



Hope View School Emergency Management Plan

Definition

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

Aims

To:-

- Create an awareness of the need for planned arrangements to be made.
- Provide re-assurance of the practical help that is available from the Local Authority.
- Pass on advice based upon previous experiences.
- Give guidance on other source of information and help.

Scope of the plan In School

- Incident at a neighbouring school – Hope View giving ‘mutual aid.
- Serious health hazard internally or externally e.g. Chemical or toxic substance release
- Disease, epidemics, or pandemics (guidance on widespread school closure would come from central government)
- Where a significant number of staff are absent due to illness, or a large number of pupils (10%+) are affected by illness, advice should be sought from the Health Protection Agency.
- A deliberate act of violence, or assault in school including the use of a knife or firearm.
- A school fire, flood, or explosion
- Flooding
- Severe weather damage or high risk of severe weather damage (see Bad Weather Plan)
- Bomb threat, receipt of a suspicious package or terrorist incident
- Civic disorder
- A pupil or teacher being taken hostage/abduction or kidnapped.
- The destruction or serious vandalizing of part of the school or an area of building collapse
- Contractor failure resulting in loss of essential commodities e.g., water, heating.
- The death, or serious injury, of a pupil or member of staff through natural causes, suicide, or accidents
- The request to school to ‘hold’ pupils beyond the normal end of the school day (police etc making request due to incident locally).

Incidents During Offsite Activities

In respect of school trips and visits guidance is available from the Department for Education (DfE), Kelsi and the Outdoor Education Advisors Panel (OEAP) good practice guide Health & Safety of Pupils on Educational Visits, also see the Educational Visits and learning Outside the Classroom Policy and Class Based Studies Outside the Classroom Risk Assessment. Offsite risk assessments **must** be undertaken for all offsite activities.

For all emergencies, the Headteacher, Assistant Headteacher or Deputy Headteacher must be notified immediately (following calls to emergency services). Parents of pupils involved **must not** be contacted prior to the Headteacher being spoken to.



Residential visits – The adults who are attending the residential visit must meet prior to the visit to go through all emergency procedures and risk assessments. The Headteacher, Assistant Headteacher or Deputy Head must be present at this meeting. This meeting must be recorded and copies handed to the Headteacher.

Calling Police – Emergency Services

If an incident occurs which requires an immediate response from emergency services, then call **9-999**

Lock Down Procedures

In the case of an emergency which requires a 'lock down', a signal will be given so that staff and children will return immediately to their classroom base where a register will be taken. Staff will notify the office immediately if anyone is missing. Depending on the emergency staff may be told to return all pupils and staff to one location, this would be the Main Building at the Upper School and the Sidney Block at the Lower School, but only do so if told to.

The school will remain locked and everyone will remain in their bases until the Headteacher signals that staff and pupils may be released.

If any staff and/or pupils will be contacted and instructed not to return to school until they are told that it is safe to do so.

Evacuation of the School Site

In normal circumstances, Staff and Pupils evacuate to the nominated assembly point. Following sweeps of the building and an account of all person's whereabouts, the Headteacher (or a nominated person) will take one of the following decisions:

- To re-enter the building following assurance that there is no longer a risk.
- To remain at the assembly point and await advice from the Fire Service.
- To evacuate the school site to:

Chilham Village Hall, Chilham Castle Estate, Chilham CT4 8DB as a temporary escape from the school premises – keys to be collected from The Woolpack Public House, The Street, Chilham CT4 8DL

All will be able to use Chartham Village hall in the same way

The total evacuation of the school site will involve moving all persons via egress routes away from the school site to a designated place of safety.

Roles and Responsibilities:

Teaching Staff and Teaching Assistants to remain responsible for the care of children.

Admin staff - Non-SERT - to be responsible for contacting parents to inform them of collection procedures for their children from Chilham Village Hall.

Admin staff - SERT – to remain on-site and assist the Headteacher and Deputy Head Teacher in communicating information appropriately.

Headteacher or designated person, with the assistance of the Facilities Manager/Site Maintenance Manger/Caretaker, to remain on-site if at all possible to:

- Liaise with the Fire service and other emergency services.



- Liaise with staff at Chilham Village Hall.
- Respond to phone calls or arrival of parents.
- Inform the Resilience and Emergency Planning Team (these should be notified as soon as possible to give advice and support and to organize the response and recovery to an incident). Give details about:
- The nature of the incident.
- Exact location of the incident with details about entry and access points.
- The possible location of anyone who may need rescuing.
- Numbers of casualties if possible and the nature of any injuries sustained.
- Any individual hazards, which may be present on the premises and their location.
- Contact telephone numbers on request.

School Emergency Response Team (SERT)

SERT COORDINATORS

Headteacher, Deputy Head Teacher, Assistant Headteachers and Facilities Manager

ADMIN SUPPORT

Receptionist & Administrator

MEDIA AND COMMUNICATIONS

Proprietor.

FACILITIES COORDINATOR

Facilities Manager/Site Maintenance Manger/Caretaker

WELFARE COORDINATOR

Senior Teaching Assistant & SENCO

In the event of a School related emergency the proposed arrangement is outlined here:

ACTIONS – ON-SITE INCIDENT

SERT COORDINATOR

ACTIVATE SCHOOL EMERGENCY PLAN

- Assess risks and ensure immediate safety and welfare of pupils, staff and visitors.
- Contact Emergency services (9-999 or 9-112)
- Mobilise and brief SERT as required.
- Contact Resilience and Emergency Planning team.
- Brief staff, Quality Assurance Team, pupils, and parents – following advice from Resilience and Emergency Planning team.

PLAN INITIAL MANAGEMENT OF INCIDENT

- Dealing with enquiries Media
- Informing families of those involved Access control (Police)
- Transport pupils
- Resources/Materials



- Cultural/religious issues
- Communication
- Mutual Aid
- Reuniting Pupils with family/parent
- Business Continuity

PLAN LONG TERM MANAGEMENT OF INCIDENT

- Security of site/preservation of evidence Media
- Clear up of affected area
- Business continuity
- Support for pupils/staff/families
- Reputation
- Acknowledgement of incident
- Attending funerals
- Gifts/cards to persons affected
- Discussing opportunities
- Planning memorials and commemorations
- Monitoring the effects
- Restoring normality
- Debriefing/updating plans
- Public inquiry/investigations/legal implications
- Financial implications

ACTIONS – OFF-SITE INCIDENT

SET COORDINATOR

ACTIVATE SCHOOL (OFF-SITE) EMERGENCY PLAN

1. Brief SET and mobilize as required.
2. Contact Resilience and Emergency Planning team
3. Brief staff, Quality Assurance Team, pupils and parents – following advice from Resilience and Emergency Planning team.
4. Contact any other relevant agencies e.g. organize transport for returning pupils and staff.

PLAN INITIAL MANAGEMENT OF INCIDENT

- Dealing with enquiries Media
- Informing families of those involved Transport
- Maintain normality within school
- Resources/Materials
- Cultural/religious issues
- Communication
- Mutual Aid
- Reuniting Pupils with family/parent
- Business Continuity



PLAN LONG TERM MANAGEMENT OF INCIDENT

- Communication with incident locality
- Media
- Clear up of affected area
- Business continuity
- Support for pupils/staff/families
- Reputation
- Acknowledgement of incident
- Attending funerals
- Gifts/cards to persons affected
- Discussing opportunities
- Planning memorials and commemorations
- Monitoring the effects
- Restoring normality
- Debriefing/updating plans
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Emergency action list – Supplementary Advice

ACTION BY: - School Emergency Response Team (SERT)

Stage 1 - Initial Actions

- If coming in from home, remember to bring useful items such as keys.
- Open and continue to maintain, a personal log of all information received, actions taken, and the time of those events. (See Appendix 2 for emergency log)
- Make every attempt to clarify exactly what has happened.
- Then consider whether Incident requires involvement of ‘Resilience and Emergency Support Team’ NB it is requested that initial contact is always made with the Local Authority in emergencies in case they have wider significance.
- All staff and Quality Assurance Team should be informed as soon as possible, and given the same accurate information.
- When informing children, seek advice on how to do this (School Counsellors, Headteacher, SENCO, Deputy Headteacher)
- Unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines & timetables.

If outside term time (or outside school hours)

Arrange for: -

- the relevant member of SLT to open certain parts of the school as appropriate and to be available (and responsive) to requests.
- immediate School Administration support.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements.



- Try to postpone Media comment, if you cannot, 'Points to note with media interviews' for some key points to remember.

NB: It is especially important that if names of those who may have been involved in the incident are known **DO NOT** release – or confirm – them to anyone, before those identities are formally agreed and parents are informed.

- If deputising for the Headteacher, try if possible to contact and brief them.
- Inform Quality Assurance Team of incident and, if appropriate, of involvement of 'Local Authority Support Team' they should standby to be available for interview by the Media.
- Call in the designated staff members to form the 'School Emergency Response Team.
- Be prepared to receive many telephone calls.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 – Once SERT established.

If 'Resilience and Emergency Support Team' has been activated, arrange for On-Site facilities for the Team.

- Ensure that the site is secured, and it is as safe as possible.
- If necessary, shut off electricity, gas, and water supplies, or have the location of the stop taps ready to hand to the emergency services.
- Agree appropriate identification of staff by using badges.
- Set up arrangements to manage visitors – arrange for their names to be recorded and check all identities.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring –
- sufficient help is available to answer the many calls that could be received.
- staff maintain records of all calls received.
- brief, but up-to-date prepared statements are available to staff answering phones.
- media calls are directed to the member of SERT responsible for media and communications.
- care is taken when answering telephone calls.
- an independent telephone is made available for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted.
- telephone staff are reminded that some calls could be bogus.
- To 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.
- To be aware of how colleagues are coping.
- To 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).
- To brief Team to discourage staff and pupils from speaking to the Media.
- To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.
- Prepare de-briefing sessions at the end of the incident.

Parents:

In a major emergency, it will be important to prepare an announcement or a coordinated release of information to parents, the public, the media. Special steps should be taken to inform affected parents effectively and sensitively. This should be done in consultation with the police.

An early decision should be made about how to inform parents, bearing in mind the speed at which rumours can circulate. In the case of a fatality, the police will normally



inform the next of kin. Other more general methods of informing parents could be:

- Notice of school website
- Text message
- Letters
- Notice on school gate
- Recorded message on a designated telephone line
- Local TV/Radio announcement
- Member of staff outside the school giving parents information.
- Individual parents contacted by telephone.

It would re-assure parents to have access to updated information as and when it is appropriate to do so, or even to give regular updates with time notices clear with the message, “there is nothing further to report at this time”.

If the incident is away from school, seek Police advice whether parents 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 & responsibilities.
- Always try to think of something positive to say to staff & respond positively to ideas and suggestions.
- Be available to see staff when required.
- Remember some members of staff may be so 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 Incident is away from school, staff **must not** drive parents to the scene.
- Transport arrangements for parents who need to travel to the scene should be arranged by the school as soon as possible.
- Maintain liaison with ‘Resilience and Emergency Support Team’ Senior
- Officer for duration of Incident.

Stage 3 – Period following the close of the incident.

- When appropriate, seek advice from ‘Resilience and Emergency Support Team’ and local clergy contact on special assemblies/funeral/memorial services.
- 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).
- Arrange to give full de-briefing to staff.
- Critical incident stress debriefing – carried out by trained specialists.
- Post-incident debriefing – learning lessons from the incident – carried out with other experts and LA representatives.



Stage 4 – Longer term issues

- The effects of some Incidents can continue for years. Thought will need to be given to:-
- Work with Staff to monitor pupils informally.
- Clarify procedures for referring pupils for individual help.
- Be aware that some Staff may also need help in the longer term.
- Recognise and if appropriate, marking anniversaries.
- Remember to make any new staff aware of which pupils were affected and how they were affected.
- Remember that legal processes, enquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Remember if the Incident does attract Media attention, it is likely that interest will continue for many weeks, or years.
- It is important not to underestimate the impact of an emergency on staff, which in some cases may be greater than the impact on pupils.

Points to note with media interviews

During an incident, the media will be at the scene very quickly and in large numbers. It is important to co-operate for two reasons: 1. The media can provide a useful conduit for the dissemination of public information. 2. It is important that what is reported is factually correct; if they do not get information from you, then they will approach others for comment, which may lead to inaccurate reporting:

- The schools key objectives are:
 - To show that it is controlling the incident and doing all it can to minimize the consequences.
 - To set minds at rest as far as possible and counter dangerous rumours
 - To establish itself as caring, responsible and competent.
 - Do not allow the press on to the school premises or give them access to children unless there is a special reason for this, and consent has been given.
 - Person giving interview should be, Headteacher or Nominee.
 - Demonstrate concern, not panic – share **Pity** for victim and family loss, give **Praise** to the emergency services.
 - Have another person with you, if possible, to monitor the interview.
 - Give **facts** only – do not speculate – do not apportion blame. At the earliest stages use, “We are dealing with an incident and will release information as soon as the details have been confirmed”. Use the phrase, “at the moment those facts are unknown” rather than respond with unverified facts or ‘no comment’. If possible, agree an interview format i.e., establish what the interviewer wants to ask.
 - Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out, unless you have been requested, or the Headteacher decides to deliver a statement. The press may ask for copies of the statement, be prepared to hand this out.
 - Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
 - Don’t over-elaborate your answers. Answer only the questions asked.
 - Refuse requests for photos or schoolwork of children/staff involved.
 - Try to keep a grip on your emotions during interviews-especially if it is TV.
 - Most journalists are responsible, but check where interview/camera team go, when interview is over.
 - **Only give out information regarding deaths of persons once the next of kin have been informed. Never before.**



Business Continuity Plan

This is kept in the school office along with associated records and inventories.

Contact List

The names and telephone numbers of organisations and individuals who may be useful

ROLE	NAME	TELEPHONE NO	Email Address
Proprietor	Mrs C Lorne	07931 517199	Proprietor@hopeviewschool.co.uk
Headteacher	Mr P Johnson	07931 517202	Headteacher@hopeviewschool.co.uk
Deputy Headteacher	Mr J Pearce	07715 213992	deputyhead@hopeviewschool.co.uk
SENCO & DSL	Mr C Goodhew	07584 375977	SENCO@hopeviewschool.co.uk
SERT – Receptionist Lower School	Miss Bethanie McIntyre	01227 738000	office@hopeviewschool.co.uk
SERT Facilities Manager	Mr A Stokes	07916 632329	Facilities@hopeviewschool.co.uk
SERT Media & Communications & Network Manager	Mrs C Lorne	07931 517199	Proprietor@hopeviewschool.co.uk
SERT Welfare Support	Mr B Smith Upper School	01227 738000	Brett.smith@hopeviewschool.co.uk
	Mr Habeeb Ilesanmi Lower School	01227 738163	Habeeb.Ilesanmi@hopeviewschool.co.uk
School Security Company	Guardian Alarms – Upper School	01227 453008	service@guardian4security.co.uk
	Metroline Security – Lower School	01303 220330	sales@metrolinesecurity.co.uk



Management Rooms:

Main Management Room – Headteacher’s Office

Admin Support Room – School Office

Parent’s Support Room – Class 8 (Upper School) Meeting Room (Lower School)

Media Room – School Hall

Policy Review Date: September 2024

Responsible Person: Mrs C Lorne – Proprietor



Appendix 1 -Action Cards

A1.1 Action Card - Co-ordination

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SLT) roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SLT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SLT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform Quality Assurance Team as appropriate.	



C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	
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Ref	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SLT. Work closely with the SLT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Quality Assurance Team ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	



Ref	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SLT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the Head Teachers of nearby schools to inform them of any important issues relating to the incident.	



A3.2 Action Card - Business Continuity

Ref	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none">▪ Loss of utility supply▪ Loss of supplier▪ Loss of premises▪ Loss of personnel▪ Loss of telecommunications.▪ Pandemic/Epidemic▪ Bomb Threat	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	



Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

A3.3 Action Card - Communications

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Quality Assurance Team ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	



CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

A3.4 Action Card - Log-keeping

Ref	Log-keeping - initial response	Tick / sign / time
LK1	Attend SLT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SLT.	



LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	



A3.5 Action Card - Media Management

Ref	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SLT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	



M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

A3.6 Action Card - Resources

Ref	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> ▪ Advise staff and Quality Assurance Team that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	



Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SLT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	



A3.7 Action Card - Welfare

Ref	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

Ref	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils...	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	



Ref'	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	



A3.8 Action Card - Educational Visit Leader

Ref	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	



E11	Do not discuss legal liability with others.	
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Ref	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	



E23	Ask the Head Teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

Appendix 2 - Welfare & Post Incident Support

Our welfare lead in the event of an incident is: [Mr Carl Goodhew – SENCO & DSL](#)

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	



P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none">▪ The nature of the incident▪ How their child was notified of the incident▪ Arrangements for support organised by the school▪ Who to contact if they would like additional support.	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	



Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	



Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
P31	<p>Discuss with Quality Assurance Team, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
P32	Be aware of renewed media interest near anniversaries of the event.	



Appendix 3 - Business Continuity

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Time Out Zone Cupboard	Contact exam boards	Contact exam boards AQA/Pearson's
Examination papers	Time Out Zone Cupboard	Contact exam boards	Contact exam boards AQA/Pearsons
Asset registers / equipment inventories	HT office/filing cabinet	Available electronically in most cases	
Insurance documentation	HT office/filing cabinet	Available electronically	Zurich Municipal Website

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Contact details			
Financial information	HT's User Area	Retrievable via back up	Daily & weekly system back ups
Medical information	IRIS ADAPT	Retrievable via back up	Daily & weekly system back ups

Remote learning	Notes / instructions
Website	Information regarding how to obtain work posted on website.
Email	Work to be emailed directly to parents/carers where possible.
Post	Work to be posted out to pupils if hard copies are requested.



Appendix 4 - School Closure

Ref'	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SLT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform:</p> <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Quality Assurance Team ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, Quality Assurance Team and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	



Appendix 5 - Communications

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01227 738000	OFFICE
Outgoing calls		

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> Message needs to explain the circumstances and direct callers to either leave a message or contact the Headteacher via contact@hopeviewschool.co.uk
School website / extranet	<ul style="list-style-type: none"> Log-in details - Who is authorised / trained to edit the website – Mrs C Lorne Can it be updated remotely or only from the school site - Yes
Text messaging	<ul style="list-style-type: none"> For staff only by the Headteacher or members of SLT
Local radio stations	<ul style="list-style-type: none"> Instructions for reporting school closures via KMFM website
Email	All parents and staff
Letter	Parents
School website	Parents and Staff

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils	School Website	n/a
Parents / carers	School Website, emails and letter	MIS/Headteacher/SENCO
Quality Assurance Team	Email	Headteacher/Assistant Head
Extended services	Email	SENCO



Appendix 6 – National Grid – Power cut and advise.

When the power you need isn't there, we're here to help.

Here, you'll find leaflets and videos with information on what to do and who to speak to if you experience a power cut.

We describe some simple things you can and steps you can take to keep yourself safe until the problem is fixed, including having access to some household essentials.

Rest assured; we're doing everything we can to restore your power as soon as possible.

<https://www.nationalgrid.co.uk/power-cut-information/power-cut-advice>

Appendix 7 – Preparing for Power Outages – a guide for essential services.

The purpose of this document is to provide organisations, particularly those that operate essential services in Great Britain, with guidance to support contingency, continuity and resilience planning for short-term power outages.

Essential services are those that the public rely on a daily, or near daily, basis. Disruption to these services could impact the normal patterns of daily lives or the health and safety of the public. Essential services include those that provide:

- Health and social care
- Transport • Utilities, telecommunications or financial services
- Food production, distribution or sale
- Public order and national security
- Public safety at hazardous sites such as civil nuclear, chemicals or large manufacturing plants
- Education or childcare
- Other public services such as the running of the justice system or public broadcasting This document does not address planning for longer term power outages that could last a few days or planned power outages such as rota load disconnections.

[Preparing for Power Outages - a Guide for Essential Services](#)



Appendix 8 What to do in a Power Cut – Met Office

Precautions to take and how to deal with a power cut.

In the event of a power outage there are some simple precautions you can take to help best prepare and deal with the situation:

- If electricity is crucial for any medical equipment you have, please contact your DNO at any time as they may be able to put you on their Priority Register (see below) for assistance during any power outage.
- Make sure you have multiple torches along with extra batteries.
- Make sure you keep your mobile phone charged so you can make calls in case of an emergency.
- Keep fridges and freezers closed, with a blanket over as they will stay cold for many hours.
- Keep important documents safe and handy.
- Look out for elderly neighbours and ensure they are prepared for a possible power cut.
- Switch off appliances - turn off items such as irons, ovens, electric fires and fryers as they could pose a hazard if the power comes back on when you are not there.
- For people using Digital Voice telephones who don't have a mobile phone or in an area with no mobile signal, BT can offer some additional support in advance. Find out more by contacting them on 0800 800 150.

<https://www.metoffice.gov.uk/weather/warnings-and-advice/seasonal-advice/your-home/what-to-do-in-a-power-cut>

Appendix 9- Power Outage Risk on the Rise – Making sure your business is prepared.

- You may have seen the recent media reports discussing the likelihood of national grid blackouts this winter.
- Whilst the risk remains relatively low, preparation is key as it's possible that power outages could happen on some of the coldest days, for periods of several hours. The National Grid have suggested this may be confined to between 4 and 7pm, which could impact all facilities except for 'protected sites', such as hospitals and major food distribution.
- With this in mind, we want to help UK businesses prepare as much as possible, by sharing some useful prevention guidance from our risk management experts on what to do should this situation arise.
- Determining your energy resilience has never been more important than during these periods of uncertainty. To help prepare for such incidents and take proactive actions, some questions you might want to ask yourself are:
 - Have you considered power outages on your business impact assessment and as part of your business continuity planning?



- Have you completed scenario testing of your Business Continuity Plan based on loss of power?
- What would happen if your systems powered down ‘unannounced’?
- Once power resumes, how long would it be to get back to ‘normal’ and in a safe way?
- Do you have or need emergency generators or uninterruptable power supplies? Are they inspected, tested, and maintained?
- What essential systems will you prioritise in the event of a power cut?
- Have you considered how your staff, customers or suppliers will be impacted?
- Have you maintained and serviced all your safety and critical equipment?
- How will you keep your business safe and secure if lighting, detection, security or fire protection systems are impacted?
- How will your existing risk assessments, such as fire or dangerous substances, be impacted?
- As part of any energy resilience plans, it's important for businesses to check who their electricity network operator is (not their energy supplier) and who can provide the latest information on power cuts or power outages – to find out who the distributor is for your local area either call 105 or search by postcode on Energy Networks Association’s website.

[Power Outage Risk on the Rise](#)

Appendix 10 – Cyber Security

With our increasing reliance on electronic devices and the internet, it's more important than ever to take steps that can prevent cyber criminals getting hold of our accounts, data, and devices.

You'll find a wealth of advice and guidance on the links below.

<https://www.ncsc.gov.uk/section/about-ncsc/what-is-cyber-security>

<https://www.ncsc.gov.uk/section/about-ncsc/what-is-cyber-security>

https://www.ncsc.gov.uk/files/NCSC_SBG_Actions.pdf

