



# Garlinge Primary School and Nursery Emergency Planning for Critical Incidents **May 2021**

Emergency Planning for KENT Schools 2020/21 Edition



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## Immediate Actions

The following is a basic guide to managing most emergencies, as they occur. However, for emergency planning, please refer to the index on page 2 to find the relevant section.

- Assess and make safe for yourself & others FIRST
- Apply First Aid if necessary
- Call 999 if necessary for Police, Fire or Ambulance, but if non-emergency, notify Police on 101
- Activate School Emergency Management Team
- Clear area if necessary, ensuring child and adult safety and welfare
- Pick up grab bag
- Establish lines of responsibility and leadership
- Inform all staff to maintain timelines and records of all actions and events
- Contact Area Education Officer:
  - East Kent      Marisa White      03000 418794      07834 841560
- Contact Chair of Governors
- Provide reassurance and a visible supporting presence
- Decide whether school or Police have the responsibility to inform parents if applicable
- Access LA support network via AEO
- Ensure safe condition of premises for school community (evacuate if necessary - refer to Section One)
- Manage media interest through Press Office. The Media Relations Officers for Education are:
  - Suz Elvey, 03000 417020 or 07738 755491  
[suz.elvey@kent.gov.uk](mailto:suz.elvey@kent.gov.uk).  
Communications Office, 03000 41808, [pressoffice@kent.gov.uk](mailto:pressoffice@kent.gov.uk).  
Details of the out of hours duty officer can be found at <https://kccmediahub.net/about>
- Protect school community from media intrusion as much as possible
- Review break/lunchtime/going home arrangements
- Consider impact on pupils/students/staff in other schools (family/friend connections)
- Contact Property emergency on 24 hour number 03000 419191, if necessary
- Maintain as normal a routine as possible

# Section One Contact Information

## Useful Contacts:

### Emergency Numbers

<b>999</b>	<b>Immediate Urgent Assistance Code Word “Operation Chalkboard”</b>
<b>999</b>	<b>Urgent Assistance</b>
<b>101</b>	<b>Police – Non urgent Assistance</b>
<b>0800 111 999</b>	<b>Gas Leak</b>
<b>03000 414999</b>	<b>KCC Emergency Planning Duty Emergency Planning Officer DEPO 24hrs</b>

You should consider informing the DEPO if your emergency is caused, related to, or exacerbated by any of the following factors:

- Is out of hours (18:00 to 06:00)
- Is caused or made worse by weather issues, such as snow, floods, extreme heat, etc
- Is affected by a wider Kent emergency such as epidemic/pandemic, Op Stack/Op Brock, logistical challenges, etc
- you require significant Police, Fire or Ambulance assistance, such as serious fire, multiple casualties, terror, incursion or intruder incident intruders on site, etc.

### Public Health England South East

Civic Centre, Level 2  
Tannery Lane  
Ashford  
TN23 1PL  
Telephone: 0344 225 3861

### Important School Contact Details

<b>Grant Lotter (Facilities Manager)</b>	<b>07462081154</b>	<b>01843582577</b>	<b><a href="mailto:lotterg@garlinge.kent.sch.uk">lotterg@garlinge.kent.sch.uk</a></b>
<b>James Williams (Head Teacher)</b>	<b>07733887186</b>	<b>01843863054</b>	<b><a href="mailto:williamsj@garlinge.kent.sch.uk">williamsj@garlinge.kent.sch.uk</a></b>
<b>Glenn Ternernt (Caretaker)</b>	<b>07399553217</b>	<b>01843313665</b>	<b><a href="mailto:ternentg@garlinge.kent.sch.uk">ternentg@garlinge.kent.sch.uk</a></b>
<b>Kevin Jones (Caretaker)</b>	<b>07399553202</b>	<b>07506109322</b>	<b><a href="mailto:jonesk@garlinge.kent.sch.uk">jonesk@garlinge.kent.sch.uk</a></b>
<b>William Herbert (Chair of Gov.)</b>	<b>07767714067</b>	<b>01843 279406</b>	<b><a href="mailto:chairman@garlinge.kent.sch.uk">chairman@garlinge.kent.sch.uk</a></b>
<b>Stephen Cope (Deputy Head)</b>	<b>07713571350</b>		<b><a href="mailto:copeS@garlinge.kent.sch.uk">copeS@garlinge.kent.sch.uk</a></b>

Anna Northrop (Deputy Head)	07508429105		<a href="mailto:northropa@garlinge.kent.sch.uk">northropa@garlinge.kent.sch.uk</a>
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## **Kent Police Force:**

The code word “**Operation Chalkboard**” has been allocated as a code word for schools to indicate that an immediate, emergency response is required. This code word should not be used for non-urgent requests for Police assistance.

### **1. Immediate Urgent Assistance**

Call 999 and give the code word “Operation Chalkboard Emergency” if:

- an intruder is on site at the school
- you know or suspect that someone has a weapon at school
- you have direct knowledge about an attempted potential or actual child abduction
- you have direct knowledge of a situation that endangers life at the school

### **2. Urgent Assistance**

Call 999 if:

- a child dies or is seriously injured at school
- there is a possibility of an intruder on site at the school
- you have direct knowledge about an approach by a stranger and you feel threatened
- a dangerous situation has occurred in the immediate vicinity of the school which requires Police co-ordination to manage
- you can see someone committing a crime, but there is no danger to pupils or staff

### **3. Non Urgent Assistance**

Call the 101 Police non-emergency number if:

- a theft is discovered at the school.
- you have knowledge or a suspicion that drugs or other illegal substances are present in the school.
- you discover intentional damage or vandalism to the school or property.
- you need to speak to a local Police Officer.
- you need to make a complaint about someone’s behaviour that merits Police involvement.

## Other Useful Numbers:

### Area Education Officers:

<b>Marisa White</b>	<b>Area Education Officer for East Kent</b>	03000 418794	07834 841560
Lorraine Medwin	Area Schools Officer, East Kent	03000 422660	
Jennifer Barnet	PA to Marisa White	03000 415134	

### Educational Psychology

Andrew Heather	Principal Educational Psychologist		
Office hours		03000 410100	
Out of hours		03000 410101	

### Health & Safety

Carol Cassin	Health & Safety Advice Manager	03000 417403	
Health and Safety Advice Line, 9am & 5pm Mon-Fri		03000 418456	

### Property

<b>Dover, Canterbury, Sheppey, Swale, Thanet</b>			
Skanska Helpdesk: 0800 901 2464, <a href="mailto:eastkenhelpdesk@skanska.co.uk">eastkenhelpdesk@skanska.co.uk</a>			

### Personnel

HR Helpline		03000 411110	
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### Communications Office

Suz Elvey	<a href="mailto:Suz.elvey@kent.gov.uk">Suz.elvey@kent.gov.uk</a>	03000 417020	07738 755491
Communications Office	<a href="mailto:pressoffice@kent.gov.uk">pressoffice@kent.gov.uk</a>	03000 418080	
Out of Hours	<a href="https://kccmediahub.net/about">https://kccmediahub.net/about</a>		

### Safeguarding

<b>East Kent (Swale, Canterbury, Thanet)</b>			
Julie Maguire Area Safeguarding Adviser (Education)		03000 418503 or 07968620707 <a href="mailto:julie.maguire@kent.gov.uk">julie.maguire@kent.gov.uk</a>	
Tracy McDowell-Austin Area Safeguarding Assistant		07966322751 <a href="mailto:Tracy.McDowell-Austin@kent.gov.uk">Tracy.McDowell-Austin@kent.gov.uk</a>	
<b>Online And E-Safety Safeguarding</b>			
Rebecca Avery Education Safeguarding Adviser – Online Protection		03000 415797 or 07789 968705 <a href="mailto:rebecca.avery@kent.gov.uk">rebecca.avery@kent.gov.uk</a> or <a href="mailto:esafetyofficer@kent.gov.uk">esafetyofficer@kent.gov.uk</a>	
Ashley Assiter e-Safety Development Officer		03000 422148 or 07545 743310 <a href="mailto:Ashley.assiter@kent.gov.uk">Ashley.assiter@kent.gov.uk</a> or <a href="mailto:esafetyofficer@kent.gov.uk">esafetyofficer@kent.gov.uk</a>	

### Local Authority Designated Officer

<b>LADO Team contact number</b>	03000 410 888 <a href="mailto:kentchildrenslado@kent.gov.uk">kentchildrenslado@kent.gov.uk</a>
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## Local Radio Stations

	<b>BBC Radio Kent</b>	<b>Invicta Radio</b>	<b>KMFM Radio</b>
FM	96.7, 97.6, 104.2	95.9, 96.1, 97.0, 102.8, 103.1	96.2, 96.4, 100.4, 101.6, 105.6, 106, 106.8, 107.2, 107.6, 107.9
AM	774, 1602	No	No
DAB	Yes	Yes	No

## Checklist of Preparedness for a Critical Incident

### Equipment:

- Whistles
- Torches
- Charged mobile phones
- Fluorescent jackets
- Stock of bottled water

### Up-to-date information about:

- Pupil/student/staff emergency contact details.
- Individual pupil/student medical needs e.g. medication.
- Local Authority emergency contact details.
- Bus/coach lists, if applicable.
- An emergency supply or support list to enlist extra help when needed (familiar supply teachers, retired staff, local colleagues, cluster collaboration).
- Pupil/student movement data (who is where, and when).

### Is this information easily accessible?

- Is it in an appropriate format e.g. in a “grab bag” to take with you if evacuation is necessary?
- Should a copy be kept in another safe location e.g. at home or at a “partner” school?

### A plan for communication:

- Evacuation procedures, visible and practised.
- Telephone lines – private, mobile, emergency access to neighbours. Your usual phone lines may be jammed by incoming calls
- Small room/quiet area for Police statements/counselling or interviews – somewhere to hold press briefings away from the area of incident. Press briefings can then be timed to draw press presence away from school at critical times e.g. arrival and departure of pupils/students, briefing for parents/carers etc.
- Contact details for KCC Communications Office, who must be involved at an early stage.

### Management support

- Access to qualified First Aiders – preferably beyond the minimum requirement.
- Screening of entrances/exits (siting of school office can be critical).
- Closure of blinds/curtains on ground floor to protect from media interest.
- “Instant assemblies” (e.g. videos/DVDs) to release teaching staff for interview/support.
- Knowledge of resources available for helping to cope in the following days/weeks.



# School Closure Procedure

## No Children or Staff on Site

### *(Morning or previous evening)*

The closure or partial closure of a school is a last resort action and is usually made only on health and safety grounds. The reason for closure could be just about anything that affects the schools ability to provide a safe and secure environment for children to learn or staff to work.

Most circumstances that lead to closing a school are known about before any children arrive. These could include: heavy snow or ice, no water/power/heating, flooding, fire damage, or other risk factor that cannot be satisfactorily managed.

If you feel that the school site is not safe to access, you should:

- Receive a full assessment on the reasons
- Perform a quick risk assessment
- Make a formal decision and update the Schools Closure website
- Activate any local notification systems
- Inform the AEO. See contact details.
- Inform the Chair of Governors.
- Contact the KCC Media Office.
- Appoint staff to be at the school to inform and advise any parents, pupils or students who do not receive notification. Ensure anyone who arrives is able to return home.

## Children or Staff on Site

### *(During the day)*

Occasionally, you may need to close the school during a school day when pupils are on site. If so:

- Receive a full assessment on the reason
- Establish lines of responsibility, accountability and leadership.
- Perform a quick risk assessment
- Make a formal decision and update Schools Closure website
- Activate School Emergency Management Team
- Activate any local notification systems
- Inform the AEO. See contact details.
- Inform the Chair of Governors.
- Contact the KCC Media Office Decide how the school should inform parents in addition to the Schools Closure website.
- Keep pupils/students in a safe place until parents/carers arrive and account for all children. This may be inside the school, but consider off site arrangements if use of the school building is compromised.
- Ensure that all pupils/students have a safe and reliable way to get home.

- Arrange for a member of staff to be at the school to inform and advise any parents, pupils or students who do not receive notification. Ensure anyone who arrives is able to return home.

## **Schools Closure Website**

Kent County Council provides a dedicated portal to report when your school is partially or fully closed. It can also report when the situation changes and the school is re-opened. The portal can be accessed here:

[www.kentclosures.co.uk](http://www.kentclosures.co.uk)

It is necessary to register first, so all schools are advised to log onto the website before it becomes necessary to do so.

Once registered, you, or an agreed school representative can log on and notify a school closure or that the school is open. The information you put in is available to any parent who accesses the website, the local media and local radio. In addition, parents can opt in to receive text messages when a relevant closure notification is logged.

Please see Appendix 13 for user instructions on how to use the Schools Closure database

KCC is required to record the number of days lost due to school closure. The Schools Closure website records this information automatically. Even if you maintain an in-house notification system, we would ask you to register and use the Schools Closure system as well. Notification takes less than two minutes.

# School Emergency Planning Management Team

## Composition of the SEMT

The composition of the SEMT is entirely up to the school. However there are some tasks that will likely need to be considered. Assigning roles will of course, be led by the day to day roles of school employees.

Task:	Applicable to:	Contact Details
Co-ordination	James Williams (Executive Head Teacher) or nominee	07733887186
Pupil/Student welfare	Anna Northrop Sarah Mansfield	07508429105 (AN) 01843 222558
SEN Welfare	SENCo Sarah Bond	01843 222551
Staff welfare	Anna Northrop	07508429105
Communications	Office staff	01843 221877
Media & Press	Senior Leadership Team	07733887186 (JW)
Event logs	Teachers or anyone directly involved	
Site Issues	Grant Lotter (Facilities Manager)	07462081154 (GL)
Resources	Lynda Newing (Business Manager)	01843 222550
Business Continuity	James Williams	07733887186 (JW)
Parental communication	Office staff	01843 221877
Internal pedestrian movement	Glenn Ternent, Kevin Jones (Caretakers), Ted Watt-Ruffell (RCP)	07399553202, 07399553217
First aid	Jen Melloy	01843 221877 x 215
Feeding	Kitchen staff or contractor representative	TBC

Other roles will depend on the risks you identify that are unique to your site.

## Briefing During an Emergency

Briefings are essential during an emergency because the issues can be very fluid.

Working in an emergency situation is more tiring and stressful than day to day. A well-managed SEMT will rota staff in and out so that tired staff can have a break. This means that new staff need to be brought up to speed.

Ideally as part of planning, identify a location that the SEMT can hold, information sharing sessions during an emergency. It should have electricity (if still available), working telephony and space to work.

Briefings should not be onerous, but should follow a structured format to enable more effective note taking and subsequent reporting. The frequency should depend on the nature of the incident, but it should be remembered that in addition to the sharing of information, a briefing imparts a beneficial pastoral effect through staff maintaining regular contact with each other.

## Communication.

Key members of the SEMT should have mobile phones to facilitate emergency communication.

## Section Two

# Dealing with Structural/Operational Emergencies

This section deals with some of the issues and challenges you may face over the condition or suitability of the school site or buildings, or an incident that disrupts the normal operation of the school.

### Burglary or Criminal Damage

If burglary, forced entry or criminal damage is suspected:

- Do not enter the premises, close doors or move anything.
- Call Police immediately using 999. If you have a suspicion that there is an intruder still on site, use the code word “Operation Chalkboard”.
- Activate School Emergency Management Team
- Move children and staff away from the area into a safe place in another area of the building or outside depending on the nature and extent of the damage.
- Contact the 24 hour KCC Service Desk 03000 417 878
- Inform the AEO and/or ASOO. See contact details.
- Contact the KCC Press Office.
- Inform Chair of Governors.
- Do not allow anyone to re-enter the site of the damage, until the Police say that it is OK to do so. If the damage is extensive, no one should enter the building until the surveyor has said it is OK.
- Review lunch/break/going home arrangements.

# Evacuation

## **(For evacuation due to a Major Emergency see Section 3)**

Occasionally, you may need to evacuate the school during a school day when pupils are on site.

When evacuating a building, the nature of the threat must be taken into account.

Advice to evacuate could come from the Police or the Fire services, but it could be a decision that is made locally.

- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Pick up grab bag
- Update Schools Closure website, if able to do so
- Inform the AEO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.
- Decide how the school should inform parents in addition to the Schools Closure website.
- Ensure that all pupils/students have a safe and reliable way to get home.
- If possible, ensure that telephone operators and answer machine messages reflect the change in pick up location.

## **Pupil and Staff Safety – Off site**

If the school needs to be evacuated, it is important that you have alternate sites for parents to collect their children. It is highly undesirable for parents to arrive at the school and be unable to find their child(ren). Such sites must be well known or easily located; for example, a village hall, library or other school.

## **Access to Information**

If you need to evacuate the school for a prolonged period of time you may not have ready access to contact details. A “grab bag” containing essential information could be prepared for such an eventuality, and a member of staff nominated to be responsible for it.

Alternatively a partnership arrangement could be made with a nearby school, or through the cluster, to accommodate pupils/students in case of an emergency.

It may be possible to have a reciprocal arrangement for storing contact details, providing suitable arrangements are put in place to ensure data protection.

## Fire or Explosion, or Risk of Explosion

### In the event of:

- a fire of ANY size, even if dealt with and believed to be extinguished.
- any explosion or release of flammable gas or liquid, likely to cause an explosion (for mains gas leak, see next section)

the head teacher or member of staff closest to the incident should immediately:

- Initiate school emergency procedures to evacuate the school (Fire/Bomb drill). Don't delay. If it turns out to be a false alarm, it is still good practice.
- Notify Fire and Rescue and Ambulance services if needed.
- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Account for all pupils/students, staff and visitors and remain in a designated area, ensure the designated area is safe from falling debris etc.
- Plan for evacuation to a more suitable location as soon as possible.
- Close all doors and windows to fire or explosion area if safe to do so.
- Contact the Property helpdesk
- Inform the AEO and consider contacting the DEPO. See contact details.
- Contact the KCC Media Office.
- Inform the Chair of Governors.

### Re-Occupation

If the Fire and Rescue Services or Police are on site, they are the responsible authority and are the decision makers on whether it is safe to re-enter a building.

Building contractors may be needed to repair damage. The school may not be safe to re-open until the surveyors have certified that it is safe to do so.

## Gas Leak

If a gas leak is suspected:

- If it is safe to do so, and you know where the gas master switch is, turn it off at the isolator
- Phone the Gas Leak Emergency Number

**0800 111 999**

- Initiate school emergency procedures to evacuate the school (Fire drill). Don't delay. If it turns out to be a false alarm, it is still good practice.
- Notify the Fire and Rescue and Ambulance services if needed.
- Activate School Emergency Management Team
- Extinguish all naked flames and don't allow smoking.
- Don't switch on/off any electrical appliances, including light switches
- Open doors and windows for ventilation if safe to do so
- Turn off any gas equipment you suspect to be the cause of the leak
- Keep other people away from the affected area
- Establish lines of responsibility, accountability and leadership.
- Account for all pupils/students, staff and visitors and remain in designated area, ensure the designated area is safe.
- If necessary, plan for evacuation to a more suitable location as soon as possible.
- Contact the Property helpdesk
- Inform the AEO and consider contacting the DEPO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.

## Localised Flood or Waste Spillage

In the event of localised flood, major leak or waste water blockage, the head teacher or member of staff closest to the incident should immediately:

- Initiate school emergency procedures to evacuate the school (Fire/Bomb drill). Don't delay. If it turns out to be a false alarm, it is still good practice.
- Notify Fire and Rescue and Ambulance services if needed.
- Activate School Emergency Management Team
- If there is water inside the school buildings, turn off the electricity supply, but only if safe to do so.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Account for all pupils/students, staff and visitors and remain in designated area, ensure the designated area is safe from falling debris etc. and plan for evacuation to a more suitable location as soon as possible.
- Contact the Property helpdesk
- Inform the AEO and consider contacting the DEPO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.

### Preventative Action

If safe to do so, some action can be taken which will reduce the damage to the school and enable earlier re-occupation.

- Put sandbags or flood boards in place around doorways, airbricks and other ingress points. If used properly, sandbags do work and save thousands of pounds in clean up bills.
- Plug sinks, overflows, toilets, baths etc. with sandbags to reduce sewage backflow.
- Unplug electrical items and move them to an upstairs room if possible.
- Move important documents to a dry area.

### Re-Occupation

There is a serious danger of contamination after the water has drained away. Specialist contractors are needed to clear up after a school has been flooded and the school should not re-open until the surveyors have certified that it is safe to do so.



## Hazardous Spillage on School Premises

- Clear the room and surrounding areas.
- Call Fire and Rescue service if necessary.
- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Remove contaminated clothing (beware of cross contamination) and shower affected person if contaminant is known to not react with water<sup>1</sup>.
- If pupils/students or staff are showing any adverse medical symptoms call for medical assistance.
- Try to contain the spillage by covering with sand, closing doors and windows etc.
- Contact the Property helpdesk
- Inform the AEO and consider contacting the DEPO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.

## Power Failure

Contact your electricity supplier to determine whether it is a power cut and if so, ascertain how long before power is restored.

- If not a power cut, contact the Property helpdesk
- Dependent on the cause and extent of power failure, move pupils/students to a safe area, ensuring all are accounted for, or plan to evacuate of the building.
- Consider closure action.
- Activate School Emergency Management Team
- Inform the AEO and consider contacting the DEPO. See contact details.
- Contact the KCC Media Office.
- Inform the Chair of Governors.

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<sup>1</sup> *Some chemicals and elements may possibly combust when water is applied. Examples include alkali metals (e.g. lithium, sodium, potassium), certain alkali metal hydrides, chlorides, halides and anhydrides.*

## Structural Damage or Collapse

### During a time when the building is occupied.

If staff or pupils are in the vicinity of the damage, the head teacher or member of staff closest to the incident should immediately:

- Initiate school emergency procedures to evacuate the school (Fire/Bomb drill). Don't delay. If it turns out to be a false alarm, it is still good practice.
- Notify Fire and Rescue, Ambulance or Police services if needed.
- Consider immediate First Aid procedures, i.e. evacuate if there is no risk to casualty, or if there is imminent further risk.
- Activate School Emergency Management Team
- Account for all pupils/students, staff and visitors and remain in designated area, ensure the designated area is safe from falling debris etc.
- Plan for evacuation to a more suitable location as soon as possible.
- Contact the Property Helpdesk
- Inform the AEO and consider contacting the DEPO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.

### During a time when the building is not fully occupied

Ensure everyone remains in a safe place in another area of the building or outside, well away from the building, depending on the nature and extent of the damage.

- Call Police if damage was intentional. Call Fire and Rescue services if the damage was unintentional and the risk is serious.
- Consider school closure action if the damage is extensive.
- Do not allow anyone to re-enter the building until it has been inspected by the surveyor.
- Activate School Emergency Management Team
- Contact the Property Helpdesk
- Inform the AEO and consider contacting the DEPO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.
- Review lunch/break/going home arrangements.

### Re-Occupation

Building contractors may be needed to repair damage. The school may not be safe to re-open until the surveyors have certified that it is safe to do so.

# Section Three

## Dealing with Human Emergencies

This section deals with some of the issues and challenges you may face that occur from people.

### School Security

School security is everyone's responsibility.

A robust security policy can deter petty criminality and more serious issues such as intruders and incursion.

Each school should establish and maintain relationships with local networks and work with the police, local authority and others in the wider community to gather and share security related information. This intelligence can then be used to inform the development of a school security policy and plan that is proportionate, measured and reflects local and national security issues or threats.

Staff and, where appropriate, pupils should take personal responsibility for both their own security and that of those they work and learn alongside. This, along with the effective management and handling of security related matters in schools, should help to ensure that staff and pupils are able to work and be taught in a safe and secure environment.

All school staff should receive appropriate security training. This should be proportionate to their roles and include an awareness of the school security policy.

School staff should have an awareness of relevant security networks and be able to evaluate and assess the impact of any the new initiatives on the school security policy and its day to day operation. School staff should know what to do to protect themselves and pupils from harm, safeguard the school estate and be able to determine when it is appropriate to contact the police/emergency services.

School security should not be seen as an additional undertaking, rather it should be considered alongside responsibilities under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 and the appropriate training given to the person(s) with responsibility for health and safety and school security in the school.

### Nomination of a Responsible Person

[The Management of Health and Safety at Work Regulations 1999](#) require employers to appoint one or more responsible, competent persons to oversee workplace health and safety and to support compliance with the regulations. The competent person is required to have subject knowledge, be trained in matters related to handling health and safety risks and have the experience to apply that subject knowledge correctly in the workplace.

The competent person should consider matters of school security, including areas regularly used for off-site education and to put in place a school security policy that:

- identifies the likelihood of a security related incident occurring;
- assesses the level of impact; and
- develops plans and procedures to manage and respond to any threats.

The competent person will also need to ensure that business continuity plans are in place to enable staff and pupils to react appropriately and urgently in the event of a serious incident. This should include arrangements to respond to the immediate crisis as well as the short, medium and long term issues that will arise.

All school staff and pupils must be able to work in a safe and secure environment. Whilst schools continue to be amongst the safest places, no school can afford to ignore the potential threat of, and impact arising from, security related issues, such as vandalism and arson or more serious incidents involving knife crime or terrorist attacks.

## **School Security Policy**

A school security policy should:

- reflect the balance between maintaining an open and welcoming environment for pupils, parents and the wider community and protecting them from harm;
- help create a culture in which staff and pupils recognise and understand the need to be more vigilant about their own and the safety and security of others; and
- demonstrate an understanding of the issues that could impact on their school and wider community.

Plans and supporting procedures should:

- be based on a school's realistic assessment of the threats relevant to it;
- demonstrate that there is a shared and common understanding about how to respond to identified threats; and
- be very clear about what is expected from the staff, pupils and the local community should an incident occur.

Formats of the policy will therefore vary greatly depending on the assessment of the threat and/or risk.

## **Security in New School Buildings**

Advice on how to make your school more secure, especially if you are planning new building work or alterations, can be sought through the Police initiative, "Secure by Design", at <http://www.securedbydesign.com/>

For advice specific to schools and particularly new build, see this guide: [https://www.securedbydesign.com/images/downloads/New\\_Schools\\_2014.pdf](https://www.securedbydesign.com/images/downloads/New_Schools_2014.pdf) .

# Counter Terrorism Planning & Advice

The advice from HM Government is that schools should be alert to the possibility of an attack, but not alarmed. You should ensure that you have adequate security plans and that such plans are still current and have been tested to ensure staff and students are prepared and confident.

## Security guidance for Schools

The latest security advice to schools can be found here:

<https://www.gov.uk/government/publications/crowded-places-guidance>

## Staff Awareness and Security Culture

It is a good idea to brief staff on how they can recognise suspicious activity. This could include strangers loitering round the perimeter, taking photographs, etc. It is of course highly unlikely that such incidents are the precursor to an attack, but could equally be early (or opportunistic) activity leading to a crime.

Some information about how to promote employee vigilance can be found here

<http://www.cpni.gov.uk/advice/Personnel-security1/Employee-vigilance/>

The procedures for reporting such suspicious behaviour are to contact:

- **The Anti-Terrorist Hotline 0800 789 321.**
- **Police emergency 999**
- **Kent Police non-emergency number 101**

Depending on the severity of the suspicion

### Preparedness

First aid kits and emergency grab bags should be checked periodically to ensure that they are complete and accessible.

If you have burglar and intruder alarms, or CCTV, check that they work. For CCTV systems you should also check that the date/time stamps are accurate. For additional guidance, read: <http://www.cpni.gov.uk/advice/Physical-security/CCTV/>

At the time of writing, the UK threat level from international terrorism remains at **SEVERE**; meaning an attack is highly likely. Updates to the UK Security state and other threat levels can be found here: <https://www.mi5.gov.uk/threat-levels>

# Dealing with Suspicious Mail

## **What to look for:**

- A letter or package with suspicious or threatening messages written on it.
- Letters with oily stains.
- Envelopes that are bulky, discoloured or have a strange smell.
- Sent from an unfamiliar sender
- Excessive tape or string.
- Unusual weight in relation to size.
- Unexpected post from overseas.
- Post with no stamps or non-cancelled stamps.
- Post with incorrect spelling of common names, places or titles.
- Postmark that does not match a return address.
- No return address.

## **When opening post:**

- Examine/feel unopened packages for unusual objects or powder.
- Use a letter opener or other means rather than fingers.
- Open with a minimum amount of movement.
- Do not blow into the envelope in order to open it.
- Look at the contents inside an envelope/package before tipping them out.
- Keep hands away from mouth during mail opening.
- Always wash hands after handling mail.

## **If you are concerned about any item of post:**

- Do not open or disturb it any further.
- Inform the Police.

## **If you think you have opened a contaminated package:**

- Do not touch the package further or move it to another location.
- Notify the Police by calling 999.
- Shut windows and doors in the room and prevent anyone else from entering.
- Switch off any fans or air conditioning equipment.
- If the package has not been opened leave the room, securing it if possible.
- Wash your hands thoroughly as soon as possible.
- Keep yourself separate from other people and remain available for medical examination if that is subsequently deemed necessary.
- Remain calm! In order to be affected by most toxins you have to get enough of the substance into your body through broken skin, swallowing it or inhaling it.
- Keep the package and its contents in the room where it was opened.
- Remain available to brief the emergency services.

For further information, read: <http://www.cpni.gov.uk/advice/Physical-security/Screening/Mail-and-deliveries/>

## Bomb Threat

Most bomb threats are made over the phone and the overwhelming majority are hoaxes, made with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, must be reported to the police.

Dial 999 and Police will respond. You should always consider their advice before a decision is taken to close or evacuate.

### Email, Text or Social media

On receipt of a threat:

- Depending on the nature of the threat and prevailing Police advice, consider evacuation, taking into account any information given about the location of the threat.
- Report the threat to the Police, consider whether to use 101 or 999, depending on your decision on the severity of the threat.
- Move to the designated safe distance where practical.
- Activate School Emergency Management Team

### Telephone

If a bomb threat is made by telephone, stay calm and listen carefully.

#### Action during the call

- Ensure that any recording facility is switched on
- Obtain as much information as possible
- Try to record the exact wording of the threat.
- Using the "Recording a Bomb Threat" template at Appendix 12, and try to get the caller to give precise details

#### Action Immediately after the Caller rings off

- Dial 1471 (if that facility operates and you have no automatic number display) to see if you can get their number.
- Complete the checklist below or at Appendix 12 as soon as the caller has hung up and Police have been informed.
- Immediately report the incident to the police. Give your impressions of the caller and an exact account of what was said
- Immediately report the incident to the relevant manager
- Activate School Emergency Management Team
- Do not leave your post unless ordered to evacuate

## Suspicious Device or Package

If a bomb threat has been made (see next section) or a suspicious package has been found:

- Using a landline, dial 999 and contact Police. Use code word "Operation Chalkboard".
- Activate School Emergency Management Team but avoid the use of two-way radios and mobile phones where possible<sup>2</sup>.
- Pick up grab bag
- Avoid causing vibrations (from running, fire alarms) as they can detonate some devices.
- Move pupils/students/staff away<sup>3</sup> from immediate danger<sup>4</sup>. If possible & appropriate, have them sitting down.
- Consider evacuation to internal protected spaces if the device is external to the building
- Inform the AEO. See contact details.
- Contact the KCC Press Office
- Account for all pupils/students, staff and visitors.
- Establish lines of responsibility, accountability and leadership and inform all staff to maintain timelines and records of all actions and events.
- Inform parents if applicable and arrange a location for pickup, away from the school site
- Do not allow anyone to re-enter the building until authorised to do so by the Police or EOD Ordnance Disposal.
- Inform Chair of Governors.
- Staff should be alert to suspicious packages on evacuation routes.
- Muster points should ideally be 500 metres from the building if possible; however consideration should be given to the safety of the students in reaching the muster point.
- If 500 metres is not possible, the muster point should be in an open space, away from glazing and vehicles.
- Avoid Fire Evacuation Points in the event of a suspicious package.
- Avoid if possible using car parks as muster points.
- Ensure that whoever made the find, remains on hand to brief the Police.

### Search Planning

There is no responsibility for school staff to carry out a search of the building following notification of a threat, credible or otherwise. However, it must be borne in mind that you and your staff know your school far better than a stranger. It will greatly assist the Police if you have a plan to conduct a search of your buildings.

Some questions to ask:

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<sup>2</sup> Some explosive devices may be designed to detonate using radio wave transmission.

<sup>3</sup> Ensure that evacuating staff and children use a route that takes them away from the suspected danger area

<sup>4</sup> At least 250 metres from building. Further if possible, 500m is the Police recommendation.



- Do you have a plan to search your site to deal effectively with either bomb threats or for suspicious devices?
- Are your staff familiar with those plans?
- Are staff and students aware of what to do if they find a suspicious item?
- Is there good housekeeping in place reduces the opportunity for suspicious items to be placed and assists effective search?
- Regular searches should be part of your general housekeeping, regular searches can ensure that any suspect package is detected early.
- Consider dividing your location into smaller, searchable area's and ensure someone is responsible for each location.
- Consider techniques to routinely search area's without arousing suspicion or concern from students.

Search planning guidance can be found here:

<http://www.cpni.gov.uk/Security-Planning/Business-continuity-plan/>

<https://www.gov.uk/government/publications/bomb-threats-guidance>

### **Evacuation/Invacuation Planning**

It is essential that you are able to move your staff and students away from danger in a controlled way. Ensure you have a number of options available that are well sign- posted and notified to people on your site. Keep such routes clear.

Sometimes it may be safer to remain inside a building; identify the most suitable internal spaces that staff and students can move to. This is sometimes referred to as lockdown.

<https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures>

## Aggressive or Unacceptable Behaviour from a Visitor

Every school will have its own procedures for dealing with visitors, which balances a welcome to the school with security. Events which may have the potential to breach security are extremely rare but can be very distressing.

All schools will be aware of the need to safeguard children and staff by restricting the entry of visitors to known individuals and others who have identified themselves properly at reception.<sup>5</sup> If a visitor's identity is not proved to the satisfaction of reception staff then they must not be admitted. If staff are unsure about the validity of identification produced it may be necessary to ask for additional corroboration e.g. by making a phone call to the visitor's employer.

Should a visitor become threatening, abusive or aggressive to reception staff or appear to be under the influence of drugs or alcohol, call Police using 999 without delay.

### Entry Systems

Most schools now use an electric 'push button' type entry system. It is important to restrict use of this system to authorised staff.

Pupils, parents and visitors must not have access to the door entry mechanism. Although it is recognised that schools are busy environments, maintaining control over visitor entry takes precedence over all other considerations.

## Lockdown

Every school should have a "lock down" procedure whereby the school is sealed off on the Internal Secure Line and no one is able to enter or leave the safe area until the situation has stabilised.

## Glossary of Terms

It is important to standardise terms so that those involved in planning for such an event all understand what to do.

### Intruder

A person who is seen or suspected to be on site at the school without authorisation. An intruder in this context differs from a burglar or vandal, because their intrusion is at a time when the school is wholly or partially occupied.

### Incursion

An incursion is an unauthorised entry by a person or persons that incorporates an illegal entry, then damage to the school or hurt to staff or students.

### **Hostile Incursion**

A more violent form of Incursion whereby a person, or number of people, enter a school with the sole intent of harming personnel.

### **Secure Perimeter**

This is a perimeter line of fencing or walls, broken only by secure entry points. Children in schools should be inside the secure perimeter. The perimeter may include playing fields or outbuildings.

### **Internal Secure Line (ISL)**

This is a perimeter security line that is established on the entry points (doors and windows) of school buildings and does not include external areas.

### **Safe Rooms**

These are rooms, inside the Internal Secure Line, that can be secured by the occupants and will offer significant protection against all but a very determined assault. It is advised that all teaching rooms are equipped with sufficient security to enable it to be secured against forced entry.

### **Lockdown**

The practice of securing a school's Internal Secure Line, restricting non-essential internal movement within these school and securing some internal access points, following receipt of an agreed signal.

### **Invacuation or Inwards Evacuation**

This is the process by which all personnel withdraw quickly inside the Internal Secure Line, during the initiation of a Lockdown.

### **Dynamic Lockdown**

This is a process by which a Lockdown can be intensified or de-intensified according to changing circumstances. This could be two, three or four stages, depending on the school's needs and the physical security factors on site.

### **Evacuation or External Evacuation**

The practice of all personnel leaving the school building and/or school site according to pre-planned methods and routes.

### **Run, Hide, Tell**

This is a practice that is recommended by the National Counter Terrorism Security Office in the event of a Hostile Incursion.

### **IED**

Improvised explosive device. A homemade bomb or incendiary device.

### **VAW**

Vehicle as Weapon. When a vehicle is used as a weapon with the intent of harming personnel through impact injuries.

## **Circumstances that might necessitate a Lockdown**

### **Severe Weather**

High winds, heavy rain, snow, hail, low/high temperatures, etc could result in a recommendation that all personnel remain inside.

### **Dangerous Dog or Other Animal**

A dog or other animal that is freely roaming on site should be viewed as dangerous until proven otherwise.

### **Air Pollution or Chemical Leak**

Locking down a school for a chemical leak is a more involved process, as it is often advisable to close off air ingress points. These ducts, windows, channels or pipes may be too narrow for a person to use as an entry; so may be overlooked during Lockdown planning.

### **Student Acting Dangerously**

If one of the students is acting in a manner that could cause harm to others, then you should lock the school down.

### **Suspicious Person Observed**

It is entirely appropriate to be suspicious of any person looking over fences or through bushes, even if they are outside the Secure Line. Anyone acting in this manner should be treated as a threat and necessitate a Lockdown.

### **Intruder on Site**

The school should initiate an immediate Lockdown if a person is seen within the Secure Perimeter.

### **Incursion or Hostile Incursion**

If an incursion is suspected or occurs, the school should immediately initiate Lockdown.

## **Culture of Awareness**

Those seeking to conduct attacks often undertake a level of planning including part-rehearsal and reconnaissance. All opportunities to detect and deter threats at the planning phase should be taken.

Presenting a strong security posture through visible and effective activity, for example through staff awareness and reporting processes.

You should develop relationships with the Police, parents and any other local stakeholders with a view to maintaining a vigilant mindset.

## **Developing a Dynamic Lockdown Plan**

Dynamic Lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of Lockdown is to prevent people from moving into danger areas and preventing or frustrating the attacker's access to a site (or part of).

It is recognised that due to their nature, some school sites may find it difficult to physically achieve Lockdown. Where this is the case, the school should consider additional security on the Secure Perimeter.

### **Why develop dynamic Lockdown?**

If preventing an attack has not been possible, the ability to frustrate and delay the attacker(s) during the course of the attack and reduce the number of potential casualties can be greatly increased through dynamic Lockdown.

Advance planning of what needs to be done to Lockdown a site and recognising the need for flexibility in those plans will save lives.

### **Planning should consider:**

- How to achieve effective full or partial Lockdown
- How to escalate and deescalate Lockdown
- How to let people know what's happening
- Training your staff
- Run, Hide, Tell principles

### **Dynamic Lockdown Planning**

In your planning, you should:

- Identify all access and egress points in both public and private areas of the site. Remember, access points may be more than just doors and gates.
- Identify how to quickly and physically secure access/egress points.
- Identify how your site can be sectorised to allow specific areas to be locked down.
- Include staff roles and responsibilities.
- Consider staff training needs to enable them to act effectively and be aware of their responsibilities.
- Consider how to restrict people from leaving or entering the site.
- Plan to direct staff and pupils away from danger
- Consider the ability to disable lifts without returning them to the ground floor should be considered, if relevant.
- Establish processes that can be flexible enough to cope with and complement invacuation and evacuation

### **Training your staff:**

Due to the fast moving nature of incidents that require Lockdown it is important that all staff are able to act quickly and effectively.

- Train all staff using principles of "Stay Safe", both for themselves and for the pupils/students in their charge.
- Ensure staff know what is expected of them, their roles and responsibilities.
- Check staff understanding.
- Regularly refresh training.

## Initiating a Lockdown - Methods

Various options exist depending on the nature of the incident and occupancy of the site. These include:

- Public address (PA) system
- Existing internal messaging systems; text, email, staff phones etc.
- Walkie talkie radios
- “Pop up” on staff computers / internal messaging systems
- Dedicated “Lockdown” alarm tone
- Word of mouth

### Public Address System

A public address system is by far the best option to alert personnel. This allows clear, universal communication from a single source so there is no delay or confusion.

The best way to use public address is to operate a similar system to that used by supermarkets. For example, shoppers inside the store do not know whether “Customer Service Fourteen” is a spillage in the dairy aisle, or to call security to the main entrance. This also reduces chances of panic amongst the students/pupils.

Schools could perhaps use “**Staff call, twenty-one**” to indicate that a stage 1 Lockdown is being put in place. If the situation calms down, you could maybe use “**Staff call, twenty**” to indicate a de-escalation to normal. However, if the situation deteriorates, you could then use “**Staff call, twenty-two**” or “**Staff call, twenty-three**” to escalate to a Stage 2 Lockdown or Stage 3 Full Lockdown.

A public address system is also useful if the Police are on site and they need to communicate with groups of people who may be inside a locked Safe Room, or hiding.

### Using an Alarm or Tone Alert

***Note that use of fire alarms should be avoided.***

It is important that alarm alerts are few and simple. It is probably not advisable to have different sets of alarms (e.g. three rings or two short and one long, etc), unless you have no other option. If you must use an alarm or alert tone, it must be very different depending on the incident. An alert to warn of someone with a weapon should be different to an alarm where you need to summon colleagues for assistance.

You may wish to consider fitting an alarm or alerting system to each teaching room and the entrance and office areas. Staff will be reassured if there is a means for them to communicate unobtrusively or to summon assistance if they fear for their safety or that of the children in their care.

## Managing Incursions

Schools must plan for this eventuality. Every school should have a “lock down” procedure where the school is sealed off and no one is able to enter or leave until the situation is resolved.

### **Suspicious person seen outside school grounds**

If a suspicious person is seen loitering or otherwise outside the school grounds, the school must:

- Have a dedicated communication mechanism to alert all staff.
- Have appointed key holders who immediately lock external doors.
- Staff inside rooms must lower blinds or draw curtains.
- Call Police immediately. Give the Police as much information as you can about the person.
  - Description
  - Number of people
  - Name if known
  - Behaviour
  - Location
  - Direction of travel
  - Access information
  - Any casualties
  - Whether armed
  - What are they armed with? Firearm? Bladed weapon?
- Activate School Emergency Management Team
- Staff should continue normal teaching.
- Do NOT leave the building to challenge the person.
- Wait for Police to give an all clear before unlocking doors.

### **Intruder inside grounds**

If a suspicious person is seen in the school grounds, the school must not hesitate to react.

- Have a dedicated communication mechanism to alert all staff.
- Appointed key holders immediately lock external doors.
- Staff inside rooms must close windows, lower blinds or draw curtains and lock internal doors and ensure emergency exits are secure, but usable if need be.
- Move children away from windows and external doors or fire exits.
- Call Police immediately. Use 999, say ‘Operation Chalkboard’. Give the Police as much information as you can about the suspicious person.
  - Description
  - Number of people
  - Name if known
  - Behaviour

- Location
- Direction of travel
- Access information
- Any casualties
- Whether armed
- What are they armed with? Firearm? Bladed weapon?
- Activate School Emergency Management Team
- Staff should try to maintain normalcy
- Do NOT leave the building to challenge the person
- Wait for Police to give an all clear

## **Intruder inside school buildings**

If a suspicious person is seen inside the school buildings, the school must not hesitate to react.

- Have a dedicated alarm to alert all staff.
- Staff inside rooms must close windows, lower blinds or draw curtains, lock internal doors and ensure emergency exits are secure, but usable if need be.
- Move children away from windows and external doors or fire exits.
- Call Police immediately. Use 999, say “Operation Chalkboard”. Give the Police as much information as you can about the suspicious person.
  - Description
  - Number of people
  - Name if known
  - Behaviour
  - Location
  - Direction of travel
  - Access information
  - Any casualties
  - Whether armed
  - What are they armed with? Firearm? Bladed weapon?
- Activate School Emergency Management Team
- Staff should remain calm but consider additional ways to block entry through internal doors while also considering an alternative emergency exit. This might be through a fire exit, other door or windows.
- Do NOT challenge or approach the person.
- Wait for Police to give an all-clear.

### **For all incidents:**

- Activate School Emergency Management Team
- Notify all staff and inform them to maintain timelines and records of all actions and events
- Establish lines of responsibility, accountability and leadership.
- Decide whether the school or the Police should inform parents if applicable.
- Move pupils/students out of view.



- Inform the AEO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.

It is a good idea for an alarm system to be fitted to each teaching room and the entrance and office areas. Staff will be reassured if there is a means for them to communicate unobtrusively or to summon assistance if they fear for their safety or that of the children in their care.

## **During Assembly, Meals and other similar events**

One area of Lockdown that is frequently overlooked is how to effect Lockdown when large groups of pupils/students are in a single central location, such as during a school assembly, drama production, lunch or examinations.

The way to manage this is to consider the level or severity of the threat. If it is a Lockdown because of some perceived risk, then it is probably OK to continue with the activity. If the threat is real, but is outside the Internal Secure Line, the better option is likely to be to move all the pupils/students back to their classrooms.

If the threat is inside the secure line, then the pupils/students need to be in a safe room. It would be unusual for a school to be able to secure a large room such as the school hall or lunch area.

If the location of the threat is such that access to safe rooms is not an option, then the school should consider whether evacuation and/or Run Hide Tell is the best route.

# Managing a Hostile Incursion

A hostile incursion is an incursion into a building by one or more attackers, with the aim of taking life, possibly involving a siege or period of occupation within a building. An incursion of this sort is extremely unlikely within an educational environment.

The objective is to reduce the likelihood and impact. This is done by:

- Good planning & preparedness
- Having an awareness of the threat
- Ongoing and effective site security
- Informed and supported staff
- Early detection
- Rapid response
- Having a robust communication strategy, including contacting the emergency services
- Testing and rehearsing

## **Planning and Preparedness principles**

If such an incident was formally risk assessed, it would be graded bright green for likelihood, but deep red for severity of impact. It is therefore a sensible idea to have at least some preparation, over and above that required for more likely emergencies.

## **Awareness of the threat and assessment of the risk**

Consider the likelihood of the threat and plan proportionately to your school's circumstances, site and location.

## **Prepare a site security strategy**

A visibly secure school can discourage a potential attacker and reduce the impact of an attack. An individual within your establishment should be responsible for owning, developing and delivering the site security plan. In most cases, this will be a caretaker, bursar or business manager.

## **Prepare your personnel**

Staff should at least have an awareness of the threat. As with all possibilities, they should be vigilant and know how to report suspicious activity. Promotion of a robust security culture should be integrated into daily business with all staff being aware of emergency procedures. Testing procedures will provide an assessment on how staff and students are likely to respond.

## **Detect and Protect**

The earlier an incident is detected, the better. Encourage staff vigilance, including looking beyond the perimeter. Engage with neighbours (including local shopkeepers, community wardens, etc) and encourage them to report suspicious behaviour around your establishment.

It is a good idea for an alarm system to be fitted to each teaching room and the entrance and office areas. Staff will be reassured if there is a means for them to communicate unobtrusively or to summon assistance if they fear for their safety or that of the children in their care.

## **Rapid Response and Management**

Timeliness is critical to achieving a better outcome. Roles and responsibilities need to be clear and fully understood. Relevant training should be underpinned by policies and procedures, that are regularly reviewed.

Planning should consider the phases prior to the Police attendance. Until the arrival of the Police, responsibility for the management of the situation remains with the school.

## **Communication Strategy**

Effective communication is key. You should consider firstly, how you will communicate to staff, visitors and students and secondly how will you communicate to the Police.

## **Testing and Rehearsal**

Producing a plan and policy isn't the end of your preparation and planning, is just the end of the first part. It must be tested and rehearsed.

## **What does a Hostile Incursion Plan look like?**

Essentially your plan is an extension of the Lockdown plan as described earlier. There are two choices of action and whichever action is chosen, depends on what is happening.

- Stay in a safe room
- Run Hide tell

## **Safe Rooms**

If properly prepared and properly used, a Safe Room is the best place to be in the event of a Hostile Incursion.

A good Safe Room will ensure that those inside are not visible from the outside, are protected from all but the most determined attempt to break in and will retain a secondary exit if the room is breached.

Inside an activated Safe Room, normal teaching is impossible. Pupils/students should keep low to the floor and be as quiet as possible. This is likely to be difficult as young people may be more susceptible to fear and potentially panic. The adult staff in the room will need significant leadership skills to keep their charges safe and secure.

## **What is a Safe Room?**

This is a room, often a teaching area, that can:

- be locked and secured from intrusion
- remain in communication with other personnel and areas of the school
- keep the occupants unseen
- has a secondary emergency exit

The question of the security of the room should be, how long would the room be able to resist a determined assault by an attacker trying to gain entry? The answer is simple. It needs to withstand an assault for more than the length of time that it takes to evacuate

everyone inside, through the emergency exit. The only way to determine this is to put a stop watch on a practice evacuation. In most cases, this is 45 to 60 seconds.

There are several ways to improve the security of the main entrance, which is usually the weakest point in a Safe Room's security. The easiest and cheapest is to put on strong bolts to both sides of the door. If you have the option to push something heavy in front of the door, even better.

Best option is to obtain door jam or frame wedges that make opening the door nearly impossible from the outside, and would allow plenty of time to evacuate the room.

It is recognised that not every room can be secured sufficiently. If the room has large glass internal windows, or thin stud walls, then it is probably not suitable to be used as a Safe Room. This leaves two options. Either have an arrangement where a group or class of pupils/students moves to another room which has sufficient security. The other alternative is to simply get out using Run Hide Tell.

## **“Run Hide Tell”**

Although it is extremely unlikely that a school would ever be the subject of such an attack, staff and pupils/students should all understand the principle of Run Hide Tell and how it must be adapted into a school context.

### **Principles**

#### **Run**

Move away from the source of any obvious noise or danger. Move quickly. Make other people run with you. Don't stop until you are safe.

#### **Hide**

If you can't run, hide. Find a place that is lockable or can be barricaded. Stay quiet and don't leave your hiding place until told by the Police or security services that it is safe to do so.

#### **Tell**

Tell people you see of the danger. Be forceful. Tell them to get away. Remember everything you have seen. Even the slightest detail may help the Police and security services.

### **Adaptation for Schools**

Run Hide Tell is designed primarily for adults. It relies on understanding the core concepts of: when, why, what and how.

- When? - Understanding when the Run Hide Tell action is appropriate.
- Why? - The possible motivation of the attacker, coupled with an appreciation of the danger.
- What? - The action required to maintain safety.
- How? - What to do when you are running or hiding or telling.

It might be reasonable for older students to have an understanding of 'Why', but the most efficient school systems only require the pupils/students to understand **what** they have to do and **how** they do it

## **Planning a Run Hide Tell Plan in schools**

When planning a process to initiate a Run Hide Tell, there are several key factors to consider:

- The age or maturity of the students / pupils
- The increased likelihood of fear and panic amongst young people
- Persons of restricted mobility
- The Secure Perimeter of the school
- Where do you run to?
- Where do you hide?
- How can you tell, who need to be informed?

### **Age and Maturity**

Run Hide Tell is designed for adults, or those mature enough to understand the potential consequences of not Running or Hiding. Young people will likely not have this awareness; or at least not to the degree that the teaching staff will. The very notion that there is someone who wants to hurt or kill them should not enter into their lives while at school.

The onus therefore, is on the teaching staff who do understand, to shoulder the burden of implementing a Run Hide Tell reaction. The younger the pupil/student group, the more controlled it needs to be.

### **Fear and Panic**

Any situation that could precipitate a Run Hide Tell action would likely be loud, confusing, visually traumatic and wholly alien.

Running away from danger does not reduce panic; it increases it. When the brain becomes aware of a threat or issue, the sympathetic nervous system and the adrenal-cortical system initiate the 'fight or flight' response which releases hormones into the blood.

Because the action being taken is to run rather than 'fight', the effect of the hormones on the body is to heighten the 'flight' reaction. This may develop quickly into panic. Young people will have less experience of panic and less ability to manage or understand it. Staff managing an evacuation need to keep scared children close to them.

Any planning should be kept simple and focussed to reduce the number of things that pupils/students have to think about.

### **Mobility Issues**

Factoring in the evacuation or hiding of young people with restricted mobility should be integrated with the overall plan. In the same way that measures are made for assisted evacuation during a fire drill evacuation, nominated people and friends should be

incorporated into any plan to assist those less able to move as speedily as may be necessary.

### **Secure Perimeter**

Once breached, a secure perimeter (less so the Internal Secure Line) becomes a problem because it may impede the egress of personnel trying to escape the site, and impedes the entry of Police, Fire and Ambulance into the site.

If there is only one pedestrian egress point, then all those escaping will converge on that point, at the same time. This can be extremely dangerous. Ideally your school's Run Hide Tell evacuation plan should allocate each class to a dedicated egress point so that the evacuation is spread out with less convergence of groups of pupils or students. Make sure that the person who leads an evacuation has the keys they need to get out.

When renewing or installing new fencing, put in extra gates. These gates can be kept permanently locked as you choose, as long as those teaching staff who might need to evacuate through them, have a key. Such gates should be tested during reviews of the Secure Perimeter. You should also consider re-introducing any other exit points, even if long closed or unused.

### **Where to Run to?**

Be prepared to run. Wear clothing proportionate to the weather but leave bags behind.

Key locations should be identified that are far enough away from the school to be safe, but still afford sufficient protection for groups of pupils/students. Such locations should be between 300 to 500 metres from the school site. Remember that everyone will be scared, panicking or even terrified. Your group may have seen or heard something horrific.

Places to run to include: other schools, Police stations, libraries, shopping centres, hospitals (especially if there are injuries, cases of shock or illness), places of worship, village or church halls, government or local government offices, or anywhere that is sheltered and away from danger.

Consider routes. It is better to use quieter routes that are longer, than it is to try and cross a busy road. When escaping, have one member of staff leading and one at the rear.

If you cannot run to somewhere safe, HIDE.

### **Where to Hide?**

It would be a challenge to try to hide a class of pupils or students, but if running is not an option, then you must plan to hide.

If you can see the attacker, they may be able to see you, but if they cannot see you, then you are safer. Draw curtains & blinds and close doors.

Ideally a hiding place should provide cover from view and cover from attack, e.g. behind substantial brickwork / heavy reinforced walls. Cover from view is better than no cover, although bullets and other particles may penetrate glass, brick or wood.

Retain an emergency exit option, even if currently it is not the best option. Circumstances may change, and escape may become the best option. Therefore, ensure your exits are clear if you need to use them

Keep everyone quiet. Ensure all phone sounds are muted and turn off vibrate. Move everyone away from the door.

### **Who to tell and how?**

You will need to tell two groups of people. Firstly, as you move or hide, tell everyone you see, to get away from the area or hide. Secondly, only when it safe to do so, phone the police on 999 and use the codeword "Operation Chalkboard".

### **Stay safe film**

<https://www.gov.uk/government/publications/stay-safe-film>

## **Reports of a Suspicious Person or Vehicle, or an Attempted Abduction**

Regrettably, this type of incident is one for the more common emergencies that a school, or group of schools have to face.

The notification can come from a pupil/student, a parent, a member of the public, a member of staff, a local authority or possibly the police themselves.

The first duty of any observer or witness is to note down as many details as possible e.g. physical description, type of vehicle, clothing, activity etc.

The second duty is to inform the appropriate level of responder or authority. In Kent, the standard response as preferred by Kent Police is to let them know as soon as possible, providing as much information as possible. As a general rule:

- Reports that a person has been acting oddly or inappropriately outside a school, phone Police on 101
- Reports of a vehicle acting or parked oddly or inappropriately, phone Police on 101
- Reports that a child has been followed on foot or in a vehicle, phone Police on 999
- Reports that someone has tried to entice them into a car, phone Police on 999

In all instances, please inform the Area Education Officer and consider informing the DEPO

Once the Police are informed, it will be their decision on further action. Nine times out of ten, the report is perfectly harmless.

What you should NOT do is:

- Put a cascade message out to all neighbouring schools
- Put out anything on any social media platform
- Respond to questions or pressure from social media

- Inform all pupils/students of the details of the threat. However, it is acceptable to issue a general letter, reminding parents and pupils/students of the need to be vigilant and aware of stranger danger.

The Police will tell the school and the local authority whether they feel a cascade message is appropriate and they will do that once they have ascertained the level of threat. If you need further advice, contact the Kent Police Safer Schools Coordinator on 01622 652727 or 01622 192727.

## Abduction

In the case of an abduction or attempted abduction from school surroundings, or if there are concerns about a stranger loitering in or near school property, note as many details as possible e.g. physical description, type of vehicle, clothing etc.

If a child is abducted, whether from the school premises or elsewhere, the event will undoubtedly attract intense media attention.

- Call Police immediately. Use 999, say 'Operation Chalkboard'
- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Inform the AEO. See contact details.
- Inform the Chair of Governors.
- Contact the KCC Media Office
- Agree a spokesperson to liaise with the media and Police. The head teacher may not necessarily be the best choice for this as there is no way of knowing how long the media will focus attention on the school and prolonged contact can be disruptive to school life. The AEO may be the most appropriate person for this.
- Decide whether the school or the Police should inform parents if applicable.
- Contact Educational Psychology for support, through AEO or directly. See contact details.
- At the end of the day, arrange a venue, out of school, for all relevant parties (Police, head teacher, local clergy, Chair of Governors, AEO) to meet and review the day's events and plan the strategy for the day.



## Serious Assault by a Student

If a student commits a serious assault, whether using a weapon or not, it is essential that the following action is taken.

### Immediate Action

- Do NOT challenge or approach the student.
- Consider initiating lockdown for 'Intruder inside/outside School Buildings.' This will depend on the suspected whereabouts of the student and the likelihood of further assault if the lockdown is initiated.
- Call Police immediately. Use 999. If the student is armed<sup>6</sup> or believed to be armed, say 'Operation Chalkboard'. Give the Police as much information as you can about the suspicious person.
  - Description
  - Number of people
  - Name if known
  - Behaviour
  - Location
  - Direction of travel
  - Access information
  - Any casualties
  - Whether armed
  - What are they armed with? Firearm? Bladed weapon?
- Ask Police to call an Ambulance if there are casualties.
- Activate School Emergency Management Team
- Once the Police have arrived, they will take charge of the incident. Follow their instructions.
- Inform the AEO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Decide whether the school or the Police should inform parents if applicable.
- An area of the school may be a crime scene. No attempt should be made to clear up or tidy any area where an incident took place.

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<sup>6</sup> In this context, 'armed' should be taken to mean ANY object that is being or could be used as a weapon. The level of Police response will depend on an accurate description of the weapon.

## Student is Suspected of Being Armed

If a member of staff suspects or receives information that a pupil is carrying some form of weapon, the best course of action is to call the Police and let them deal with it.

It is important to remember that the student may have no violent intent. Many children claim that they are carrying a weapon for 'protection' against bullies or other threats. The student may themselves be a victim.

However, such outcomes can only be considered after the situation is under control. If weapons are present, the Police are best placed to assist the school in getting control of a situation.

- Do not challenge or approach the student.
- Call Police using 999 and give the code word 'Operation Chalkboard'. Give the Police as much information as you can about the student or person concerned.
  - Description
  - Number of people
  - Name if known
  - Behaviour
  - Location
  - Direction of travel
  - Access information
  - Any casualties
  - Whether armed
  - What are they armed with? Firearm? Bladed weapon?
- Activate School Emergency Management Team
- Once the Police have arrived, they take charge of the incident. Follow their instructions.
- Inform the AEO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Decide whether the school or the Police should inform parents if applicable.
- An area of the school may be a crime scene. No attempt should be made to clear up or tidy any area where an incident took place.

### Searching a Pupil

Schools are now legally entitled to conduct a search of a student and their belongings.

In practice, schools might feel more comfortable restricting searches to bags rather than conducting a body search on the student. If a body search is considered necessary, it might be better to request Police assistance.

Further information can be found following the link below:

## **How to let people know what's happening**

Various options exist depending on the nature of the incident and occupancy of the site. These include:

- Public address (PA) system
- Existing internal messaging systems; text, email, staff phones etc.
- “Pop up” on employees computers / internal messaging systems
- Dedicated “lockdown” alarm tone
- Word of mouth

**Note: Use of fire alarms should be avoided.**

You may wish to consider fitting an alarm or alerting system to each teaching room and the entrance and office areas. Staff will be reassured if there is a means for them to communicate unobtrusively or to summon assistance if they fear for their safety or that of the children in their care.

It is important that alarms for incidents are distinguishable, an alert to warn of someone with a weapon should be different to an alarm where you want to summon for immediate assistance with colleagues running to the scene.

## Death of a Pupil or Member of Staff

### Statutory Duty when a Child Dies

The Children Act 2004, as amended by the Children and Social Work Act 2017, places a statutory duty on the “Child Death Review Partners”, to work with relevant organisations with specific responsibilities in relation to child death. The child death partners are identified as the Local Authority and Clinical Commissioning Groups (CCGs).

The partners must make arrangements to review all deaths of children normally resident in the local area and, if they consider it appropriate, for any non-resident child who has died in their area. Working Together 2018 clarifies that, “when a child dies, in any circumstances, it is important for parents and families to understand what has happened and whether there are any lessons to be learned”.

The Kent and Medway Child Death Review Partners Arrangements plan was published on 25 June 2019 and these new arrangements will be implemented on or before 25 September 2019. The new Kent and Medway CDOP arrangements supersede the previous process which operated under the previous Local Safeguarding Children Board.

The arrangements are written to place the concerns of families and carers at the heart of the of the review process. All bereaved families are given a single, named point of contact who takes on a key worker role with responsibility to inform families about the child death review process, and signpost them to sources of support. The role could be assigned to a range of practitioners but it is not anticipated this person will be from an education setting.

The Education Safeguarding Service in Kent act as the Single Point of Contact for all child deaths and will identify whether a school or setting has any involvement with a child who has died. The ESS will then make contact to discuss the process which will follow. In most circumstances, schools and settings will be asked to attend a Joint Agency Response (JAR) meeting and Child Death Review Meetings (CDRM). This is if the child involved either attended their provision themselves or has siblings who attend. If felt necessary, the ESS will also attend the meetings to support the school or setting.

The school or setting will also be asked to complete an agency Reporting Form via an electronic system known as eCDOP. On receiving the form, relevant records for the child or other family members should be reviewed and the form returned within 7 working days. This is to enable sufficient sharing of information to fully inform the CDRM, which will be structured to be flexible and proportionate with the primary focus on local learning. The CDRM will conclude with a clear description of any required follow-up meetings and responsibility for reporting the meeting’s conclusions to families.

### School Action following a Death

In addition to the statutory actions described above, the school has specific responsibilities.

- As mentioned, Kent Safeguarding Children Board (KSCB) has a statutory responsibility to review the deaths of all children under the age of 18, whether expected or not. KSCB procedures state that the board must be informed although this task is usually completed by health colleagues. Advice should be sought from the Education Safeguarding Team if this needs to be clarified.
- Activate School Emergency Management Team
- For any death of a child or member of staff, inform the AEO. See contact details.
- If unexpected, you may want to contact the KCC Media Office.
- Inform Chair of Governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Contact the Education Psychology service for support, through AEO or directly. See contact details.
- Set up a list of people to contact and track who is told, by whom and when, in order to ensure that no one close to the situation will find out by chance and that no one is missed.

## **School Bereavement Policy or Guidance**

It may be useful to develop a policy in case of bereavement. This could include:

- Identification of a named person (probably the head teacher) to co-ordinate the school's response.
- Ensuring that all staff receive the information at the same time.
- Ensuring that all pupils/students are informed at the same time, though not necessarily in one group, and that this is done as promptly as circumstances allow. Parents/carers to be informed on the same day, by letter.
- Developing a range of strategies to adopt in the days and weeks that follow a significant loss.
- Identifying an individual to keep in touch with the family on an on-going basis.
- Thinking about ways to celebrate a life. You may wish to organise a special assembly, either to coincide with the funeral or at a later date so that family members can participate if they wish to do so.
- Thinking about how to include the children. In the short-term pupils/students could contribute to a memory table or scrapbook. In the longer-term planting a tree or establishing an annual award might be considered. Memorial funds can lead to conflict and controversy over how and when the proceeds are distributed.
- Appendices 3, 4, 5, 6 and 7 offer further advice and resources.

## Death, Serious Injury or Medical Emergency Occurring on School Property

Never assume someone is dead until confirmed by medical personnel. Continue providing appropriate First Aid or medical support.

- Notify emergency services.
- Call First Aid staff to location.
- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- If a child, inform KSCB immediately
- Inform all staff to maintain timelines and records of all actions and events.
- Ensure pupils/students are not exposed to trauma.
- Inform family of injured person (Police will do this).
- Inform the AEO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Contact Education Psychology for support, through AEO or directly. See contact details.
- Notify Health and Safety Executive (form HSE2508) through their website:  
<https://www.hse.gov.uk/forms/>

## Out of School or Journey Emergency

Schools must follow their own employer's policies and procedures for the planning and management of off-site educational visits and activities.

A school's employer may be the Local Authority, an Academy Trust or the school's Governing Body (for Foundation and Voluntary Aided schools).

Employers are responsible under Health and Safety law for ensuring robust systems for safe planning, management and monitoring of visits and activities, and ensuring that school visit leaders and accompanying school supervisory staff have appropriate training and competence to fulfil their roles.

Academy, Foundation and Voluntary-Controlled schools that have chosen to not to follow KCC's policies and procedures on the management of educational visits and off-site activities should seek advice from their employer as to their own policies and procedures.

Schools using KCC educational and off-site visits policies and procedure should log and gain approved for off-site visits and activities via KCC's online educational visits monitoring and approval system – **EVOLVE**.

### **KCC EVOLVE web access -**

[https://evolve.edufocus.co.uk/evco10/evchome\\_public.asp?domain=kentvisits](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=kentvisits)

School staff should contact their Executive Headteacher or Educational Visits Coordinator (EVC) for access to the EVOLVE system and KCC educational visits and off-site activities policies and procedures.

In the event of a serious incident or emergency, the EVOLVE online system provides instant access from any computer (24/7) to important visit information such as pupil numbers and registers, location, accompanying school staff, visit programme, etc. and allows both the school's management and KCC education officers to provide support in dealing with the emergency.

### **In the event that an accident or emergency occurs while away from the school:**

- Contact the emergency services (if required) and ensure the rest of the group are kept safe.
- Contact school immediately - a nominated school base contact for the visit should have been identified and be available for the duration of the visit (including overnight, weekends and school holidays) contactable via mobile phone.
- The school should activate School Emergency Management Team.
- Establish clear lines of responsibility, accountability and leadership – the staff on the ground should only be responsible for the group, with the staff back at school managing the wider situation including contact with parents, etc.
- Inform all staff to maintain timelines and records of all actions and events – this is vital part of the process in practically managing the incident or emergency as it happens, and in any follow-up investigations and reviews.

- Inform the AEO and contact the DEPO. See contact details.
- Use a major incidents communications log to note down everyone you contact.

A suggested sequence of action is provided at Appendix 2.

As with all critical incidents, an accident on a school journey is likely to attract intense media attention. It is strongly recommended that Visit Leaders or any other school staff on the ground do not speak to the press. See the earlier section on managing the media.

The head teacher or nominated senior school staff member dealing with the emergency back at school can contact the KCC Media Office, and other services such as Educational Psychology, to provide further support in dealing with the emergency.

Discussions and actions regarding media and other service support should be made in conjunction with the AEO on duty who is supporting the incident's management.



## Road Traffic Incident or Breakdown

It is generally advisable to move everyone as far away from the road or vehicles as possible.

- Alert Ambulance, Police, Fire and Rescue Services or Breakdown Service as required.
- Arrange to move uninjured personnel to a place of safety.
- Ambulatory casualties should be moved, but you should not move non-ambulatory casualties unless they are in imminent and critical danger (e.g. fire) because you could make their injuries worse.
- School should activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Account for all staff and students.
- For any road traffic crash, call Police even if minor and regardless of fault.
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors.
- Remain in sight of the vehicle (if safe to do so).
- Keep everyone together and undertake regular roll checks.
- Do not discuss incident with onlookers, do not admit, or place blame.
- If a road traffic crash, complete a written account of the accident. Make it as comprehensive as possible. If a camera is available, take pictures of the scene of the crash.

### Additional Advice for a Motorway Incident

- DO NOT STAY IN, NEXT TO OR NEAR THE VEHICLE
- Get ALL children and staff over the crash barrier<sup>7</sup>, regardless of the weather or other conditions.
- If there is an embankment or other safe area, move everyone as far away from the motorway traffic lanes and the accident site as possible.
- Do not let anyone return to the vehicle.
- Inform everyone to stay off the carriageway and hard shoulder and do not go on to it unless the Police or Highways Patrol gives you clearance to do so.

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<sup>7</sup> *The hard shoulder is NOT SAFE. It is not uncommon for vehicles to stray over the hard shoulder lane dividing line. A heavy lorry travelling at 55 mph hitting a broken down minibus could be catastrophic if the minibus is still occupied.*

## Suicide Threat or Attempt

In addition to the obvious effect on the person concerned, the discovery that a colleague or student has tried to end their life, can be a devastating experience for colleagues and other students.

Immediate action may be required, but unless the worst has happened, much of the activity will take place after the event.

- Provide first aid as appropriate.
- Call Emergency Services.
- Protect other pupils/students from witnessing the event
- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform Chair of Governors
- Contact Educational Psychology through AEO or directly.

### Follow Up Advice

Contact external support. There are many organisations and charities that can offer practical advice and support. Remember that you do not have to fill the role of counsellor, psychiatrist or doctor yourself.

Be prepared to experience emotions such as blame, guilt, shock, anger, panic and denial, both in yourself and in colleagues and friends of the person. This is entirely normal and can help to focus future support processes.

It sounds obvious, but be alert to changes in the mood, actions and interactions of, not only the suicidal person, but with their friends and staff. These could include:

- Writing or drawing/painting about death
- Giving away possessions
- Change in eating or sleeping habits
- Loss of interest in activities, especially those previously enjoyed
- Poor work or school performance
- Abuse of drugs or alcohol
- Change in personality
- Withdrawal from family members and friends
- Demonstrating strong feelings of anger or rage
- Acting impulsively or recklessly
- Feeling excessive shame and/or guilt

The most important action that your school should take is on the return of the students to normal schooling. It is probably advisable to treat the student's return to school as if they have been away sick.

The student would likely have had been given the opportunity to discuss how they want to be treated on their return to school. This is one of many ways that the student could build a little more empowerment. Let the student know you are glad they are back, but respect the student's wishes for the way in which their absence is discussed.

If the attempt is common knowledge, consider helping the student prepare by role-playing comments and questions from friends, peers or staff.

Discuss missed work and if appropriate, determine whether or how the person should catch this up. It will certainly be advisable to adjust the expectations. Let the person know that they can come to you for help with the work

Expect recovery activity to go slowly, and for there to be peaks and troughs. The casual factors to the suicide attempt developed over time and unpicking them will likely take an equal length of time.

Further information and resources can be found here:

<http://www.kscb.org.uk/guidance/physical-and-mental-health/self-harm-and-eating-disorders>

## Local Infection Outbreaks

This section deals with local infection outbreaks, rather than the more virulent infections that can cause epidemics or pandemics.

For detailed information about managing outbreaks of all common infections in schools (including mumps, chicken pox, measles & norovirus):

<https://www.gov.uk/government/publications/infection-control-in-schools-poster>

\* For all the following illnesses & infections, an asterisk denotes a notifiable disease.

It is a statutory requirement that doctors report a notifiable disease to the proper officer of the Local Authority (usually a consultant in communicable disease control). In addition, organisations may be required via locally agreed arrangements to inform their local Public Health England (PHE) centre. If unsure whether PHE are aware, or to find out more information, contact:

**Kent Health Protection Team (HPT) (South East)**  
**Public Health England**  
**Level 2**  
**Civic Centre**  
**Tannery Lane**  
**Ashford**  
**TN23 1PL**  
**Telephone - 0344 225 3861**  
**Out of hours advice - 0844 967 0085**

Regulating bodies (for example, Office for Standards in Education (OFSTED)/ Commission for Social Care Inspection (CSCI)) should be informed.

### Summary of Actions – Rashes & Skin Complaints

Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended
Chickenpox	Until all vesicles have crusted over	
Cold sores, (Herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting
German measles (rubella)*	Four days from onset of rash (as per "Green Book")	Preventable by immunisation (MMR x 2 doses). <b>Notifiable</b>
Hand, foot and mouth	None	Contact your local HPT if a large number of children are affected. Exclusion may be considered in some circumstances

Impetigo	Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles*	Four days from onset of rash	Preventable by vaccination (MMR x 2). <b>Notifiable</b>
Molluscum contagiosum	None	A self-limiting condition
Ringworm	Exclusion not usually required	Treatment is required
Roseola (infantum)	None	None
Scabies	Child can return after first treatment	Household and close contacts require treatment
Scarlet fever*	Child can return 24 hours after starting appropriate antibiotic treatment	Antibiotic treatment is recommended for the affected child <b>Notifiable</b>
Slapped cheek /Parvovirus B19	None (once rash has developed)	
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune, i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact your local PHE centre.
Warts and verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms

## Summary of Actions – Respiratory Infections

Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Flu (influenza)	Until recovered	See section on Pandemic Illness. Might be notifiable.
Tuberculosis*	Always consult your local PHE centre	Requires prolonged close contact for spread <b>Notifiable</b>
Whooping cough* (pertussis)	Five days from starting antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local PHE centre will organise any tracing of contacts if necessary <b>Notifiable</b>

## Summary of Actions – Diarrhoea and/or Vomiting

Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting.  See also the later section on Norovirus	

<i>E. coli</i> O157 VTEC Typhoid* [and paratyphoid*] (enteric fever) Shigella (dysentery)	Should be excluded for 48 hours from the last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting	See section on Food Poisoning Further exclusion is required for children aged five years or younger and those who have difficulty in adhering to hygiene practices. Children in these categories should be excluded until there is evidence of microbiological clearance. This guidance may also apply to some contacts who may also require microbiological clearance. Please consult your local PHE centre for further advice <b>Notifiable</b>
Cryptosporidiosis	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled

## Summary of Actions – Other Infections

Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local PHE centre
Diphtheria *	Exclusion is essential. Always consult with your local HPT	Family contacts must be excluded until cleared to return by your local PHE centre. Preventable by vaccination. Your local PHE centre will organise any contact tracing necessary <b>Notifiable</b>
Glandular fever	None	
Head lice	None	Treatment is recommended only in cases where live lice have been seen <b>Notifiable</b>
Hepatitis A*	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	In an outbreak of hepatitis A, your local PHE centre will advise on control measures <b>Notifiable</b>
Hepatitis B*, C*, HIV/AIDS	None	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact <b>Notifiable</b>
Meningococcal meningitis*/ septicaemia*	Until recovered	Meningitis C is preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. In case of an outbreak, it may be necessary to provide antibiotics with or without meningococcal vaccination to close school contacts. Your local

		PHE centre will advise on any action is needed <b>Notifiable</b>
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local PHE centre will give advice on any action needed <b>Notifiable</b>
Meningitis viral*	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required <b>Notifiable</b>
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise any danger of spread. If further information is required, contact your local PHE centre
Mumps*	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x 2 doses) <b>Notifiable</b>
Threadworms	None	Treatment is recommended for the child and household contacts
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic

## Norovirus

Norovirus is the most common cause of infectious gastroenteritis (diarrhoea & vomiting) in England and Wales and is easily spread from one person to another, with it being able to survive in the environment for many days. In addition, outbreaks can be difficult to control and long-lasting. As there are many different strains of norovirus, and immunity is short-lived, outbreaks tend to affect more than 50% of susceptible people. Any semi-closed environment where large numbers of people congregate for periods of several days (e.g. schools, care homes, hospitals) provides an ideal environment for the spread of the disease. Norovirus is highly contagious.

### Symptoms

It has an incubation period of 12 to 48 hours, with the first sign usually being a sudden onset of nausea followed by projectile vomiting and watery diarrhoea. Some people may have a raised temperature, headaches and aching limbs. Most people will make a full recovery within 1-2 days.

### Prevention of a Norovirus outbreak

It is spread by contact with contaminated surfaces, or contact with infected people and through the consumption of contaminated foods or water. The same principles apply as for other diseases involving vomiting and/or diarrhoea. Good hygiene is essential to prevent cases of diarrhoea and/or vomiting occurring or re-occurring in school.

- Pay meticulous attention to hand hygiene and effective cleaning of surfaces and floors.

- Vomiting causes widespread contamination of the surrounding area through the spraying of particles too small to be seen by the naked eye. Anything potentially contaminated needs thorough cleaning with hot soapy water.
- Pupils, staff and visitors should have facilities to wash their hands thoroughly. This can be through alcohol gels or with liquid soap applied from a dispenser and running hot water.
- Young children may need supervision to ensure that adequate & regular hand washing takes place, especially after every visit to the toilet and before handling or eating food
- An adequate supply of toilet paper, liquid soap and paper towels should be available in school toilets at all times.
- There is considerable debate about whether disposable paper towels should be used in preference to air dryers.
  - Paper towels are often cited as being cleaner but any benefit is lost if they are not disposed of properly, or they run out.
  - There is an infection risk contact between the students and towel dispenser.
  - Rubbish bins should be emptied and dispensers restocked several times a day.
  - Air dryers are likely to be the better option if hands are completely cleaned first, otherwise air dryers could spread bacteria.
  - Most hand dryers now work on sensors so do not have any contact.
- Toilet bowls, seats and flush handles along with any other surfaces that may have been touched by contaminated hands should be disinfected regularly throughout the day. A simple solution of a disinfectant at the correct dilution is all that is required.
- The hand wash basins in toilet blocks should not be used for drinking water and the use of communal drinking fountains should be discontinued until the infection has run its course.

### **Management of a Norovirus Outbreak**

It is important that any outbreak of norovirus in your school is responded to quickly. If you have any concerns, please look at the Public Health England website (<https://www.gov.uk/search?q=norovirus>) for further advice and help. Please also contact your Area Education Officer.

Those who have been infected should be excluded for up to 48 hours after their symptoms have ceased.

Like all viral infections, norovirus does not respond to treatment with antibiotics. There is no specific treatment for norovirus apart from letting the illness run its course. It is important to drink plenty of fluids to prevent dehydration and replace lost minerals.

The virus is quite tough and can survive for several days on surfaces or objects touched by an infected person. It is however, easily destroyed by cleaning with bleach-based disinfectant. Wiping over furniture, equipment and workstations is effective at preventing norovirus. The sharing of personal items should be discouraged. Hand washing (which should be a matter of regular routine) should be encouraged.



It is important that cleaning staff follow the established procedures for cleaning bodily fluids. Standard cleaning practices are sufficient and the level of PPE required for such cleaning is gloves and aprons, although care should be taken to avoid any contact.

The following website provides games and learning resources to help young people learn about microbes and hygiene: <http://www.e-bug.eu>

## **Bacterial Food Poisoning**

**(Campylobacter, Listeria, Salmonella, E.Coli, etc.)**

Broadly, symptoms can be similar to norovirus, although raised temperatures are much more likely and probably higher. It is possible to catch food poisoning bacteria from an infected person through contact, but cross infection will usually only occur when an infected person prepares food or drinks for others.

All of these bacteria can cause complications for pregnant women, very young children or those with compromised immune systems.

### ***If infected:***

- rest as much as possible
- eat when you feel up to it – sticking to small, light and non-fatty meals at first (bland foods such as toast, crackers, rice and bananas are good choices)
- avoid alcohol, caffeine, fizzy drinks and spicy and fatty foods because they may make you feel worse
- contact your GP if your symptoms are severe or don't start to improve in a few days

### ***Preventing the spread of infection if infected***

- don't prepare food for other people
- keep contact with vulnerable people, such as the elderly or very young, to a minimum.
- stay off work or school until at least 48 hours after the last episode of diarrhoea.
- make sure everyone in your household (including yourself) washes their hands with soap and warm water regularly – particularly after going to the toilet and before and after preparing food
- clean surfaces, toilet seats, flush handles, basins and taps frequently
- don't use someone else's possessions, especially towels and clothes
- wash the laundry of the infected person on the hottest washing machine setting

## **Zika**

This is not infectious in normal person to person contact. It is unlikely to appear in Britain and can only be transferred by certain species of mosquito (or very rarely, sexual contact).

## **Section Four**

# **Major Emergencies**

This section deals with some of the issues and challenges you may face as a school when the area in which you are situated, experiences a major emergency. This could also be applicable if a major emergency elsewhere disrupts the normal operation of the school

# Major Emergencies

## What is a Major Emergency?

A major emergency is any event (happening with or without warning) causing, or threatening, death or serious injury, damage to property or the environment, or serious disruption to the community which, because of the scale of the impact cannot be dealt with by the emergency services and local authorities as part of their day-to-day activities.

A major emergency involving Category 1 and 2 responders<sup>8</sup> is likely to have a massive impact on a school's ability to function. The pressures on the head teacher and Governing Body are difficult to overstate during such times. Planning and preparation time is rarely wasted and could save lives, property and money.

## Guidance on Major Emergencies

This section of the guide provides more in-depth guidance and information to enable schools to plan for major emergencies and manage them effectively.

There are obviously many different situations that may become major emergencies. Some will cause significant disruption and some will not have any effect. The following, however are the ones that are most likely to have an effect.

- Pandemic illness
- Any emergency that requires the School to be used as a rest centre
- Weather, climate and other natural disasters
- Animal and plant disease outbreaks
- Energy and utility failure
- Chemical & radiological incidents

## Academies, Free Schools & Voluntary Aided Schools

The problems caused by a major emergency that impact on a VA, Academy or Free School would be the same as that for a Local Authority school. However, the budget and accountability issues may be different.

Governing Bodies and head teachers of VA schools, Academies and Free Schools should still follow the procedures listed in the rest of this section. The Local Authority will endeavour to assist any school during an emergency.

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<sup>8</sup> "Category 1 responder". Also known as the "core responders", such as the emergency services, local authorities, health bodies and certain government agencies. Category 2 responders are known as the "co-operating responders", such as highways, electricity, gas, HSE etc.

# Pandemic or Epidemic Illness

## What do pandemic & epidemic mean?

An epidemic is a widespread occurrence of an infectious or contagious disease in a community at a particular time. A disease becomes pandemic when it spreads beyond a region to infect large numbers of people worldwide

Examples of diseases that have caused pandemics or epidemics include influenza, bubonic fever, typhoid, cholera, measles & ebola. Today, medical science has largely eradicated many of the diseases that have caused pandemics. In recent times, the diseases which continue to cause concern are those which would put massive stress on UK health services. These include:

- Influenza because of the virus' morbidity, mortality, infectiousness, contagiousness and its capacity to mutate, becoming resistant to infection control methods (which increases mortality rate).
- Ebola because of the contagiousness and high mortality rate.
- Norovirus because of the contagiousness of the virus (dealt with earlier)
- Measles (dealt with earlier)

## Influenza

### What is epidemic or pandemic influenza?

An outbreak of influenza might occur when a new, highly contagious and dangerous strain of the influenza virus appears, in contrast to the 'ordinary' or 'seasonal' flu outbreaks which we see every winter. Flu outbreaks occur infrequently – usually every few decades. We saw one in 2009 and there were three in the last century. 1918, 1957 and 1968.

A new flu virus may not follow the usual seasonal pattern of ordinary influenza. It could occur at any time of the year.

The flu virus is easily passed from person to person. When an infected person talks, coughs or sneezes, the virus is present in the air. It can also spread through hand/face contact after touching a person or surface contaminated with the virus. The increasing speed and volume of modern travel means contagious diseases can travel very rapidly round the globe - probably in less than six months and possibly in just a few weeks.

### How might pandemic influenza affect the UK?

Once the pandemic reaches the UK it will take a few weeks to take hold, but it will then cause widespread illness across the country over a period of 2-3 months. There may be a second or third wave of illness a few weeks or months later. Previous experience suggests around a quarter of the population will develop flu during this time.

A flu pandemic will, therefore, place considerable pressure on health and social services due to the greatly increased number of patients with influenza who will require treatment together with the depletion of the workforce due to illness.

Everyone is at risk during a flu pandemic, as few will have any sort of immunity to the virus. Older people and those with chronic health problems may be at greater risk of

severe complications such as pneumonia but until the virus starts circulating it is not possible to know for sure who is at greatest risk.

The last influenza pandemic affecting the UK was in 2009. The severity was lower than most previous pandemics. Nevertheless, there were 474 fatalities in the UK and more than 14,300 worldwide. Previous influenza pandemics in the 1950s and 1960s caused more than two million fatalities.

Many of the 474 people who died in 2009 had complications from other conditions. This might not follow in future. A new pandemic of influenza may be derived from a different strain of virus and the infection rate, morbidity and mortality rate might be much more severe.

### **Ideas for Planning for an Influenza Epidemic or Pandemic**

With a bit of forethought, the effects of influenza might be significantly ameliorated. Possible ideas include:

- Identify who would make any decision on whether to close (and reopen) the school in the case of government advice, staff absence or to prevent the spread of infection.
- Determine who the Local Authority (LA) liaison is on this issue.
- Consider developing partnerships with other schools, possibly through cluster organisation or other existing arrangements.
- Check whether your school is suitably equipped with materials needed to implement infection control measures (e.g. tissues and tissue disposal, hot water and soap).
- Check cleaning arrangements / contracts and whether special provision could be provided during an outbreak.
- Consider developing and testing communication and dissemination plans for staff, students, and families, including information about possible closures, any timetable changes, and – where relevant - transport changes. Possible avenues of communication may include automated phone messages, phone trees, e-mail, web sites, text-messaging and local media outlets.
- Consider allocating some curriculum time to discussion and learning about the disease.
- Compile a list of key contacts.
- Check and update pupil and parent/carer contact details. Consider also compiling home email addresses for students and parents/carers who have access to the internet at home.
- Consider how you might operate in the event of key staff absence (including both teaching and ancillary staff). Review arrangements for covering teaching and non-teaching duties.
- Consider the allocation of responsibilities, duties and cover arrangements during an outbreak, including who would take key decisions in the event of leadership team absence.
- Review procedures for communicating with staff, students, and families.
- Consider the pastoral needs of the students and staff; are there staff training needs that could be met now?
- Identify the languages spoken by the student population and their families. Is information available in those languages?

- Consider the needs of disabled students or staff or others with special educational needs.
- Develop template letters, both for closure and reopening. Review the online closure website.
- Consider compiling a pool of parents / volunteers (who are DBS checked) who could be used to supervise children in times of significant absence.

### **Staff Absenteeism**

During an epidemic or pandemic outbreak of flu, staff will be absent from work if:

- They are ill with flu. Numbers in this category will depend on the clinical attack rate and the recovery time. If the attack rate is 50%, half of staff in total will be sick (and hence absent from work for a period) over the whole course of the pandemic. Fortunately, it is unlikely that all staff who become infected will be absent at the same time.
- They need to care for children or other family members who are ill with flu.
- They need to care for their own un-infected children or family members because of local school closures.
- They have non-flu medical problems. With the extra pressures on the Health Services, this risk increases.
- They may take their statutory annual leave entitlement. While it might seem necessary to ask staff to not take Annual leave during an outbreak, this may not be the case and head teachers should assess the situation in their school.
- They decide to absent themselves for other reasons. This includes industrial action or unauthorised absence due to fears about infection.
- Large scale transport disruption making it difficult for staff to get to work.

If staff are absent, head teachers should be supportive and understanding where appropriate. The speed of return to normalcy will be faster if staff feel that they are valued.

Staff who fall ill should be advised to stay at home and rest, drink plenty of fluids and consider using anti-pyretic medicines such as aspirin, ibuprofen or paracetamol. Staff should not be allowed back until they are fully recovered in case of relapse and to reduce the risk of infecting others. Note that the virus will mutate and there may be no immunity to a second bout of illness and it is common to become re-affected (although symptoms may be reduced for a second bout).

The severity of illness will vary greatly from person to person; anything from four or five days to two weeks. Staff should not be expected to return after a set amount of days.

### **Considering School Closure**

Closing schools has a massive impact on business continuity and the maintenance of essential services. It is understood that parents and carers of children may be working in other public service sectors (including emergency services, schools or hospitals). If a school is closed, the parent or carer will be forced to remain away from work to look after their child. This will further deplete the workforce of the essential services. Therefore, Kent County Council policy is that wherever possible, schools should remain open and operate stringent control measures to reduce the chances of staff or pupils becoming infected.

The decision to close a school should be taken by the head teacher following consultation with the AEO, whenever practical. The procedure for closing a school is the same as described in the chapter on “Emergency Closure”, in Section One.

If a school is threatened by closure, there are several options that could be considered first. It would be necessary for the head teacher to undertake a risk assessment before implementing any of these options.

- Bringing staff in from other schools that are already closed.
- Using supply teachers.
- Collaborative working. If two or more school are experiencing staff shortages, consider closing one school and keeping the other open.
- Closing single year groups.
- If classes are half full, schools might wish to consider offering space to each other.

### **Reducing the Risk to Staff and Pupils**

Anti-viral drugs have been stockpiled by the Health Authorities, but until the exact strain of virus has been identified, they are unlikely to be issued.

The best course of action is implementing robust infection control practices. You can significantly reduce the risk of catching or spreading influenza by:

#### **1. Publicising Control Measures in your School**

Simple posters and a publicity campaign to communicate facts and dispel myth. What works and what does not. For example:

- Posters encouraging staff and children to cover noses and mouths when coughing or sneezing.
- Support the use of anti-viral tissues and insisting on proper safe disposal of dirty tissues. Bag and bin them.
- Pay meticulous attention to hand hygiene and effective cleaning of surfaces and floors.
- Pupils, staff and visitors should have facilities to wash their hands thoroughly. This can be through alcohol gels or with liquid soap applied from a dispenser and running hot water.
- Young children may need supervision to ensure that adequate & regular hand washing takes place, especially after every visit to communal areas, such as canteens, toilets etc.
- An adequate supply of liquid soap and paper towels should be available in school wash facilities at all times.
- There is considerable debate about whether disposable paper towels should be used in preference to air dryers.
  - Paper towels are often cited as being cleaner but any benefit is lost if they are not disposed of properly, or they run out.
  - There is an infection risk contact between the students and towel dispenser.
  - Anti-viral hand towels are available
  - Rubbish bins should be emptied and dispensers restocked several times a day.
  - Air dryers are likely to be the better option if hands are completely cleaned first, otherwise air dryers could spread bacteria.

- Most hand dryers now work on sensors so do not have any contact.
- Surfaces in communal areas such as tables, chairs, toilets, doors, handles that may have been touched by contaminated hands should be disinfected regularly throughout the day. A simple solution of a disinfectant at the correct dilution is all that is required.
- Warn against borrowing and lending personal effects.

## **2. Teaching Practice**

Teachers should consider prevention during teaching and lesson planning. For example:

- Encourage the hygienic practices described above.
- Inform children regularly of best practice and advice.
- Avoid unnecessary mixing of classes.
- Stay alert for early flu symptoms (high temperature, feverish, tiredness, lethargy).
- Although it is recognised as being impractical for some lessons, teachers should discourage unnecessary personal contact.
- Avoid non-essential travel and crowds whenever possible.

## **3. School Management**

Head teachers and Governing Bodies should consider the pandemic issues and infection control in day to day school management. For example:

- Review existing plans and initiate.
- Review staffing regularly and have plans in place to manage possible staff shortages.
- Suspend all visits or excursions that increase the possibility of exposure to the virus.
- Forbid non-essential visitors.
- Understand the issues around pandemic flu.
- Review cleansing procedures. Ensure that hard surfaces (e.g. kitchen worktops, door handles) are thoroughly cleaned using an antiviral cleaner.
- Review waste disposal procedures.
- Consider moving to class assemblies rather than whole school.
- Deal with illness and death in accordance with the guidelines in Section Two.

## **Ebola**

### **What is Ebola?**

Ebola is a virus that originated in animals in parts of West Africa. It is passed from human to human through contact with bodily fluids (blood, sweat, vomit, faeces, etc.) of an infected person who is showing symptoms. It is not an airborne virus. The virus can survive outside the body, on surfaces for several hours. However it is very fragile and is easily destroyed by cleaning with disinfectant, or even soap and water.

Ebola has a high mortality rate ranging between 50% to 85%, although it is expected that in the West, the mortality rate would be lower. There are cures and vaccines being developed.

A significant outbreak is highly unlikely in the UK. Public Health England (PHE) have estimated that there will be a handful of cases in the England for every worldwide outbreak.



Ebola symptoms are very similar to several other illnesses, and include: headache, sore throat, sweating, fever, vomiting, diarrhoea, unexplained bleeding, serious malaise, collapse or bruising of the skin. Because the symptoms are so similar to other illnesses, it is important to ascertain key information about where the patient has been, who they have been close to etc.

Treatment is through good nursing and rehydration. Many survivors appear to have lifetime immunity, although the virus can hide itself in the body, only to reappear at a later date, causing serious complications.

A person who is infected with Ebola appears to be only contagious if they are showing symptoms. If there are no symptoms, the person is probably not contagious. Symptoms can appear any time from two days to 21 days following infection.

### **Action For Schools**

The role of the school is likely to be limited to initial alerting of possible cases and ensuring thorough area cleaning and managing the PR aftermath.

### **Identification**

As with all illnesses, if a child or student presents with any generic symptoms, the school will have procedures in place to inform parents and move the child away from other children (the same for flu, measles, norovirus, mumps, etc.) until the child can be taken home.

If however, the child presents with more serious symptoms, (vomiting or diarrhoea (with blood present), unexplained bleeding or collapse, then the school should call 999 and request an Ambulance as normal. On arrival, the paramedics will make an assessment. If Ebola is suspected, then they will notify PHE who will mobilise local resources and establish control. PHE is the responsible body for managing any instances of Ebola in England. There has been national testing of the preparedness of PHE and local authorities.

A positive diagnosis of Ebola will take about 24 hours from the start of PHE notification.

### **Cleaning**

Ebola is a fragile virus and is easily destroyed by thorough cleaning with soap and water or disinfectant. It is important that cleaning staff follow the established procedures for cleaning bodily fluids. Standard cleaning practices are sufficient and the level of PPE required for such cleaning is gloves and aprons, although care should be taken to avoid any contact.

It would be a good idea to clean the workstation of the child and any area where the child worked although it should be stressed that it is far more likely that the illness is something other than Ebola. Hand washing (which should be a matter of regular routine) should be encouraged.

### **Managing PR**

Ebola is a highly emotive issue and until a positive diagnosis is returned, it is important that Ebola is not mentioned to a wider school population. If a positive diagnosis is returned, Public Health England will coordinate the media messaging through the KCC Communications Office

The school must not release the name of the child outside the school, although following advice from Area Education Officer, an assembly to the school by the head teacher might be deemed appropriate. No one at the school should provide information through unofficial channels and no unplanned announcement should be made

Social media is likely to give this significant coverage. PHE and Local Education Authority media have strategies for this, but certainly, school staff should not engage, and parents should be advised of the facts.

## **Emergency that requires the School to be used as a Rest or Reception Centre**

In the event of any major emergency, school buildings and/or facilities (including services co-located in schools, e.g. nurseries) may be taken over by a Local Authority and used for other purposes.

One of the more usual uses is as an Emergency Rest Centre or Survivor Reception Centre. Schools often have the facilities to receive, record, care for, feed and temporarily house large numbers of people.

The procedure for establishing a Rest Centre is tried and tested. A centre can be set up fairly quickly. The local Borough and District Councils will often be the agency that sets up a Rest Centre which may then be taken over as the greater resources of the County Council are brought in.

The procedure is that as soon as the need is identified, the head teacher and caretaker (keyholders) are informed and asked to open the school. The lead agency then installs supplies and equipment and the centre becomes open to receive evacuees.

### **The Impact on the School**

Naturally, normal schooling is impossible under these circumstances. The school will be closed.

As early as possible, the head teacher should initiate the contact procedure to try and inform as many parents as possible. The use of the school closure website can facilitate this, as relevant websites and local radio stations would be automatically updated.

Inevitably, some students and parents will turn up. A small team of staff needs to be posted at the school entrances to explain the situation. The message given out needs to be that the school is closed, and parents should refer to the schools closures website, listen to local radio or ring the school that evening for news. A dedicated telephone number with a short answerphone message may be helpful here.

The responsibility lies with the AEO and the head teacher to make suitable alternative arrangements if it looks as if the Rest Centre will be maintained for more than a few days.

Once the Rest Centre is no longer required the lead agency will clear and clean the buildings before handing back to the school.

## Weather, Climate and other Natural Emergencies

The Local Authority and other Category 1 responders will manage major emergencies caused by weather or climate or other natural disasters.

**Schools may be affected in the following ways, depending on the emergency:**

- The school is situated inside the emergency area and is directly affected.
- The school is situated outside the emergency area, but an essential service has failed due to the emergency.
- The school is situated outside the emergency area, but has been taken over for use as a Local Authority rest centre.
- Staff or pupils are unable to get to the school because of the emergency.

### **Possible Causes of a Natural Emergency**

- Heavy Snowfall or Extreme Cold Weather
- Flooding
- Storm and high winds
- Drought
- Earthquake

### **Considering whether or not to close a School**

The decision to close a school has a massive impact on business continuity and the maintenance of essential services. Parents and carers of children may be working in other public service sectors (including schools and hospitals). If a school is closed, the parent or carer will be forced to remain away from work to look after their child. This will further deplete the workforce of the essential services.

Therefore, Kent County Council policy and preference is that schools should remain open, if practical and safe to do so.

If a head teacher is considering closing their school, they must contact the AEO first, even if Local Authority emergency planning officers are on site. The DEPO should also be contacted.

If the advice is to close the school, the procedure for dealing with this sort of incident are exactly the same as listed for emergency closure in Section 1.

- Make sure that all pupils/students have a safe and reliable way to get home.
- Keep pupils/students in a safe place until parents/carers arrive and account for all children

## **Heavy Snowfall or Extreme Cold Weather**

Every winter brings the possibility of snow and ice. Extreme bad weather can cause widespread and prolonged disruption. Schools are often affected and it can be difficult to maintain an education service.

This guidance provides advice for head teachers about risks schools may face, preventative strategies and advice on how to communicate a school closure to parents, stakeholders and the Local Authority.

This guidance aims to be a useful touchstone and offer reassurance that acting reasonably and applying sound risk assessment principles will enable head teachers to determine risks and to confidently make the best decisions for schools.

As a fundamental principle, every effort must be made to keep schools open, even if only limited numbers of pupils can attend. There is a legal requirement to keep schools open for children to attend for 190 days per year (380 sessions). However, schools may close due to 'unavoidable' circumstances. Those circumstances being that it is no longer safe for staff or pupils to be onsite. The cancellation of public transport or the inability to run a normal timetable due to staff absences are not considered unavoidable circumstances.

The government has stressed the importance of schools remaining open, wherever possible, as closures have a knock-on effect on parents/carers who are key workers in other areas of the public sector, e.g. Health Services, thus undermining crucial service delivery. The overriding principle is, therefore, for schools to remain open to the maximum degree possible, as is consistent with health and safety requirements, even if it is not possible to run a full timetable.

### **Preparing for Severe Snow and Ice**

There are long and short term actions you can take that will increase your ability to remain open during times of severe snow and ice.

**Long term** – consider these actions **weeks** in advance of the winter months:

- Develop a written school policy for extreme snow and icy conditions and ensure it is fully communicated to staff and parents/carers. An example letter is at Appendix 9.
- Ensure stocks of salt/grit/sand are adequate for the time of year and foreseeable weather.
- Consider alternative local suppliers such as your Parish Council. Please remember salt stocks should be sourced well in advance of winter NOT days before predicted snow as transporting salt may be inhibited by bad weather.
- Identify the outdoor areas used by pedestrians most likely to be affected by ice, for example: building entrances, pedestrian walkways, shortcuts, sloped areas and areas constantly in the shade or wet.
- Ensure water, boiler and heating systems are regularly maintained.
- Inspect windows and exterior doors for draughts. Consider repairs and draught proofing.
- Check that pipes are appropriately lagged.
- Consider making arrangements with a contractor to clear the school site (as supermarkets do) and possibly work with other schools to share the service
- Talk to local community groups that may be able to offer support during heavy snow and ice.

**Short term** – consider these actions **days** before forecasted severe snow and ice:

- Regularly check weather forecasts via news and websites. Take action whenever freezing temperatures are forecast. A designated member of staff could regularly monitor the following sites:
  - The Weather Channel <http://uk.weather.com>
  - BBC Weather <http://www.bbc.co.uk/weather>
  - Met Office <http://www.metoffice.gov.uk>
- Leave heating on a low setting overnight.
- Where curtains and blinds are fitted consider closing them at night to retain heat.
- Close doors between areas of differing temperatures.
- To enable the proper circulation of warm air, keep radiators clear of obstruction.
- Put procedures in place to prevent any icy surface from forming and/or to keep pedestrians off the slippery surface. Use grit or similar on areas prone to being slippery in frosty/icy conditions.
  - Gritting should be carried out when frost, ice and snow is forecast or when walkways are likely to be damp or wet and the ground temperatures are at, or below freezing.
  - The best time is early evening before the frost settles, if this is not possible (or additional salt is required), use it early in the morning before people arrive. Salt doesn't work instantly; it needs sufficient time to dissolve into the moisture on the ground.
  - If you grit when it is raining heavily the salt will be washed away causing a problem if the rain then turns to snow.
- Put plans in place to restrict the movement of pupils and staff around the school grounds.
- Remember it is not always necessary to clear the car park of snow as it can be taken out of use until such time as it is safe to be used. Staff can make alternative parking arrangements providing it is safe to do so.
- Try to ensure access points into buildings have the means for people to wipe off water, snow or ice from their shoes.

## **School Staff**

Please remember you cannot direct a member of staff to drive in severe weather. However the expectation is that staff will make every effort to attend school during severe snow and ice except in the most extreme cases where they can demonstrate a high degree of risk or by virtue of distance or terrain and absence of transport that it's simply not possible for them to attend.

- The headteacher should be aware of the location of their staff and be able to communicate with them to determine attendance.
- Consider asking staff what alternative arrangements they intend to make to get to work: walk, bus, train, car sharing.
- Please also consider planning for staff such as county clearance/gritting plans/routes etc, (information about planned gritting routes can be found on your local authority website)
- If possible, arrange for staff to accommodate each other locally in severe conditions if returning home is impossible.
- An agreement may be reached for certain staff not to be expected until later in the morning or to be released early.
-

## Risk Assessment/Management

Risk management and assessment aims to help schools identify potential risks in advance of severe snow and ice and ensure appropriate control measures are implemented. It also assists head teachers in making the right decision on the day by adopting an approach that is grounded in common sense and being proportionate.

The decision to close or restrict attendance should be taken by the head teacher of the school or in their absence by the most senior member of the teaching staff available and after the completion of a suitable and sufficient risk assessment

The following should be considered and management systems put in place:

- Is the school building accessible?
  - Are pedestrian routes on the school grounds passable?
  - Is there means to clear these routes e.g. salt/grit?
  - Can priority be made in respect to slopes, steps or ramps or can these areas be restricted from use?
  - Outside metal staircases should also be avoided unless appropriately treated.
- Can you ensure enough teaching and/or supervisory staff to operate safely?
  - The emphasis is on operating safely, not on necessarily maintaining a full or normal curriculum.
  - There are no supervisor ratios for nonteaching periods. Internal management should decide staffing numbers depending on risk and by considering the type of pupils (age, behaviour, disabilities) and the type of activity they are doing.
- Is the school appropriately heated?
  - Is there enough fuel for the day?
- Are water systems working appropriately?
- Is it possible to restrict outside play to limit the snow/ice from becoming compacted and therefore more dangerous?

It is vital a risk assessment is completed prior to the decision being taken to close, in order to ensure that all of the safety issues have been considered and control measures implemented. It will also serve as evidence should justification be needed to defend the school closure.

A model risk assessment for winter conditions is at Appendix 10.

During each day, head teachers will want to review their risk assessment. It is expected that a school will remain open until the normal time for the end of the school day. However, if the revised risk assessment indicates that circumstances have changed to such an extent that the head teacher believes conditions are now unsafe, early closure may be necessary. In such circumstances the school should register their closure online (see 'Communication with Parents and Staff').

A school must never close completely unless the head teacher is certain that no child will present his/herself. A member of school staff must remain on site in case any students or staff arrive at the school after it has announced it is closed. Arrangements must always be made for the security of children and parental consent must be sought if sending them home.

If you have any questions about completing a risk assessment, please contact Kent County Council's Health and Safety Unit

### **Communication with Parents and Staff**

It is vital that parents and staff are made aware of the school's closure as early as possible. Please also consider any onsite stakeholders that may also be affected if the school is closed e.g. Adult Education classes etc.

### **Communication with Parents in advance of Severe Snow or Ice**

You may already do this but consider communicating with parents in advance of severe snow and ice via a school newsletter to aid preparation and ensure they know how to find out if the school is closed.

- Remind parents about the preparations the school will be undertaking to ensure the school remains open for as long as possible.
- Remind parents they can go online to see if their school is closed [www.kentclosures.co.uk](http://www.kentclosures.co.uk)
- Remind parents they can hear about school closures by listening to KMFM, BBC Radio Kent and Heart FM.
- They can also visit [www.kent.gov.uk/winter](http://www.kent.gov.uk/winter) for more information about salting routes, KCC, services affected, travel issues etc.

## **Flooding**

Flooding in England and Wales is usually a result of:

- sustained rainfall causing rivers, canals, streams and drains to overflow or top their banks
- a coastal phenomenon known as a storm tide, whereby high tides and low-pressure systems combine to raise the sea level over coastal defences
- flash flooding following heavy rain, where more rain falls than can be drained away. Flash flooding does not often routinely cause major or long-term problems, but it can exacerbate an ongoing situation.
- ice or snow melting faster than can be drained away
- a water mains bursting

If serious flooding occurs, even if it is not in the immediate vicinity, it will affect a wide area of infrastructure. Transport, housing, energy, water supplies, daily services and deliveries may all be affected during flooding. The most likely effect on schools is reduced numbers of staff & pupils attending and fuel & food delivery being disrupted.

As part of emergency planning, head teachers must check the 'Flood Map' on the Environment website to ascertain whether their school or local area is at risk of flooding. Flood information and the flood map link can be found on this page:

<https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather>



If a school is assessed to be at risk of flooding, the head teacher should:

- Develop a plan with the caretaker for reducing the flood damage to the school buildings and grounds.
- Acquire sandbags or even flood boards if the risk is deemed serious.
- Read the available advice on the Environment website.

### **School Closure**

If a school becomes flooded due to high tide or rivers that have burst their banks, the school must be closed (see Section One). The danger comes from not only fast moving water and unseen hazards but also the floating objects, contaminants and sewage that may be carried by floodwaters. The school should initiate the action to secure, cordon off, arrange insurance, commission repairs and clean up.

### **Flood Warnings**

The Environment Agency aim to give two hours notice of flooding - day or night. The Agency issues Flood notifications of increasing severity. Warnings are issued by:

- Broadcast on TV weather bulletins
- Local and national radio weather
- Local radio travel reports.
- A warning message sent directly to people at home or at work by telephone, fax or pager
- Flood Wardens who alert the local community when a flood warning is issued.
- Public address, loudhailer or siren systems
- Floodline 0845 988 1188.

The notifications are:

- Flood Watch
- Flood Warning
- Severe Flood Warning
- All Clear



**Flood Watch**  
***Flooding is possible. Be prepared***

head teachers of schools that are in an area that receives a Flood Watch should:

- Remain in regular communication with the Area Education Officer.
- Check with the Flood information and the flood map link on this page: <https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather>, or Floodline 0845 988 1188) to ascertain flood risk to the school.
- Contact their water supplier every day to check on the quality and availability of water.
- Contact their energy suppliers every day to check on the availability of power supply.
- Warn staff and pupils of the risk that the school may be closed.

- Advise staff and pupils of the dangers during flooding:
  - Don't try to walk through floodwater. Six inches of fast flowing water can knock you over. Manhole covers may have come off and there may be other hidden hazards.
  - Don't drive through floodwater. Two feet of water will float a car.
  - Never ever try to swim through floodwater. It is easy to get swept away or be struck by an object in the water. The water may also be extremely cold.
  - Don't walk on sea defences, riverbanks or cross river bridges if possible - they may collapse in extreme situations or you may be swept off by large waves.
  - Stay away from coastlines. Waves may be dangerous and there is a real risk of being struck by stones and pebbles being thrown up by waves.



**Flood Warning**  
***Flooding is expected. Immediate action required***

In addition to the measures taken for 'Flood Watch', head teachers of schools that are in an area that receives a Flood Warning must ensure that their caretakers:

- Put sandbags or flood boards in place round doorways, airbricks and other ingress points. If used properly, sandbags work and save thousands of pounds in clean-up bills.
- Plug sinks, toilets, baths etc. with sandbags to reduce sewage backflow.
- Be ready to turn off gas and electricity.
- Unplug electrical items and move them to an upstairs room if possible.
- Move important documents to an upper floor if time permits.
- Co-operate with emergency services and local authorities.
- Use daylight as much as possible. Working in the dark will be a lot harder if the electricity fails.
- Have torches available.
- Listen to the local news and to the emergency services who will advise if evacuation is necessary.



**Severe Flood Warning**  
***Severe flooding. Danger to life***

Head teachers of schools that are in an area that receives a Severe Flood Warning must immediately evacuate the building and move all personnel to higher ground.

A Severe Flood Warning is not issued lightly. It is not always preceded by a 'Flood Watch' or 'Flood Warning' notice.



**Warning no longer in force**  
***Flood warnings and flood alerts have been withdrawn***

Head teachers should continue to listen to weather reports and check flood warnings.

Head teachers should note that a serious danger of contamination is still present after the flood has drained away. Specialist contractors are needed to clear up after a school has been flooded and the school should not re-open until the surveyors have certified that it is safe to do so.

## **Storms and High Winds**

Storms and high winds have the potential to cause major emergencies.

In 1987, Kent suffered severe damage by the 'hurricane'. Many buildings were damaged and unsafe to use. Trees were blown over causing significant disruption to road and rail transport. The channel ports were closed.

If a large storm occurs, it will affect all aspects of the service infrastructure. Transport, housing, energy, water supplies, daily services and deliveries may all be affected because of the damage. Road and rail infrastructure is usually cleared up quite quickly. The most serious long-term problem for schools is likely to be damage to school buildings.

It is difficult to plan for preventing storm damage. However, head teachers and caretakers should be alert to structural issues of the school building, e.g. loose tiles, brickwork, chimney stacks, masts, etc. and inform the local authority of any maintenance issues. Similarly, dangerous or overhanging trees might need attention.

head teachers need to plan for the aftermath, but the issues are common to other weather or natural disaster emergencies. In the event of damage or expected damage, head teachers should:

- Notify the Fire and Rescue, Ambulance or Police if needed.
- Consider immediate First Aid procedures, i.e. evacuate if there is no risk to casualty, or if there is imminent further risk.
- Consider full closure (speak to AEO).
- If the school is to remain open, cordon off damaged buildings with rope or tape, ensuring a safe distance is maintained.
- Inform staff and pupils of the damage and the necessity of keeping well clear.
- Contact the Property helpdesk or in-house maintenance to take all the necessary action to secure, cordon off, arrange insurance, commission repairs or consider temporary accommodation etc.
- Inform Chair of Governors.
- The most important consideration is that if any school buildings are damaged, the school should not use the building until it has been passed by the surveyors
- Account for all pupils/students, staff and visitors and remain in a designated area and ensure the designated area is safe from falling debris, etc.
- Plan for evacuation to a more suitable location as soon as possible.
- Contact the KCC Media Office.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.

## Drought

A drought should only affect a school when it has become very severe. Even if standpipes are in operation for domestic consumers, water supplies to schools are usually maintained.

Should water supplies to a school be suspended, then it is highly unlikely that a school could remain open.

It is largely impractical to plan for drought conditions but as water supplies become stretched, the school should be doing everything it can to assist in conserving water.

OFWAT ([www.ofwat.gov.uk/households/conservingwater/watersavingtips/](http://www.ofwat.gov.uk/households/conservingwater/watersavingtips/)) offer water saving ideas, or you could contact your water supplier. You can find your water supplier and their contact information on this website, or if uncertain of who is your water an/or drainage provider, type in your postcode here:

<https://discoverwater.co.uk/water-sector>

## Earthquake

More than 200 earthquakes occur in the UK every year. Statistically, the UK will experience a quake of at least 5.0 every eight years and one of between 4.0 and 4.9 every two years. In the last 700 years, Kent has experienced at least one earthquake with a magnitude of more than 6.0 on the Richter scale.

Kent experiences earthquakes several times a year, but very few cause any damage. On 28 April 2007, Kent experienced an earthquake of 4.3 on the Richter scale. Some structural damage occurred across a wide area and fifty homes were evacuated. On 22 May 2015, a 4.2 magnitude earthquake was recorded in Kent.

It is impractical to plan for earthquake damage but head teachers and Caretakers should be alert to structural issues of the school building, e.g. loose tiles, brickwork, chimney stacks, masts, etc. that could be exacerbated by an earthquake. Heads should inform the local authority of any maintenance issues promptly.

Head teachers need to plan for the aftermath, but the issues are common to other natural disaster emergencies. If a head teacher suspects structural damage, they should:

- Notify Fire and Rescue, Ambulance or Police if needed.
- Consider immediate First Aid procedures, i.e. evacuate if there is no risk to casualty, or if there is imminent further risk.
- Consider full closure (speak to the AEO).
- If the school is to remain open, cordon off damaged buildings with rope or tape, ensuring a safe distance is maintained.
- Inform staff and pupils of the damage and the necessity of keeping well clear.
- Contact the Property helpdesk or in-house maintenance to take all the necessary action to secure, cordon off, arrange insurance, commission repairs or consider temporary accommodation etc.
- Inform Chair of Governors.
- The most important consideration is that if any school buildings are damaged, the school should not use the building until it has been passed by the surveyors

- Account for all pupils/students, staff and visitors and remain in a designated area and ensure the designated area is safe from falling debris, etc.
- Plan for evacuation to a more suitable location as soon as possible.
- Contact the KCC Media Office.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.

## Animal and Plant Disease Outbreaks

Much of Kent is rural and farming forms a large part of the Kent economy.

There are many animal and plant diseases and infestations, which could cause untold damage to the farming economy if they occurred. Notifiable animal diseases include: Foot and Mouth disease, Avian influenza (Bird flu), Bluetongue, BSE and Swine Fever. Plant diseases and infestations include: Colorado Beetle and Potato Rot.

Should any of these diseases or infestations occur, the primary defence is containment. This may involve huge areas of the countryside being closed to the casual visitor. It is not uncommon for farming families to be confined to their homes until suitable disinfectant procedures have been put in place.

Kent County Council will implement control and enforcement activity on behalf of DEFRA (Please see KCC Animal & Plant Health Emergency Plan):

[https://www.kent.gov.uk/\\_\\_data/assets/pdf\\_file/0007/58507/KCC-Animal-and-Plant-Health-Emergency-Plan.pdf](https://www.kent.gov.uk/__data/assets/pdf_file/0007/58507/KCC-Animal-and-Plant-Health-Emergency-Plan.pdf)

The effect on rural schools can be quite serious. The rural school is a meeting place where farming community children congregate. Consequently, the Animal & Plant Health Agency (APHA) (an agency of Defra) Local Disease Control Centre may request that schools in or near an affected area introduce robust disinfectant and containment procedures.

Planning for disease outbreaks is not possible.

It is unlikely that a school will be asked to close although pupil and staff movement to and from the school will become more difficult.

Head teachers should:

- Seek advice from the Animal & Plant Health Agency (APHA) and other competent authorities.
- Educate and inform pupils and staff on the issues of disease containment.
- Suspend nature walks, rambles etc.
- Consider suspending visits or excursions
- Ensure that disinfectant practices are robustly adhered to.
- Review travel plans to reduce vehicular transport and if necessary, look for different walking routes to/from the school.

## Energy, Fuel and Utility Failure

Communities depend on energy and essential utilities to exist. When something causes them to fail, the impact can be far-reaching.

Essential services are those that are external to the school and could include:

- Electricity, gas or fuel oil supply
- Vehicle fuel
- Water supply
- Waste collection
- Communication networks (telephone, cellular phone)
- The emergency services
- Government and Local Authority services

There are many factors that could cause these services to fail. Shortages, damage to infrastructure, industrial action and bad weather, to name but a few.

The impact that a failure may have on a school's ability to function may necessitate closure. Each situation is different and the decision will depend on other factors. Power or fuel disruption is a more serious issue during winter, for example.

Closing schools has a massive impact on business continuity and the maintenance of essential services. It is understood that parents and carers of children may be working in other public service sectors (including schools and hospitals). If a school is closed, the parent or carer will be forced to remain away from work to look after their child. This will further deplete the workforce of the essential services.

Therefore, Kent County Council policy is that wherever possible, schools should remain open.

If a head teacher is considering closing their school, they must contact the AEO first, even if Local Authority Emergency Planning Officers are on site.

If the advice is to close the school, the procedure for dealing with this is exactly the same as for emergency closure in Section 1.

# Industrial Accidents, Chemical & Radiological Incidents

This section covers the accidental or intentional release of hazardous, toxic or radioactive substances and the action that schools need to take.

The Control of Major Accident Hazard Regulations (COMAH) 2015 [www.hse.gov.uk/comah/](http://www.hse.gov.uk/comah/) under Health and Safety legislation are aimed at reducing the risk to the public from sites which store and use a range of hazardous substances. COMAH sites are required by law to have extensive emergency plans. It is a good idea for head teachers to have some awareness of these plans if their school is in an area that may be affected by an accident.

There are several possibilities of chemical or radiological incidents, but the most likely is a release of toxic, corrosive or explosive gas or smoke. A gas cloud will move with the wind so schools even some distance away may eventually become affected.

The most important consideration here is that evacuation and closure of the school may NOT be the safe option. The Local Authority and the COMAH site is responsible for initiating an off-site plan and part of that would involve warning local schools.

Emergency planning for schools that are in the vicinity of hazardous sites should already be in place. Because the emergency might impact very rapidly, it is important that the school has well-rehearsed procedures in place.

Ideas for planning might include:

- Schools must have, and practice, a distinct signal to close all doors and windows and remain inside the building.
- Consider provision of stocks of food and drink on site.
- Consider whether occupants can sleep on site if necessary. Blankets, heaters etc.
- Check pupils and staff who have regular medication have sufficient.
- If situated near a site that might pose an atmospheric or chemical risk, consider acquiring a supply of face masks (or even wet cloths). If the atmosphere becomes contaminated, breathing through masks may reduce the risk of damage to health.

## Shelter or Evacuation?

The Health Protection Agency is responsible for providing guidance for managing major industrial incidents. Each industrial plant, factory or site that uses hazardous materials maintains a plan that predicates the decision to shelter or evacuate. The factors that will be considered are:

- Is the substance harmful?
- Will the public be exposed?
- Might the public be exposed sometime in the future?
- Will the risk be reduced by dilution?
- How long could the exposure last? Minutes, hours, days etc.

Using these questions, the factory or site will then recommend a course of action to the Police and local authority.

### **Shelter**

Sheltering is usually the recommended course of action. Once inside a school building, substance exposure is reduced by about 90%. A few simple measures can reduce that exposure to almost negligible.

- Check all windows and doors are closed.
- Turn off central heating / mechanical ventilation / air conditioning to reduce air circulation.
- Eliminate any ignition sources.
- Ingress points (door sills, window frames, air bricks) should be sealed with wet cloths, towels or even wet newspaper.
- Depending on the substance, move to an upper or lower floor according to advice.
- Avoid using canteens and toilets as these rooms generally have better ventilation.

Good practice during a sheltering emergency includes:

- Listen in to local radio (battery powered or wind up) for further advice. (Go in, Stay in, Tune in.)
- Keep Police informed of conditions by landline.
- Avoid using mobile phones, as the networks may be needed by the emergency services.
- Plan for what you would do if a parent/carer turned up at the school to collect their child. They may be contaminated and put your pupils/students/staff at risk.
- Keep all staff and children in a limited area.
- Use buildings and rooms that are less likely to have ventilation.
- Make regular checks on staff and children.
- The Police or the local authority will give the “All Clear” announcement. Rumour and anecdotal information should be disregarded. Once the “All Clear” has been officially received, advice should be sought about whether or not decontamination is necessary.
- Note that before children are allowed to go home, it might be a good idea to ensure that their homes are not under threat. Consider keeping children at school until the full picture is known.

### **Evacuation**

A decision to evacuate a school may be taken before, during or after an incident. The Health Protection Agency guidelines use the following to decide whether evacuation is the best action.

- Size of evacuation zone.
- Is there sufficient time to evacuate?
- How long will the evacuation take?
- Method of informing schools and the community.
- The time of day.
- Weather and outside temperature.
- Availability, suitability and capacity of Rest Centre network.



If a decision is taken to evacuate a school, the Police, the Fire and Rescue services or the local authority will notify this to the head teacher. It is likely that the school would have received prior notification that the authorities are considering evacuation. A lot of time can be saved if the head teacher takes a few precautionary measures.

- Inform and warn all staff.
- Listen to local radio.
- Ensure all children have their belongings with them at all times.
- Check those on regular medication have sufficient. If not and medication is essential, alert Police and the local authority immediately.
- Assign specific people to be available to assist less mobile children.
- The head teacher must ensure that they have their 'grab bag' ready to hand. It should contain, at the very least, contact details for staff, next of kin details for children and a working mobile phone.
- Keep doors and windows tightly closed.
- Keep the AEO notified of the situation.
- Arrange an activity bag for use in the Rest Centre.

If an evacuation is ordered, the school staff and pupils should comply with the evacuation plan. Before leaving, and if safe to do so, the head teacher should:

- Ensure all doors and windows are closed.
- Turn off central heating / mechanical ventilation / air conditioning to reduce air circulation.
- ONLY if time permits, seal ingress points (door sills, window frames, air bricks) with wet cloths, towels or wet newspaper.
- Secure the school.

It is likely that all personnel at the school would be evacuated to the same Rest Centre. Management of the children at the Rest Centre is likely to be challenging. There will likely be evacuees (possibly elderly or sick) who have had trying experiences. Rest Centre staff will try and keep children apart from other evacuees.

Staff should endeavour to keep the pupils occupied with simple games. This will be easier for younger children.

Staff at the rest centre should provide guidance on further action, including information on who to contact if symptoms develop.

### **Post Evacuation Action**

Staff at the Rest Centre will issue the "All Clear" announcement. Rumour and anecdotal information should be ignored. Once an official "All Clear" has been received, children should be sent home if safe to do so. The school should NOT be re-occupied until advice has been sought about decontamination. It is likely that the school will undergo environmental sampling to ensure that it is safe to occupy. This may take several days if the evacuation zone is large.

## Aftermath

The period of time after an emergency is also a difficult time that should be planned for. The actual duration of this recovery period might be measured in months, possibly even years. An extreme example, the Aberfan disaster in 1966, saw the deaths of half of the school aged children in one village. Naturally, it had far-reaching consequences on future generations of the community.

Hopefully, any emergencies encountered in Kent will have a shorter recovery period. The effects however should be planned for.

Effects could include:

- Lengthy debriefing sessions
- Lessons learned
- New procedures being developed and implemented
- Increase in staff sickness rate
- Increase in long-term sickness rate
- Increase in staff turnover
- Grieving process
- Budgetary difficulties, both short and medium term
- Parts of buildings remaining out of use, or destroyed
- Building and repair works
- Possible dispersal of classes to other schools/locations

An awareness of possible aftermath effects will enable head teachers to plan to return to normalcy as quickly as possible.

Local authority support should be sought early on. The Educational Psychology Services have experience of dealing with how such issues affect children.

## Section Five

# Vulnerable Children, Pupils & Students

## Looking After Vulnerable Children and Young People in an Emergency

### Major Emergencies

Children are often the part of the population most affected during an emergency. In addition to the dangers to which they are directly exposed there is also, in wider crisis, the possibility of removal or reductions if their support in family and community.

There are several reasons why vulnerable children are at a higher risk than other groups during and after emergencies because their support systems, medicines and equipment that are specially designed for them, may have limited or no availability.

They may also be less able to communicate their symptoms or feelings.

Major emergencies are managed by the Emergency Services and specialist council services, such as Educational Psychology and Safeguarding. During such major events, these services will liaise with partners to ensure the safety and security of vulnerable children.

In the event of a major emergency, there is the possibility of children being separated from family, or possibly even losing a family member. Such children should be regarded as vulnerable.

### Additional Planning

The most common issues that schools face are those experienced by children or young people with disabilities, children in local authority care and other similar challenges, during events that reduce mobility or change familiar environments. Examples of this include: losses of power or water, evacuations, lock downs, floods, fires, road traffic incidents, etc.

Children have needs which must be differentiated according to their specific circumstances (e.g. disability, age, medical needs, behavioural support) Thus the support that a primary school-aged child needs may be very different from those of a secondary school student.

There is potential for the dignity of a vulnerable or disabled child to be compromised in the natural urgency to ensure safety. Careful advance planning is required to ameliorate this.

Every child with additional needs, be they physical, medical, mental, behavioural or a combination of these, would likely necessitate a school to undertake additional Emergency Planning. This should seek to identify what additional considerations or

resources should be put in place to ensure that a vulnerable child is not at a higher risk from an emergency, than any other child.

Planning for vulnerable children should not be generic, with plans being tailored, where practical, on to the individual needs of the child or young person.

Plans should include a Personal Emergency Evacuation Plan, identification of appropriately qualified support staff, confirmed home contact information, location of support equipment and medical information if appropriate.

## Evacuation of Disabled Children, Young People or Staff in an Emergency

The HM Govt publication 'Means of Escape for Disabled People' see: ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/422202/9446\\_Means\\_of\\_Escape\\_v2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf)) details escape measures for ten disability groupings:

- Electric wheelchair user
- Wheelchair user
- Mobility impaired person
- Asthma and other breathing / health issues
- Visually impaired person
- Hearing impaired person
- Dyslexic/orientation disorders
- Learning difficulty / autism
- Mental health problems
- Dexterity problems

For these people, a Personal Emergency Evacuation Plan (PEEP) is required. The aim of a PEEP is to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire to those of all other occupants. In schools, such a plan should also reflect other forms of emergency that necessitate evacuation.

A PEEP should be produced as soon as a pupil is enrolled who may present with difficulties in an emergency.

A template Personal Emergency Evacuation Plan for children is at Appendix 11. It should be appropriately adapted for staff or visitors as required.

Some people may have difficulty in evacuation situations that they would not normally have e.g. people who have asthma may be affected in smoky conditions caused by fire, or people may be affected by the stress of an emergency situation. Such people should have a PEEP in place.

A prominent notice should invite persons entering the premises to declare if they require assistance. An example:

We operate a system of assisted evacuation for disabled persons and others who may need help in an emergency.

Please speak to our reception staff and we will provide you with a suitable strategy. We have trained members of staff who are able to assist you if it is necessary to evacuate. These staff will be constantly aware of your location in the premises, as they are with other persons.

In the event of an emergency, we want to ensure that we provide you with assistance in the most appropriate way for you.

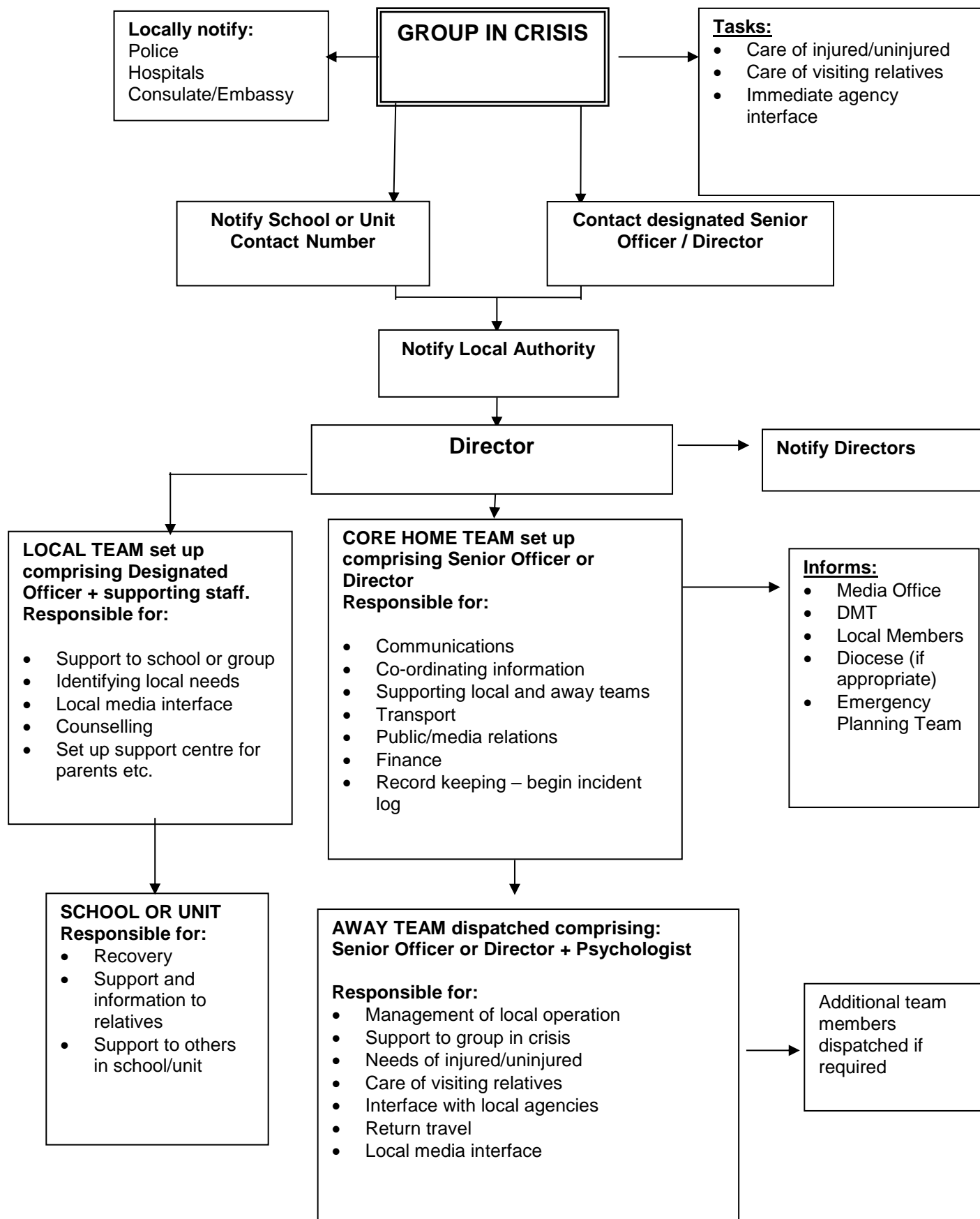
Staff will ensure that children in their care are evacuated safely. You must follow instructions given by staff for your own safe evacuation

# Section Six Appendices

# Appendix 1 Incident Communications Log

Issue:				
Date / Time	Method of Contact *	To / From	Concerning	Initial
* T –Telephone E -Email				
V - Verbal (face-to-face) L .Letter				
M - Media F – Fax				

## Appendix 2 Out of School Emergency Action





## Appendix 3

# When a Child in School Dies

Suggestions on how to include the children:

### **A memory table**

A small table, or the child's desk, on which pictures, photographs, flowers, mementoes, poems, pictures etc. can be placed. Staff and parents/carers should be encouraged to be involved in this if they wish. The table can remain for as long as the class, or school, wish, but it should be the pupils/students' decision on how to dismantle it, as this is part of 'moving on'.

### **Planting a tree**

In memory of the child who has died. Small notes from the children can be buried with the tree when it is planted. This may also form part of a memorial service.

### **Celebration of Life service**

This may be held at the same time as the funeral in order for the school to feel that they are taking part. Otherwise, the parents/carers of the child who has died could be invited to the school in order to attend a separate service. Favourite songs, poems specially written or a special story could be included, and the pupils/students should be encouraged to take an active part in preparing and presenting the service.

### **A scrapbook**

Filled with pictures, photos, poems, letters etc., collated by the class or school, for the parents/carers of the child who has died. This is a very tangible souvenir of their child and his or her time in school.

### **A collage**

Similar to the scrapbook, but in the form of a picture, can be displayed within the school.

### **An award**

An award might be presented at the end of each term to the pupil/student's memory. This could be an award in a subject in which the child who died was particularly good. Otherwise this could be awarded to someone who had shown particular qualities, such as sensitivity, exceptional kindness or bravery.

### **Dedicated activity**

Doing something in memory of someone who has died is part of the healing process. It is a life skill to be able to remember sad as well as happy times, and learn to deal with them.

Further support can be found here

<http://www.kelsi.org.uk/special-education-needs/educational-psychology/crisis-support-service>

## Appendix 4

### Sample Letter to Parents/Carers

School Address

Dear Parents/Carers

It is with great sadness that I am writing to inform you of the death of a pupil/student from our school.

We learned this morning that ..... has died after a (insert an appropriate phrase, such as 'after a short illness', or 'after a tragic accident'). Mr and Mrs ..... have told me that ..... died peacefully, in hospital last night.

The pupils/students in school were told by their teachers this morning and lessons were suspended to allow them time for their individual and shared sorrow.

It is our intention, with Mr and Mrs .....’s permission, to hold a Celebration of Life service on the same day as the funeral will be taking place, in order for the whole school to be part of this time. You are more than welcome to join us at this service.

I enclose a book list and some suggested websites that might help you to help your child with the grief.

Yours sincerely

## Appendix 5

# A Policy for Bereavement and Loss: a Model

### Rationale:

We believe that the learning environment should be challenging, expecting pupils/students to take as much control of their lives as they are able. In order to achieve this, pupils/students must be given relevant knowledge and experience to reflect on the world within and beyond the school.

We believe that bereavement and loss are an inevitable part of living and growing. Therefore, to achieve our aims of challenge and independence, we must comfort pupils/students with the reality of bereavement and loss so that they can develop their own appropriate range of emotional, spiritual and intellectual responses to deal with these experiences.

We believe that the ethos of the school, based on openness and mutual support, provides a framework in which these experiences can be realised in an enriching manner.

### Process

The school will act in a planned and agreed manner, so that all staff know what is expected and can contribute their part in a way that is consistent with the values that have been adopted.

- Someone of significance to all in the school community should prepare themselves for the inevitability of loss. They should have already thought through the way in which they intend to respond so that their thoughts and actions are ordered. This named person, probably the head, will co-ordinate the school's response and be fundamental in creating the most appropriate atmosphere.
- As far as possible, all staff should be told together by the named person. By creating a list of people to be told, the school can be sure that no one close to the situation will find out by chance.
- All of the pupils/students and parents/carers will be told at the same time and as promptly as circumstances will allow. Pupils/students in school will be told face-to-face, parents/carers by letter the same day. Absentees from school will also need to be informed. The school will have procedures to track who is informed, when and by whom, to ensure that no one is missed. Roles and responsibilities for those involved in this aspect will be clearly stated.
- The school will have a range of strategies that it may adopt in the days and weeks that follow any significant loss. Decisions about which to undertake will be determined following discussions with the family concerned and will take into account the cultural/religious beliefs of the family.
- An individual or small group of school staff will be identified to keep in touch with the family so contact from the family's point of view is manageable but also does not come to an abrupt end after all of the initial attention.

### Curriculum

In the event of bereavement or significant loss the school has established clear guidelines for action. However, a truly proactive school will prepare for such an experience by ensuring that it is dealt with as a matter of course for all pupils/students within planned programmes of study within the school's curriculum. Some opportunities may include:

#### 1. RE

The spiritual dimension relating to loss and bereavement can be explored within themes dealing with:

- Rites of Passage
- Worship
- Key beliefs and values within the major world religions.

## **2. PSHE**

The emotional element and the nature of ongoing relationships with those who suffer bereavement or loss can be explored within PSHE.

## **3. Science**

The reality of death can be included in schemes of work dealing with

- Ourselves
- Life processes.

## **4. Cross-Curricular Studies**

There are a number of opportunities within cross-curricular themes and dimensions such as equal opportunities and citizenship where the issues can be raised.

In planning for such experiences there must be a continuity of practice which is consistent with the rationale explicitly stated in this policy.

### **Parents/carers**

In acknowledging the role of the school in dealing with bereavement and loss, the school must not undermine the place of parents/carers in this process.

The parents/carers remain the most significant support to young people trying to come to terms with the death of a school friend. The school can support parents/carers in this by:

- Sharing with parents/carers the intentions of the school to act in a particular way in the event of a death.
- Offering guidance to parents/carers on how they might act. Schools may even wish to do this formally by running training sessions and workshops.
- Keeping parents/carers fully informed about the actions of the school throughout the immediate period of grieving.
- Parents/carers will be invited to be involved in any school response that occurs after the death, e.g. a memorial service. The format of any memorial service will take into account the beliefs of the bereaved family.

### **Outcomes**

By adopting a planned and considered approach the school can promote desired, positive outcomes for both staff and pupils/students within the school and those in the wider school community. These may include:

#### **Staff will**

- Feel equally valued.
- Have an opportunity to prepare themselves for the challenging role they face.
- Be given time and space to work through their own feelings.
- Become aware of the skills needed, and be offered training, to develop them.

**Pupils/students will**

- Be offered support by sensitive, trained staff working in unison.
- Grow as a result of this experience and be more able to come to terms with their feelings.
- Develop a sense of perspective about their own lives and the fears that this might engender.

**The school will**

- Have clear expectations about the way it will act, not simply react.
- Promote a sense of unity and identity in the whole community.

**The family will**

- Have real support to draw on.
- Be given an opportunity to reinforce feelings of worth rather than a sense of loss.

**The parents/carers will**

- Be drawn into a closer partnership with the school.
- Be given guidance on how to support their sons and daughters.
- Have time to prepare their own responses to loss and bereavement.

## Appendix 6

### Resource List

#### Films

##### **Channel 4 - Life Stuff: Without You**

This video explores the experiences of young people whose lives have been affected by bereavement. The documentary focuses on individuals in very different circumstances and traces the ways in which they have come to terms with grief and loss. 25 mins. Age 14-19

#### Websites

##### **Cruse Bereavement Care:**

<http://www.crusebereavementcare.org.uk/>

This site is designed to help deal with bereavement and focuses on individual reactions and factors affecting responses to bereavement.

[http://www.crusebereavementcare.org.uk/information\\_schools.html](http://www.crusebereavementcare.org.uk/information_schools.html)

This site discusses a planning framework for dealing with a death in the school community.

##### **RD4U** (means the “road for you”)

An interactive part of the Cruse website, designed by young people for young people. Includes an email (or phone) link to trained volunteers who will respond.

##### **Royal College of Psychiatrists**

<http://www.rcpsych.ac.uk/info/bereav.htm>

Includes:

- Factsheet 15 for parents and teachers - Death in the family - helping children to cope.
- Details of books “When Dad died” (cremation) and “When Mum died” (burial).
- CD ROMs Coping when someone has died for Primary and Secondary Schools. Guidance for teachers and families (distributed to schools by Rotary Clubs)

##### **The Child Bereavement Trust**

<http://www.childbereavement.org.uk>

Has sections on understanding bereavement for bereaved families and for young people.

## Appendix 7

### Bereavement & Loss, a Book List for Schools

Series	Title	Author	ISBN	Publisher	Date	Approx. Age	Description	Fiction / Non fiction
	A daughter like me	Roy, Jacqueline	670866288	Viking	1996	Primary	Bessie gets into trouble speaking her own mind, not like her two sisters who keep their heads down when things go wrong. When dad disappears, the three girls suddenly alone in a strange city, must draw strength and courage from each other.	N
	A long way home	Turnbull, Ann	744541670	Walker	1997	Primary	I won't go to the orphanage, she thought. I'll never go there, they can't make me. Since the age of 5, Helen has lived at the Bradleys' with her mother. She's never known her father, who went missing, presumed dead, in the Great War. Now mum is dead. Set in 1930. A moving and dramatic story of a young girl's valiant search for a place she can truly call home	F
	A taste of Blackberries	Doris Buchanan Smith	140320202	Harper Collins	1992	Older Primary	Based on the death of a best friend from a bee sting. Written in first person singular	
	Badger's parting gifts	Varley, Susan	862640628	Andersen Press	1984	Infant, Primary	Badger's friends learn to cope with his death.	F
	Beginning and endings with Lifetimes in between	B Mallonie				Primary	Helps a child to understand the cycle of birth, life and death	
What do we think about	Death	Bryant-Mole, Karen	750222085	Hodder Wayland	1998	Infant, Primary	With photos, includes Dying, Growing old, Death, Funerals, Feelings. Notes for teachers and parents.	N
What's Happening	Death	Bryant-Mole, Karen	750213795	Wayland	1992	Primary, Secondary	with photos covers death of parents, siblings, grandparents, funerals, feelings, grief.	N

Dealing with	Death	Haughton, Emma	750216417	Wayland	1995	Infant, Primary, Secondary	Losing someone you love is like losing a part of yourself. It can be even more painful if those around you avoid sharing their grief or assume you will get over it quickly because you are young.	N
Let's Talk about	Death and dying		074960431 X	Belitha Press		Older primary/ younger secondary	Answers questions e.g.what is dying?	
	Falling Angels	Thompson, Colin	91768179	Hutchinson	2001	Infant, Primary	Picture book - surreal story about a girl who can fly. She takes her grandma flying to fulfil her dying wish.	F
	Families, Can't live with them, Can't live without them		340636203	Hodder Wayland	1996	Secondary	Invaluable advice on coping with more serious family matters such as divorce, adoption, bereavement.	N
	Frog and the Birdsong	Velthuijs, Max	086264321 X	Andersen Press	1991	Infant, Primary	One autumn day Frog discovers a blackbird lying motionless in the grass.	F
Rites of passage	Funerals	Ross, Mandy	431177120	Heinemann	2003	Primary, Secondary	Photos and text explain funerals from different faiths and cultures includes Jewish, Muslim, Maori, Christian, Buddhist, Sikh, and Hindu funerals.	N
	Good Grief 1 – Exploring Feelings, Loss and Death with under 11s	Barbara Ward	95128888			Teachers	Useful resource for teachers and counsellors.	N
	Good Grief 2 – Exploring Feelings, For secondary schools and FE colleges	Barbara Ward	95128888			Teachers	Useful resource for teachers and counsellors.	



	Goodbye Pappa	Leavy, Una	184121083 8	Orchard	1999	Infant, Primary	Picture book about a visit to see Pappa, who dies shortly afterwards and the resulting grieving and memories.	F
	Grief in Children – a handbook for adults	Jessica Kingsley	183502113 X	Atle Dyregrov	1990	Teachers	Description of “critical incident stress debriefing” in the classroom. Chapter on death in the playgroup and at school.	
	I have Cancer		851227788	Althea Dinosaur		Primary	Ben has leukaemia. He describes his treatment. He does not die.	
	I must tell you something	Bo, Arno	747525145	Bloomsbury	1996	Primary, Secondary	Based on a true story of a strong and thoughtful 9yr old. Her happy home life is changed in an instant when tragedy strikes as her parents drive home from a birthday party.	F
	I never told her I loved her	Chick, Sandra	704349477	Livewire/Women's Press	1997	Secondary	Francie's mother is dead and she feels lost and guilty. A painfully intense novel about the complexities of grief.	F
	Jenny Angel	Wild, Margaret	670845051	Viking	1999	Infant, Primary	Picture book – Jenny's little brother Davy, is going to die. This is the story of her journey from denial to acceptance.	F
Life Times	Journey's End, Death and Mourning	Ganeri, Anita	237518341	Evans Brothers	1998	Primary, Secondary	with photos and illustrations, shows funerals from the Hindu, Buddist, Sikh, Jewish, Christian and Muslim faiths.	N
	Letter from Heaven	Anderson, Rachel	749727764	Mammoth	1996	Primary	Katie receives a letter from her grandmother written just before she died, the letters continue as Katie comes to terms with her loss.	F
A world of festivals	Life and Death	Coppendale, Jean	184138843 2	Chrysalis	2003	Infant , Primary	with photos this book shows naming ceremonies, festivals and funerals around the world.	N
	Remembering Mum	Ginny Perkins, Leon Morris	713633816	A&C Black	2001		Written by a father and a class teacher in response to a need. Colour photographs. A mixture of ordinary life at home and school and missing mum.	

Remembering my Brother	Perkins, Ginny	713645415	A & C Black	1996	Infant, Primary	Book with photos of a real family. "Chris, the middle child in the Reed family died in 1992. The family generously offered to assist with the making of this book, in memory of Chris and to help other families who have lost a child." Told mainly through the eyes of Greg, the younger brother.	N	
Straight talk about death for teenagers	Earl A Grollman	807025011	Beacon Press			Teenagers talking about how to cope with losing someone you love.		
The Goodbye Boat	Joslin, Mary	745936938	Lion Publishing	1998	Infant, Primary	Picture book with few words but large illustrations.	F	
The Magpie Song	Anholt, Laurence	043497174 X	Heinemann	1995	Primary	Picture book about Carla's grandad's illness and death. Beautiful story.	F	
The Old Dog	Zolotow, Charlotte	60244097	Harper Collins	1995	Infant, Primary	Story about the death of pet dog.	F	
Topher & the time travelling cat	Jarman, Julia	862644097	Andersen Press		Infant, Primary	Christopher, aged 8 finds an unusual stray cat, which communicates with him by computer. His quest to find her when she disappears, leads him through time and space - and danger.	F	
Let's Talk about	When a parent dies	Weitzman, Elizabeth	431035997	Heinemann	1998	Infant, Primary	With photos covers grief, changes, feelings.	
How do I feel about	When people die	Levete, Sarah	749628170	Franklin Watts	1997	Infant, Primary	Picture book covers why people die, funerals, grief, feelings, coping, memories.	N
	When someone very special dies	Marge Heegard		Woodland Press		Infant Primary	A workbook for 6-12 year olds.	
Talking it through	When Uncle Bob died		851227279	Althea Dinosaur Pubs		Primary	A simple, clear book for younger primary aged children.	
Lets Talk about	When your pet dies	Johnston, Marianne	431036004	Heinemann	1998	Infant, Primary	With photos about how and why pets die.	N

Wise Before  
the Event.  
Coping with  
Crises in  
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School  
staff and  
governors

A clear, practical step by step guide to help schools  
plan their response to any traumatic event.

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## Appendix 8

# School Emergency Management Plan Template

Name of school	
----------------	--

**Version:**

### **Contents**

- Summary of action to be taken flowchart and role of the AEO
- Emergency Action Lists for Key Staff  
[head teacher Name] (or [Nominee Name])  
Schools Emergency Management Team  
Administrative Assistants

## Action to be taken:

In the event of a school related emergency the proposed arrangement is:

### INCIDENT OCCURS

[head teacher Name] (or [Nominee Name]) is notified and School Emergency Plan and Team is initiated



[head teacher Name] or [Nominee Name]:  
Ensures child and adult safety and welfare  
Clear area if needed / First Aid / Reassurance  
Call 999 if appropriate  
Call AEO : <Insert No.> (Office Hours) Or: <Insert No.>  
Requesting LEA help (<Insert No.>)



OUT OF OFFICE HOURS –  
(<Insert No.>)  
KCC or other support <Insert No.>



The Senior Officer Activated - AEO:  
Establishes contact with the [head teacher Name] (or [Nominee Name])  
Activates response officers to attend the school  
(e.g. Communications Experts, Public Relations)



### AEO

Organises Support Team Officers as necessary or deploys to school as required

Attends site to:

- Assist/advise head teacher/ Nominee
- Determine full needs
- Takes action accordingly



### Head teacher (or Nominee)

Nominates on-site Co-ordinator  
Identifies on-site facilities  
Mobilises SEMT (if appropriate)  
Informs Chair of Governors

# Emergency Action Sequence

## **ACTION BY HEAD TEACHER:**

[head teacher Name] (OR [Nominee Name])

### **Stage 1 - Initial Actions**

- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events. See Appendix 1 for Incident Coms Log
- Make every attempt to clarify exactly what has happened.
- Ensure that the Local Authority is informed
- Contact the AEO
- Inform the Chair of Governors
- Arrange briefing schedule for SEMT

### ***If during term time***

Unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines and timetables.

### ***If outside term time (or outside school hours)***

- Arrange for the Caretaker or Business Manager to open certain parts of the school as appropriate and to be available (and responsive) to requests.
- Immediate school administration support.

### ***Media Attention***

If the incident does attract media attention, you are likely to be inundated with requests for interviews and statements.

- Try to postpone media comment until after the LA's Media Officer has arrived.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- If you cannot postpone, see the guidance in Emergency Planning for Kent Schools supporting document for some key points to remember.
- It is especially important that if the names of those who may have been involved in the incident are known, do not release, or confirm the names to anyone, before those identities are formally agreed and parents are informed.
- If deputising for the head teacher, try if possible to contact and brief him/her.
- Call in the designated staff members to form the 'School Emergency Management Team', and nominate one as the On-Site Coordinator to oversee that team on your behalf.
- Be prepared to receive many telephone calls.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

### **Stage 2 – Once established**

Brief staff SEMT members to oversee the following:-

- Agree appropriate identification of staff by using badges
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls.
- Ensure staff maintain records of all calls received
- Prepare brief, but up-to-date prepared statements are available to staff answering phones
- Ensure media calls are directed to the Media Relations Officer <Insert No.>
- Ensure care is taken when answering telephone calls. Consistent messages.
- Acquire an independent telephone for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted
- Remind telephone staff that some calls could be bogus.
- Arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged.
- Remain aware of how colleagues are coping.
- Arrange for all pupils to be told, in simple terms, at an early stage (ideally in small groups and initially by class teachers, wherever possible).
- Brief Team to discourage staff and pupils from speaking to the Media.
- Arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

***Parents/Carers:***

- If pupils are involved, the contacting of parents/carers will be an important early task (remember if it is a major incident, they may well have already heard). It may be appropriate to ask the parents/carers to come to the school for a briefing and support. This will need to be done with the utmost care.
- Maintain regular contact with parents/carers.
- If the incident has occurred away from the school, seek Police advice as to whether parents/carers should travel to the scene, or whether children should be taken home.

***Staff:***

- Remember to have regular breaks, and advise others to do so.
- Maintain regular contact with staff (teachers and office staff). Make a point of seeing that all staff involved know each other's roles and responsibilities.
- Always try to think of something positive to say to staff and respond positively to ideas and suggestions
- Be available to see staff when required.
- Remember that some members of staff may be so deeply affected, that they will not be able to help in supporting children
- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support.
- If the incident has occurred away from the school, try to dissuade shocked staff from driving parents to the scene.

### **Stage 3 – Period following the close of the incident**

- Seek advice from the AEO
- Contact local clergy on the options of special assemblies, funeral or memorial services, if appropriate.
- Prepare joint report with named Senior Officer, for Director of Education.
- Arrange for a member of staff to make contact with any pupils either at home or in hospital.
- Make sensitive arrangements for the return to school (as appropriate).

### **Stage 4 – Longer term issues**

The effects of some incidents can continue for years. Thought will need to be given to:-

- Working with Staff to monitor pupils informally
- Clarifying procedures for referring pupils for individual help
- Being aware that some Staff may also need help in the longer term.
- Recognising and if appropriate, marking anniversaries
- Remembering to make any new staff aware of which pupils were affected and how they were affected.
- Remembering that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Remembering that if the incident does attract media attention, it is likely that interest will continue for many weeks.



## **ACTION BY: SCHOOL EMERGENCY MANAGEMENT TEAM**

### **Stage 1 – Initial Actions**

- Obtain full facts of Incident from [head teacher Name]
- Open and continue to maintain a personal log of information received, actions taken and the time of those events See Appendix 1
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to sensitively inform staff and pupils to provide appropriate support
- Assist class teachers who will undertake classroom briefings
- Arrange special groups for very distressed pupils.

### **Stage 2 – Once Established**

- Under guidance from the school co-ordinator, assist [head teacher Name] (or [Nominee Name])
- Work with the AEO; the [head teacher Name] (or [Nominee Name]) and School On-Site Co-ordinator as directed.

### **Stage 3 – Period Following Close of the Incident**

As above

This team should comprise: Up to 4 senior members of staff, together with office staff.

## **ACTION BY: SCHOOL ADMINISTRATIVE ASSISTANTS**

### **Stage 1 – Initial Actions**

- Obtain full facts of the incident from head teacher
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- If coming in from home, remember to bring useful items, such as any keys needed.

### **Stage 2 – Once established**

- Under guidance from School On-Site Co-ordinator, assist the head teacher (or Nominee)
- Work with AEO; the head teacher (or Nominee) and School On-Site Co-ordinator as directed.
- Remember that the School Office is likely to be the first point of contact for visitors, so exercise caution in what information is given out
- With regard to incoming telephone calls:
  - take special care when answering telephone calls early on in the timeline of the emergency as a lack of consistency may lead to mistrust
  - maintain a record of calls received
  - only give out information from prepared statements that will be made available
  - remember that some calls could be bogus

### **Stage 3 – Period Following Close of the Incident**

As above

## Appendix 9

### Example Newsletter to Parents

#### ***Severe Snow/Ice Plan for Parents and Families***

Every winter brings the possibility of snow and ice. Extreme bad weather can cause widespread and prolonged disruption. Schools are often affected and it can be difficult to maintain an education service.

As a fundamental principle, every effort must be made to keep schools open, even if only limited numbers of pupils can attend. However, schools may close due to 'unavoidable' circumstances; those circumstances being that it is no longer safe for staff or pupils to be onsite.

We recognise that it is important our school remains open so parents are able to work and pupils can continue to learn. **[Name of school]** will make every effort to prepare for severe snow/ice this winter by **[insert preparations e.g. gritting pathways, clearing access points etc.]**

#### **How will we let you know if the school is closed?**

If we do experience severe snow/ice resulting in hazardous conditions, **[our head teacher]** may have to take the decision to close the school. Once this decision has been made, we will notify parents via the Kent Closures website. To determine whether **[name of school]** is open or closed please visit [www.kentclosures.co.uk](http://www.kentclosures.co.uk). Search for the school in the search box. The Kent Closures website can also be used to find out if other services in Kent are open or closed, such as nurseries, children's centres and libraries.

There is an option for parents to sign up for SMS/Email alerts on the Kent Closures website. This service will send an SMS or email alert to let parents know if **[name of school]** is closed. Parents can also listen to KMFM, BBC Radio Kent or Heart FM to hear if the school has closed.

#### **What can you do to help?**

- Please visit [www.kent.gov.uk/winter](http://www.kent.gov.uk/winter) for more information about gritting routes and travel issues around Kent so you can plan your journey.
- Please approach the school from **[detail a pre-identified access into the school]**.
- Please provide a packed lunch from home in case school meals cannot be provided.
- Don't forget suitable warm clothing – gloves, hats, scarves, wellies etc. or even a change of clothing.
- If you are a working parent or feel you may have a problem with a sudden earlier pick up, please put a back-up plan in place with another family member or parent and inform the school. This will allow staff to leave earlier for their safety if weather dictates.

Many thanks for your support in helping **[name of school]** remain open during periods of severe snow/ice.

## Appendix 10

# Risk Assessment Template for Snow and Ice

In accordance with government policy every effort should be made to keep a school open and the closure of the school must be justified. In order to determine a decision, work through the following risk assessment. If your site has specific issues that are not listed, these should be added. Any pre-planning controls not in place must be transferred to your action plan at the end.

This assessment should be carried out:

- Before any bad weather arrives - make sure identified control measures are implemented; refer to your action plan at end
- At the time of the emergency - consider and complete last header column
- After the event - does the risk assessment need to be reviewed?

	Are the following control measures in place?	State what risks are involved and the consequence of the risk	State which control measures are in place to reduce the risk	Are the controls in place? (Pre-Planning)		Are the controls in place? (On the day)	
				Yes	No	Yes	No
1	Is there enough salt/grit available on site to keep a clear path for safe access and egress around the school site?	Slip/trip of pupils, staff, 3rd party visitors, causing a twist, strain or fracture.	Maintain stocks of salt/grit.				
			Identify which walkways or areas need to be cleared to allow people to get around the premises safely.				
			Allocate a responsible person to monitor weather reports and grit/salt prior to snow/ice forming.				
			Reduce the movement of people around the premises.				
			Identify access specific routes and restrict movement to those routes.				
2	Is there an acceptable ratio of staff to pupils to attain adequate supervision?	Staff not being able to attend school, leaving pupils without adequate supervision,	Estimate how many staff members need to get in for the school to operate safely by identifying how many pupils could attend.				
			Identify how many staff would be safe to travel to work in severe conditions.				

			Inform staff to listen to Road Safety (AA) to see if the roads are safe to travel on. Remember: travelling to school is considered 'essential travel'.				
			Devise a system where staff can report to the head teacher by 7.45am and contact number given.				
3	Are there procedures in place for heating failure?	Unable to sufficiently heat school to the minimum working temperature 16° C, causing staff and pupils to suffer from the cold.	Contact Property Service Desk to have emergency heaters delivered.				
			Consider only using the parts of the school that have heating.				
			Keep doors, curtains and blinds closed during the night to retain the heat.				
4	In the event of a closure, has it been identified which pupils are safe to be sent home?	Pupils unable to get into their homes, left stranded.	Identify which pupils have alternative arrangements if they were to be sent home.				
			Consider if enough staff can stay on site to supervise the pupils unable to return home, and that those staff will be able to get home at a later time.				
5	Will the school have adequate welfare facilities?	Staff and pupils are unable to wash their hands, flush the toilets, or have access to drinking water.	Ensure that there is anti-bacterial wash on site.				
			Reserve supplies of bottled water.				
			Consider whether toilets are operational or whether alternative toilets can be used.				
6	Would the school have provision for the pupils to cross the road safely?	Pupils involved in a vehicle collision.	Consider whether the road patrol officer is able to get to the school.				
			Consider if alternative arrangements need to be made if the road patrol officer cannot get to the school.				

All actions, where possible, should be completed before the bad weather arrives.

Action Plan			
Pre-planned controls measures that are not in place:	Actions to be taken:	By Who:	Date Completed:

Completed By:	Position:
Signed:	Date of completion of risk assessment:

Review dates:	By whom	Signature:

To be completed if the school is closed:

The decision for closing the school has been based on the following:

Signature of head \_\_\_\_\_ Date \_\_\_\_\_ Signature of Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 11 Personal Emergency Evacuation Plan

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation. Once developed, the PEEP will describe the pupil's intended means of escape in the event of emergency, including drills. The PEEP will specify what type of assistance is agreed and how it is to be maintained to ensure the pupil's continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.

A completed form should be held:

- In the Pupil's personal records
- By the head teacher (Responsible Person for Fire Safety)
- By the nominated Fire Warden
- By the Class teacher

**Note:** This plan must be reviewed on an annual basis and when a significant change in circumstances (of the building or pupil) is anticipated or identified. Advice is available from the KCC Health and Safety Advice Line on 03000 418456

<b>Pupil's Name:</b>			
<b>Class Room Number or Name:</b>			
<b>Location of classroom in building:</b>			
<b>Teacher's Name:</b>		<b>Tel: Ext No:</b>	
<b>Date Completed:</b>		<b>Reviewed:</b>	
<b>Reviewed:</b>		<b>Reviewed:</b>	

<b>Name of Person who Completed this Form:</b>	
<b>Date Completed:</b>	

<b>Date of Next Review:</b>	
-----------------------------	--

**Points to consider:** In preparation for completing details in this form, consider the following; discuss with the parents/guardian and, if appropriate, the pupil.

Question	Answer	Comments
Does the pupil change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?		
Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?		
Does the pupil have any difficulties hearing the fire alarm?		
Are they likely to experience problems independently travelling to the nearest emergency exit?		
Does the pupil find stairs difficult to use?		
Are they dependent on a wheelchair or other walking aid for mobility?		
If the pupil uses a wheelchair would they have problems transferring from the wheelchair without assistance?		

### A: Alarm System.

1. The pupil is able / unable to raise the alarm (delete as appropriate).

If the pupil is unable to raise the alarm independently, please detail alternative procedures agreed. If able give brief description of how.

--

### 2. The pupil has been informed of an emergency evacuation by:

existing alarm system:	<input type="checkbox"/>	vibrating pager device:	<input type="checkbox"/>
visual alarm system:	<input type="checkbox"/>	other: (please specify)	<input type="checkbox"/>

**Give Details:**

**B: Exit Route Procedure (progress starting from when the alarm is raised and finishing on final exit).**



**C: Designated Assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each).**

**D: Method of Assistance (e.g. transfer procedures, methods of guidance)**

**E: Equipment Provided (details of all equipment needed to execute the plan and its location).**

**F: Training on use of equipment:**

Date	Comments

**G: Safe route(s) (description of all the safe routes that can be used).**

**N.B. A copy of the building plan with routes clearly marked may be useful.**

	Yes	No
Have the route(s) been travelled by the pupil and responsible person?	<input type="checkbox"/>	<input type="checkbox"/>
Has a copy of the exit route on plan been attached?	<input type="checkbox"/>	<input type="checkbox"/>
Has the equipment detailed above been tried and tested?	<input type="checkbox"/>	<input type="checkbox"/>
Have all issues been completed to full satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>
Has a copy of this form been sent to the person responsible for the fire evacuation?	<input type="checkbox"/>	<input type="checkbox"/>
Has the fire safety competent person informed all relevant staff of these arrangements? i.e. Class teacher, support assistant.	<input type="checkbox"/>	<input type="checkbox"/>

Record the length of time of practice evacuation		mins
--	--	------

**If No to any of the above please explain:**

--

**I (pupil/parent/guardian) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above, (a parent is to sign this off on behalf of a minor):**

Pupil Signature:		Date:	
Pupil Name:			
Parent Signature:		Date:	
Parent Name:			
head teacher Signature:		Date:	
head teacher Name:			

**List of people who have received a copy of this completed document:**


## Appendix 12 Recording a Bomb Threat

### **ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT**

- 1 Remain calm and talk to the caller
- 2 Note the caller's number if displayed on your phone
- 3 If the threat has been sent via email or social media see appropriate section below
- 4 If you are able to, record the call
- 5 Write down the exact wording of the threat:

<p>When Where What How Who Why Time</p>
---

### **ASK THESE QUESTIONS & RECORD ANSWERS AS ACCURATELY AS POSSIBLE:**

1. Where exactly is the bomb right now?	<input type="text"/>
2. When is it going to explode?	<input type="text"/>
3. What does it look like?	<input type="text"/>
4. What does the bomb contain?	<input type="text"/>
5. How will it be detonated?	<input type="text"/>
6. Did you place the bomb? If not you, who did?	<input type="text"/>
7. What is your name?	<input type="text"/>
8. What is your address?	<input type="text"/>
9. What is your telephone number?	<input type="text"/>

10. Do you represent a group or are you acting alone?

11. Why have you placed the bomb?

Record time call completed:

**INFORM BUILDING SECURITY/ COORDINATING MANAGER**

Name and telephone number of person informed:

**DIAL 999 AND INFORM POLICE**

Time informed:

**This part should be completed once the caller has hung up and police/ building security/ coordinating manager have all been informed**

Date and time of call:

Duration of call:

The telephone number that received the call:

**ABOUT THE CALLER:**

Male

Female

Nationality?

Age?

**THREAT LANGUAGE:**

Well-spoken

Irrational

Taped

Foul

Incoherent

**CALLER'S VOICE:**

Calm

Crying

Clearing throat

Angry

Nasal

Slurred

Excited

Stutter

Disguised

Slow

Lisp

Accent

Rapid

Deep

Familiar

Laughter

Hoarse

Other (please specify)

What accent?

If the voice sounded familiar, who did it sound like?

**BACKGROUND SOUNDS:**

<b>Clear</b> <input type="checkbox"/>	<b>Voice</b> <input type="checkbox"/>	<b>Street noises</b> <input type="checkbox"/>	<b>House noises</b> <input type="checkbox"/>	<b>Animal noises</b> <input type="checkbox"/>	<b>Crockery</b> <input type="checkbox"/>	<b>Motor</b> <input type="checkbox"/>
<b>Factory machinery</b> <input type="checkbox"/>	<b>Office machinery</b> <input type="checkbox"/>	<b>Static</b> <input type="checkbox"/>	<b>PA system</b> <input type="checkbox"/>	<b>Booth</b> <input type="checkbox"/>	<b>Music</b> <input type="checkbox"/>	<b>Other (please specify)</b> <input type="text"/>

**REMARKS:**

**ADDITIONAL NOTES:**

Signature ..... Print Name: ..... Date: .....

---

**ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA**

- 1 DO NOT reply to, forward or delete the message
- 2 If sent via email note the address
- 3 If sent via social media what application has been used and what is the username/ID?
- 4 Dial 999 and follow police guidance
- 5 Preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Signature: .....	Print Name: .....	Date: .....
------------------	-------------------	-------------

**SAVE AND PRINT – HAND COPY TO POLICE AND SECURITY/ COORDINATING MANAGER**

Retention Period: 7 years  
MP 925/10

## Appendix 13

### The Kent Closures Website

After the decision has been made to close or partially close the school you will want to communicate that closure to parents and staff as soon as possible.

The Kent Closures website allows a school representative to log in (with a school specific password) and change the 'status' of the school to 'open', 'closed' or 'partially closed'. The information will then be displayed on the website for parents and staff. In addition, when the status of a school is changed the information is shared with Kent radio stations so the closures can be broadcast.

Please also consider any onsite stakeholders that may be affected if the school is closed e.g. Adult Education classes etc.

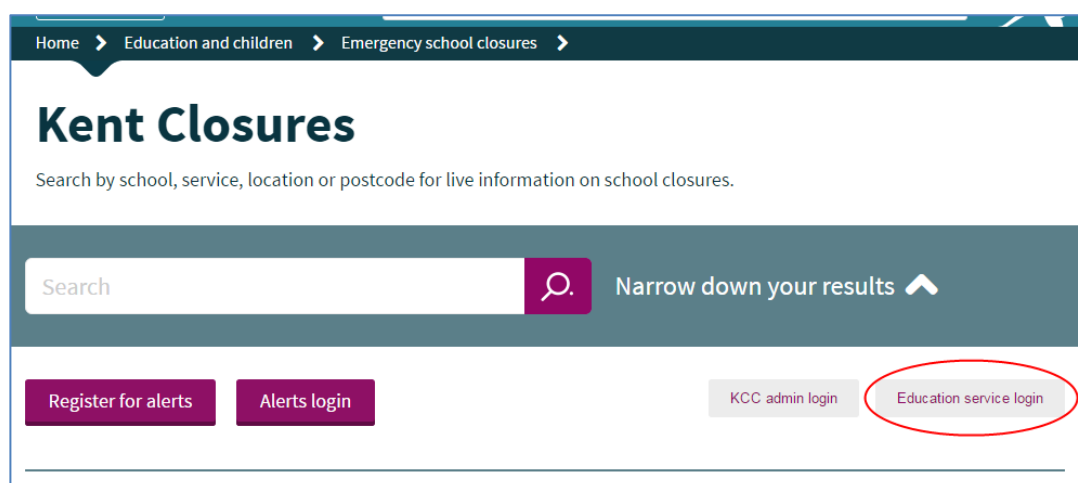
**Please note:** this website is intended to display term time closures only, not times when the school is closed due to holidays.

#### Register with the Kent Closures Website

In advance of winter, please register your school with the Kent Closures website to create your school password, which you will need to log your closure on the morning of severe snow/ice. This school specific password ensures the announcement of your school closure is secure. If you have problems registering, please contact KCC Emergency Planning or your Area Schools Organisation Officer.

The Local Authority is required to maintain records of school closures. The Schools Closure website collates data on closure AND links in with local media outlets. It is therefore essential that you use it to inform your community and the wider authorities of closure; even if you have your own bespoke or corporate notification mechanism.

You can register by visiting [www.kentclosures.co.uk](http://www.kentclosures.co.uk) and clicking the 'Education service login' button on the right hand side of the screen:



Here you can find your school using a drop down menu – select the town first.

# Kent Closures

Search by school, service, location or postcode for live information on school closures.

Welcome to the Kent Closures school / services admin area.

## School Registration

Town:

- Ashford
- Select
- Ashford
- Aylesford
- Bexley
- Biddenden
- Birchington
- Broadstairs
- Canterbury
- Chatham
- Cheriton
- Cheriton-folkestone
- Cliftonville
- Copthorne
- Cranbrook
- Dartford
- Deal
- Dover
- Dymchurch
- East Malling
- Eastchurch

[Submit](#) [? Click here](#)

[Register for alerts](#) [Alerts login](#)

## School / Service Log in

Email:  [Forgot Password](#)

Password:

[Log In](#)

Forgot your password? Enter your email address and click the **Forgot Password** button above and we will email it to you.

[Narrow down your results](#)

[KCC admin login](#)
[Education service login](#)

Then click your school & click 'Submit':

# Kent Closures

Search by school, service, location or postcode for live information on school closures.

Welcome to the Kent Closures school / services admin area.

W

- Aldington Primary School
- Ashford Adult Education Centre (Ashford Gateway Plus)
- Ashford Oaks Primary School
- Ashford School
- Ashford Skills Plus Centre
- Beaver Green Community Primary School
- Bethersden Primary School
- Birchwood Pupil Referral Unit
- Birchwood South Centre
- Bluebells Children's Centre
- Bodsham CE Primary School
- Brabourne CE Primary School
- Brook Community Primary School
- Challock Primary School
- Charing CE Primary School
- Cherry Blossom Children's Centre
- Cherrytree Nursery School Ltd
- Downs View & Kennington After School Club
- Downs View Infant School
- East Stour Primary School
- Aldington Primary School

[Submit](#)

[Cant find your school? Click here](#)

## School / Service Log in

Email:  [Forgot Password](#)

Password:

[Log In](#)

Forgot your password? Enter your email address and click the **Forgot Password** button above and we will email it to you.

Once you have clicked "Submit", you will be taken through to another page to confirm your registration. Simply confirm the address details of the school, complete your name/email and

create a password (this will be needed to log your closure on the morning of severe weather). Please use a school email address that several people know and have access to. Similarly, use an easily remembered password.

**Kent Closures**

Search by school, service, location or postcode for live information on school closures.

### School Registration - Confirm your school details

These are the details we have for your school, please verify they are correct and amend as necessary.

School Details:	Your Details:
School: Ashford School	Your name: <input type="text"/>
Street: East Hill,	Email: <input type="text"/>
town: Ashford	Password: <input type="text"/>
County: Kent	Retype password: <input type="text"/>
Postcode: TN24 8PB	Mobile phone: <input type="text"/>
Type: Independent Schools	

[Confirm Details](#)

Once Digital Services have approved your registration (this could take a couple of days) you will then receive an email that requires you to click on a link to validate the email address. Once you have validated the email address please log into your account and initially set your status to 'open'.

If you registered last year, you can still use the same email address and password to log in this year.

If you don't know if you registered last year, you can work out if you did by clicking on your school from the drop down menu. You may then receive a message on screen saying you've already registered. This means that you have registered in a previous year and have already created your school specific password.

If you don't remember your password, click the original 'Education service login' button again and under 'School / Service Log in', type in the email address which was previously displayed in the onscreen message and click 'forgot password'. A password reminder will then be sent to your registered email address.

If you need to change the email address that you originally registered with last year, email [digital.services@kent.gov.uk](mailto:digital.services@kent.gov.uk) with details of the new email address.



## To Notify a School Closure

Once the decision has been made to close your school, [www.kentclosures.co.uk](http://www.kentclosures.co.uk) with your password ready.

Click the 'Education service login' button and log on using your school email address and password.

**School Status**  
Your current school status is: **OPEN**  
last updated on **Wed 13 Mar 2013 at 11:35**  
Notes  
For SMS broadcast, please limit your message to 100 characters  
Please only select the 'Email + SMS' option for important notifications - **Parents will be charged to receive SMS messages.**

**Update School Status**  
Status:   
Message:   
CLOSED reason  
\*\*\* Please ensure your school name is included in your message. Character Count: 32  
Broadcast:  this information is for office use only and will not be published on the website  
No. Children Affected:   
Other Notes:   
Years Affected:

You can then:

- Update your status to either 'OPEN', 'CLOSED' or 'PARTIALLY CLOSED'. Your status will remain the same until you change it, so please remember to 're-open' your school if you do close it.
- Type in a short message. There is a default message but you can change this and include further information if necessary e.g. cancellation of parents evening or the continuation of Year 10 exams etc.
- Notify the approximate number of children affected.
- Notify the Year groups affected.

Within minutes this information will be displayed on the Kent Closures website. Kent radio stations will use this information to broadcast closures over the radio.

It is anticipated that additional functionality will be added to the system to enable parents and staff to register for alerts via email for free, or SMS for a small charge on the Kent Closures website. This means that as soon as you change the status of your school on the Kent Closures website, the parents and staff who have registered would be notified via SMS or email.

It is now no longer necessary for your school to call the radio stations and/or the Local Authority to announce the school closure. However, you can still speak to your Area Education Officer if you would like advice about whether to close or not.

## Appendix 14 Checklist of Preparedness for a Critical Incident

### **Equipment:**

- Whistles
- Torches
- Charged mobile phones
- Fluorescent jackets
- Stock of bottled water

### **Up-to-date information about:**

- Pupil/student/staff emergency contact details.
- Individual pupil/student medical needs e.g. medication.
- Local Authority emergency contact details.
- Bus/coach lists.
- An emergency supply or support list to enlist extra help when needed (familiar supply teachers, retired staff, local colleagues, cluster collaboration).
- Pupil/student movement data (who is where, and when).

### **Is this information easily accessible?**

- Is it in an appropriate format e.g. in a “grab bag” to take with you if evacuation is necessary?
- Should a copy be kept in another safe location e.g. at home or at a “partner” school?

### **A plan for communication:**

- Evacuation procedures, visible and practised.
- Telephone lines – private, mobile, emergency access to neighbours. Your usual phone lines may be jammed by incoming calls
- Small room/quiet area for Police statements/counselling or interviews – somewhere to hold press briefings away from the area of incident. Press briefings can then be timed to draw press presence away from school at critical times e.g. arrival and departure of pupils/students, briefing for parents/carers etc.
- Contact details for KCC Press Office who must be involved at an early stage.

### **Management support**

- Access to qualified First Aiders – preferably beyond the minimum requirement.
- Screening of entrances/exits (siting of school office can be critical).
- Closure of blinds/curtains on ground floor to protect from media interest.
- “Instant assemblies” (e.g. videos/DVDs) to release teaching staff for interview/support.
- Knowledge of resources available for helping to cope in the following days/weeks.

## Appendix 15 Suggested Contents of a Grab Bag

A 'grab bag' is any type of bag/holdall that is kept in a convenient place and can be quickly acquired by the head teacher or other responsible person in the event of an emergency. The bag contains useful things you may need if you cannot go back into a building during an emergency situation. It is not a legal requirement, but is highly recommended. It might prevent an emergency from becoming a catastrophe.

### **Suggested contents might include:**

- School Emergency Plan
- Charged mobile phone
- Contact details for all staff and pupils, including next of kin
- Details of staff and pupils on medication
- Copy of the asbestos register
- Check lists of things to do (e.g. security, shutting off water, electricity, gas, etc.)
- Notes on location of stop cocks, gas valves, fuse boxes, isolators, etc.
- Useful telephone numbers
- Copies of the architects plans of the school if available
- The days school attendance register (probably impractical to update daily)
- Pens
- Clipboard
- Notepad/paper
- A few sheets of thick card
- Large marker pen
- Sellotape
- First Aid kit
- Torch -wind up and battery
- Radio
- Walkie talkie or 2 way radio
- Large scissors
- Gloves (thin latex and thicker disposable rubber)
- A few foil blankets
- High visibility vests for leader and deputies
- Whistle or loudhailer
- Camera
- Spare batteries as required
- Spare set of master keys
- Quantity or access to petty cash.

This list is not exhaustive

## Appendix 16 Managing Media Interest

In the event of a newsworthy incident, the media (press, TV and radio) are highly likely to turn up and try to obtain more information. At such times, their interest may seem to be intrusive. However, it is important to recognise that media interest can be beneficial. Therefore, media interest needs to be managed. This is understood and even expected, by news reporters.

If you expect media interest following an incident, establish plans to manage it. However, if the emergency is serious, the Police / Local Authority may be better placed to take this task from you. Regardless, your first action should be to contact the KCC Communications Office.

- Suz Elvey, 03000 417020 or 07738 755491 [suz.elvey@kent.gov.uk](mailto:suz.elvey@kent.gov.uk).
- Communications office, 03000 418080, [pressoffice@kent.gov.uk](mailto:pressoffice@kent.gov.uk)
- Details of the duty communications officer for outside office hours can be found at <https://kccmediahub.net/about>

An Emergency Plan should include arrangements for dealing with media interest. Members of the school community may feel pressured into giving interviews or making statements to the press, and it is important to have procedures set down in the school's Emergency Plan and to stick to them.

Depending on the nature and severity of an incident, the task of coping with media pressures may fall to the Police or Local Authority. However, the Police Press Officer will liaise closely with school staff to ensure briefing is accurate and to arrange interviews when appropriate.

### Legal Issues

If possible, senior staff should familiarise themselves with the basics of media law such as prejudicing legal proceedings and defamation. If someone is accused of committing a crime, even if the headteacher or member of staff witnessed the crime, they **MUST NOT** give details of it to the media because it could prejudice a future court case and/or defame the person that is mentioned. Journalists will know this so will generally cut out anything you aren't allowed to say if it's a pre-recorded interview or for a newspaper. However, during a live interview, something could be said that prejudice a future case, so care should be taken.

If in any doubt, contact the communications office for advice. It is always a good idea to tell the communication office so that they are aware there is going to be news media interest or coverage. This is because such media interest will often lead to further media interest which may lead to requests for information or press statements which would likely be routed through the communications office.

### General Principles

- Designate a particular phone number for media inquiries, and let the local press know in advance what this will be (remember, local radio in particular can help to keep the public informed about what is happening)

- In the event of a major incident the Police may decide to control access to the site to allow rescue services and investigators to carry out their work unhindered. Consider how you will manage school movement.
- If it is a major incident, the Police will establish a media liaison point - this is a designated point at the disaster scene, preferably outside the outer cordon, for the reception of media personnel
- Keep staff and pupils inside the school to prevent media representatives from approaching anybody.
- Find a small room/quiet area for Police statements/counselling or interviews – somewhere to hold press briefings away from the area of incident.
- Press briefings can then be timed to draw press presence away from school at critical times e.g. arrival and departure of pupils/students, briefing for parents/carers etc.
- It would be wrong to say, “don't talk to the media”. However, the media may be looking for a different angle than the one that you wish to put across. You may find the questions insensitive or even accusatory. You and your staff will have enough to do without having any additional pressure, so in many cases, speaking to the press may be better left to the Police or Local Authority. Do not be afraid to ask them to do this.
- For smaller, local incidents however, a brief interview with someone authoritative at the scene of an incident can be a powerful way of defusing rumour and panic, which may otherwise spread quickly.
- If they're doing a TV or radio interview, consider whether to press the journalist to do it live or pre-recorded. The reasons for this are:
  - Pre-recorded will be less stressful as it allows the interview to be re-done if you are not happy about it, or need to check a fact. The drawback is that the journalist is free to cut and edit and choose which bits of the interview they use and which they don't.
  - Live interviews can be more challenging if you are not used to it, but you'll be able to say what you want to say, repeat points you want to emphasise and the Journalist won't be able to cut it (although they will be able to use short clips of that live interview on later programmes).
- If possible, agree an interview format and establish what the interviewer wants to ask. Try to have another person with you to monitor the interview.
- Be clear in your own mind what you want to say, and then talk it through with a colleague first if possible. However, you need to be prepared to think on your feet.
- If possible, get statements checked by legal advisors and governors.
- Remember, you could be quoted on anything you say to a journalist, even if it is not a formal part of the interview. You are never 'off the record'.
- Stick to the facts and do not be drawn into speculation. If you do not know the answer, say so, clearly and honestly.
- If asked a hypothetical question, it is usually better to talk about what happened, rather than what could have happened. Journalists are very used to people not answering such questions and will simply move onto the next question.
- Never say “no comment”. Listen to the question, say you'll check some details and give a time when you will get back to the journalist.

- Find out if they have a deadline. Prepare material based on accessible, factual evidence. Contact the Communications Office as required, for support.
- Do get back and don't delay too long. If you exceed the deadline, the story may be published without any of your input, perhaps leading to an unfortunate slant, creating additional issues to unpick later. For example, it may be reported that you were 'unavailable for comment' or 'refused to comment' which can give a bad impression.
- Have a colleague make notes of what is asked and what you say.
- Don't answer 'yes' or 'no' to a long question which may then be interpreted in an unhelpful way; clarify the issue and reply with a short statement giving your message.
- If you need to put a time-scale on the interview, do so politely.
- Don't over-elaborate your answers. Keep your answers brief.
- Do express your sympathies if appropriate.
- Remain calm and if you do not like the line of questioning, politely say that you feel that it would be inappropriate to answer that particular question at this stage.
- Politely refuse requests for photographs or schoolwork of children or staff involved.
- Do not allow journalists to wander around school premises unescorted.

**If the interview is for television:**

- Don't wear sunglasses.
- Do not get angry and try not to get upset.
- Look at the person asking questions, never the camera.
- Ensure that the camera is positioned away from the school, or otherwise ensure that no child or parent can be seen.
- Camera operators usually leave their cameras rolling. Do not relax until you have walked away.
- Ask when and on which channel the interview will be broadcast.

**Social Media**

There are no hard and fast rules for how to manage Social Media. For notifying parents of a school closure, for example, social media can be very useful. However, by its very nature, it is unmanageable and can be both a source and circulator of inaccurate commentary or even malicious untruths.

You must impress on everyone on your staff to not use social media to talk about the emergency. This is especially important if there is an element or potential element of criminality or formal investigation. As stated above, if someone is accused of committing a crime, even if the headteacher or member of staff witnessed the crime, they **MUST NOT** give details of it out on social media because it could prejudice a future court case and/or defame the person that is mentioned.

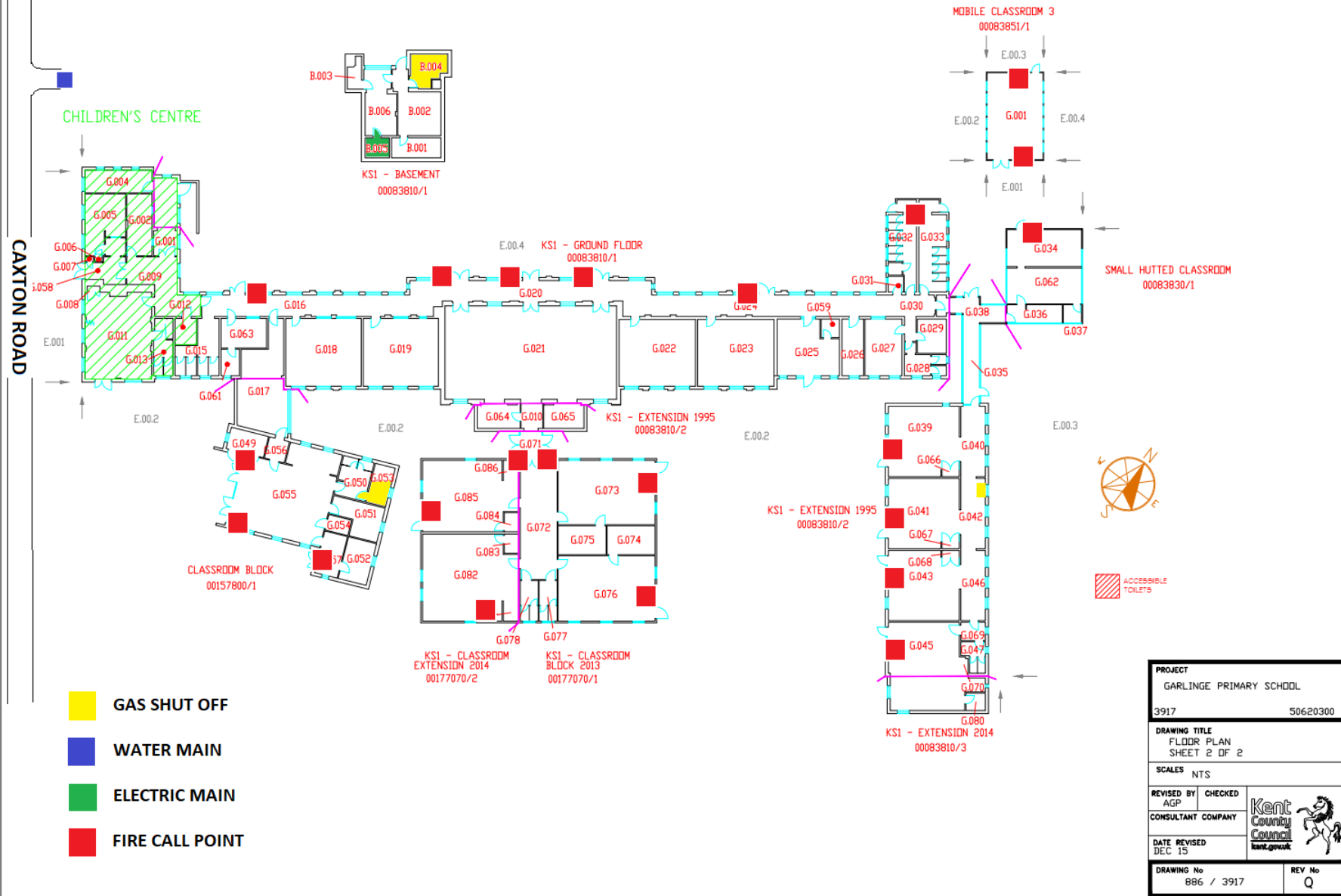
On balance, it is better to not engage, unless:

- you need to offer a clarification, update or correction of a falsehood, in which case, keep it short, simple and factual.

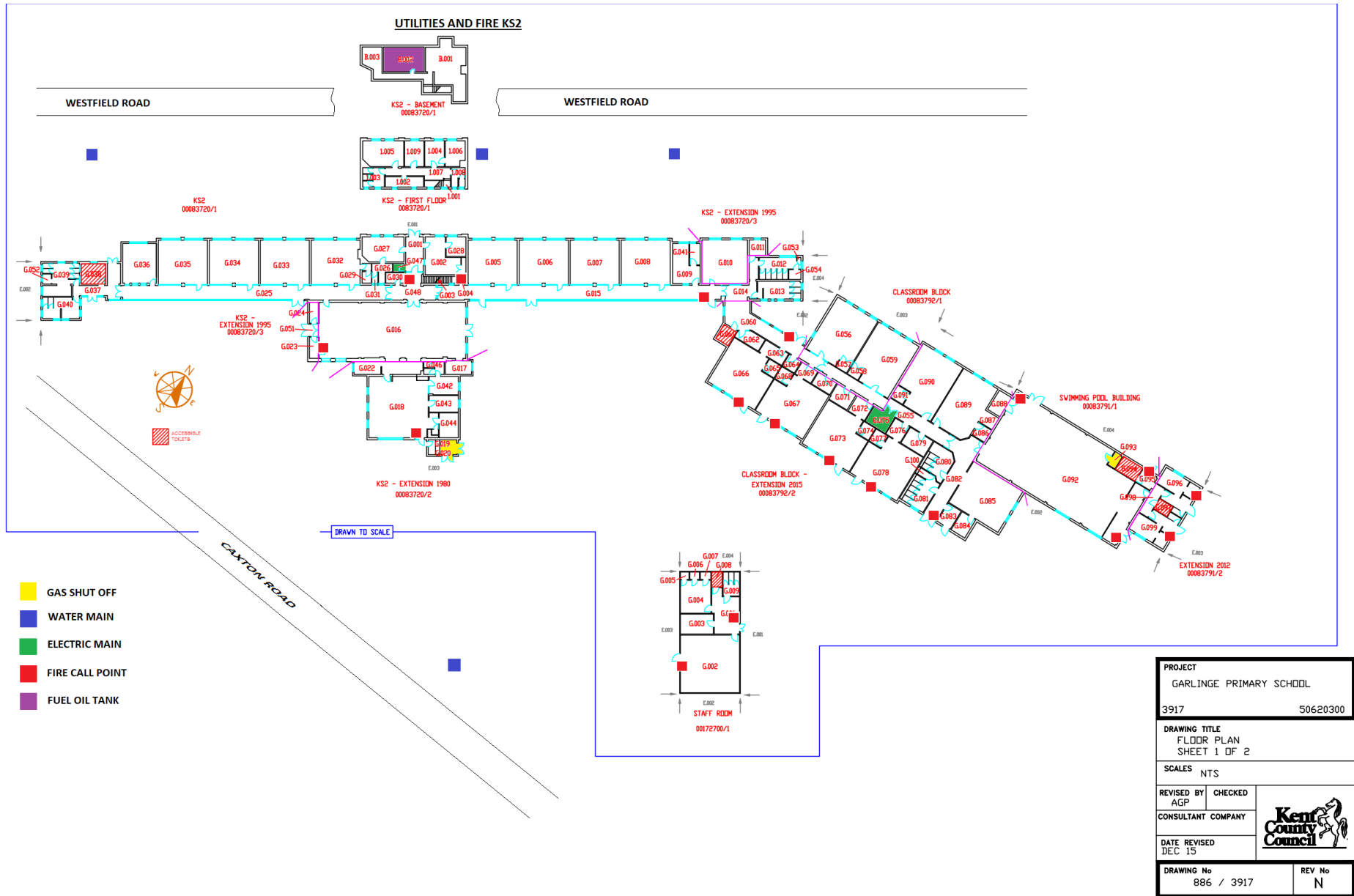
- you are the head teacher or nominated communication person, responsible for this task
- there is no criminality involved
- there is a clear benefit to your contribution


You should never engage because you feel pressured to engage by other contributors.

# UTILITIES AND FIRE KS1







PROJECT	
GARLINGE PRIMARY SCHOOL	
3917	50620300
DRAWING TITLE	
FLOOR PLAN	
SHEET 1 OF 2	
SCALES	
NTS	
REVISED BY	CHECKED
AGP	
CONSULTANT COMPANY	
	
DATE REVISED	
DEC 15	
DRAWING No	REV No
886 / 3917	N