupils who were affected by the incident – and how they were affected
- Legal processes, inquiries and news stories could bring back distressing memories and cause temporary upset in school
- If there has been media involvement the interest may keep going for some time

Plan First Agreed: September 2013