



St Patrick's Catholic Primary School A Voluntary Academy

Academy Emergency plan and Guidance

Emergency planning work to be done in preparation to an incident which does not have the potential to close the school for an extended period. For major incidents go to the School's Business Continuity Plan.

If you are experiencing an emergency **now** go to the Emergency Worksheets book and record the actions taken.

This guide covers on-site emergencies only.
For off-site emergencies refer to the Evolve website:
www.nottinghamcityvisits.org.uk

Plan administration

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This plan relates to:

- An event which threatens the safety of children, staff or the school premises.
- An incident which affects the community within which the school is based.
- A crisis which might affect the public reputation of the school.

This plan provides a generic guide to actions that should be considered by the Head Teacher, his / her nominated deputy, and the School Emergency Management Team (SEMT) in case of an emergency in the school or local community.

It also covers procedures for an incident occurring in school time, out of school hours and during weekends and school holidays.

For major incidents that may close the school for extended periods use the Academy's **Business Continuity Plan**.

Please amend and add to this plan as you feel necessary to ensure that it contains all the pertinent information the school requires to manage an emergency. School specific details should be entered in the shaded boxes.

Emergency worksheets (separate document)

This set of forms is designed to be completed during and immediately following an actual emergency to ensure that the proper procedures are followed and an accurate record is kept.

1. Evacuation / Shelter / Lockdown: Definitions and Principles

It is important that school staff understand the different types of school emergency procedures, their differences, and their specific duties in the event of it occurring.

Emergency Procedure	Example When Used	Purpose
Evacuation (standard)	Fire	Move people away from danger to a safe place.
Evacuation (off-site)	Bomb threat, school gas leak	In the event that the school is evacuated and cannot be returned to for a significant period of time, arrangements may need to be made for pupils to go to a temporary site to wait to be collected.
Shelter	Fire or gas leak in the neighbourhood	An internal/inwards evacuation. Move people inside away from a potential danger.
Lockdown	Armed intruder on school grounds	To prevent an intruder from causing harm to pupils and staff.

a) Evacuation (standard): Remain on the school site

The purpose of an evacuation is to move people away from danger (e.g. fire) to a safe place. This is likely to involve withdrawal from a hazard from a specific part of the school site but in some circumstances could subsequently require evacuation of the whole site.

The assembly point for a **bomb evacuation** ([see section 12](#)) should be as far away from the building as practical, a distance of at least 500 metres being recommended and away from the car park. If this cannot be achieved, an evacuation (off-site) should be initiated ([see below](#)).

Academies should have detailed fire evacuation procedures which should be held within the Fire Logbook and displayed around school (e.g. classrooms).

b) Evacuation (off-site): To a pre-arranged place of safety

In the event that the school is evacuated and cannot be returned to for a significant period of time, arrangements may need to be made for pupils to go to a temporary site to wait to be collected. It may be useful to form a mutual aid agreement with a nearby “buddy” school for this purpose. If such an arrangement is reciprocal you will need to consider the implications of receiving a request for support. The assistance your school would be able to provide could be documented in this section. Other places of safety (e.g. sports halls, church halls) could also be used to provide temporary accommodation.

The following factors should be considered regarding the suitability of a temporary place of safety:

- How many people it could realistically support
- Safety of the route to the site (e.g. dual carriageways)
- Distance to the site
- Toilet provision
- Private rooms (for changing/medication etc.)
- Drinking water
- Distance to shopping facilities (for sandwiches / bottled water etc.)

Information about how to travel to a place of safety, including at least one alternative route in case the primary one becomes unsuitable, should be documented in this section. Arrangements for contacting key-holders should also be included. Academy management will need to consider how parents/carers are informed of the situation while the school is closed (text system?) and whether

they are asked to collect the children earlier than normal (if possible). A system will need to be in place to monitor children being collected.

Details of “buddy” school / other temporary site used for shelter

Include:

- Wynndale Primary School, Wynndale Drive, Mansfield, Notts, NG183NY,
- 01623 479001
- Hall
- 500
- Contact school office
- Walk
- Local shops, TESCO, FARMFOODS
- Dojo, telephone
- Registers
- The system in place to monitor children being collected.

c) Shelter: (or internal/inwards evacuation: “invacuation”)

Some emergencies may require staff and pupils to shelter **within** the school building. Examples may include a fire or gas leak in the neighbourhood, or a road traffic accident adjacent to the school.

All staff will have an important role to play in reassuring pupils and alleviating any concerns parents/carers may have. In certain circumstances it is possible that parents/carers may hear about the local incident and may wish to collect their child, therefore communications would need to be sent out to them providing appropriate advice.

Depending on the nature of the incident it can be difficult for the emergency services to provide an accurate estimation of how long it would be necessary to shelter for. Every effort should be made to enable pupils are able to return home but this should only be allowed if it is safe to do so.

In extremely rare cases, such as exceptionally heavy snowfall, the school population may become stranded at school. It may be useful to assess if pupils and staff would require any special assistance (e.g. those with medical needs) were they to remain at school for an extended period of time or even forced to shelter overnight.

School Shelter Procedure:

Include:

- Speak to all adults in school
- In the event of an environmental hazard (such as a smoke plume) doors and windows should be closed and ventilation / air circulation systems switched off.
- Staff should ensure that the exterior of the site has been visually checked so that all pupils are accounted for. A roll call should be undertaken once the pupils are inside the building.
- Decisions regarding informing parents/carers: Dojo/telephone

d) Lockdown

The purpose of a lockdown is to prevent an intruder from causing harm to pupils and staff. Entrances to the school must be secured in an effort to prevent the intruder from entering the premises and staff and pupils must find a suitable place to protect themselves.

In the case of a fire or similar emergency the children and staff are taught how to leave the building quietly and safely. In a lockdown, they need to learn almost the opposite, to actually get inside the building as quickly and safely as possible and to stay there until the threat is removed.

Lockdown arrangements will depend heavily on the size and layout of your school. You may wish to identify those rooms most suitable for lockdown (and entrances which need to be locked) on a map which could be included within this section. It is important to ensure these rooms have an exit route in case the intruder does gain access to the premises.

The signal for a lockdown should be clearly distinguishable to that of an evacuation. Any confusion may result in pupils and staff congregating at an assembly point, thus potentially making themselves more vulnerable to an intruder.

If pupils are outside when the signal for a lockdown is sounded, staff could consider taking pupils to the nearest possible building that can be secured.

During a lockdown staff may find it difficult to obtain a clear overview of the situation. Consider how communication could be maintained between employees, whether by two-way radio, mobile phone or less conventional means (e.g. using classroom computers to send messages via instant messaging or email).

Any procedures you establish must be realistic; in an incident staff and pupils might not have much time to seek an appropriate place to hide and there is likely to be widespread confusion or panic. It is very unlikely that your school will ever need to implement a real lockdown but it is important to have arrangements in place to deal with such a situation.

The school's lockdown procedures should be familiar to all members of the school staff however it is a school decision whether or not to undertake practice drills. It may not be deemed appropriate to undertake a drill as this may be traumatic for pupils, and cause undue worry and concern for pupils' parents/carers and the wider school community.

All staff (especially those working in the main office) should know that when information is received in the office of a situation requiring a lockdown, whoever receives that information, will immediately

activate the school's lockdown system. There should be no hesitation in announcing the lockdown, and the decision to call the lockdown should be made immediately by whoever receives the call to the office.

School Lockdown Procedure (example):

Initiating the lockdown:	<ul style="list-style-type: none"> Office staff receive phone call / other notification from member of staff.
Signal for lockdown:	<ul style="list-style-type: none"> Intermittent alarm sound from main alarm system
Rooms most suitable for lockdown:	<ul style="list-style-type: none"> Classrooms
Rooms least suitable for the lockdown:	<ul style="list-style-type: none"> Open areas including the school hall and other open areas are the most vulnerable, making them the most likely location for a threat, and the most difficult areas to quickly and effectively secure.
Entrance points (e.g. doors, windows) which should be secured:	<ul style="list-style-type: none"> External doors / Fire Doors (note which doors are routinely secure without the use of a key, doors that <i>can</i> be locked and those that are usually only locked when the school is shut) Internal doors All windows
Response:	<ul style="list-style-type: none"> All classes to remain in their own classrooms. If pupils are outside when the signal for a lockdown is sounded, staff could consider taking pupils to the nearest possible building that can be secured. Pull curtains shut, draw blinds. Pupils to take cover under their desks, where possible. Keep out of sight of internal windows and external windows if possible. Turn off the lights. Staff to support children in keeping calm and quiet. No one should move about the school. Stay in safe areas until directed by the emergency services or members of staff to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm.
Signal for the "all clear":	<ul style="list-style-type: none"> Verbally from staff member via classroom telephones and/or walk round

* Note that this example may not be practicable in some schools, particularly if the fire alarm system releases internal or external doors held shut with magnetic locks. Note that there are several commercially available solutions available which schools could investigate- contact the Schools H&S Team to discuss.

2. Closing your School

a) Background

Schools should be kept open unless there are very strong clear reasons. **Closures should only occur as a last resort**, to avoid disrupting pupils' education. They also make life very difficult for working parents who may not be able to make childcare arrangements at short notice. This in turn disrupts the services and businesses in which those parents work.

The decision on whether to close the school is for the Head Teacher/Chair of Governors. However, there may be alternatives to closure. You may wish to discuss this with the [Schools H&S Team](#) before a final decision is made and parents are notified.

When considering closure as an option, it should be noted that schools in England must by law meet for 380 half-day sessions (190 days) in each year and schools are expected to make up any lost days.

When writing to parents/carers to notify them of closure, keep information concise and clear. Include key points such as reason for closure, the anticipated period of closure, details of how they can receive updates. You may request that they do not phone the school (to avoid clogging up the phone system) and thank them for their cooperation.

Schools that are closed for a significant period of time should provide remote learning for pupils (homework packs).

b) Safety of Pupils

- When a decision is made to close a school during the school day, pupils should not be sent home unless the Head Teacher is confident of their ability to make the journey home safely, gain access to their home and be safe there (particularly relevant to primary & special school pupils).

c) Home to School Transport

- If Children's Services Transport or individual contractors are of the opinion that their school transport cannot operate (due to severe weather), or that children should be collected early from school, they should consult with Head Teachers to arrive at a joint decision in the interest of pupil safety.
- If a Head Teacher makes a decision to close the school early (e.g. due to severe or worsening weather) he/she should contact Children's Services Transport and the individual contractor to try and arrange an earlier pick up time.
- If the decision to close is made out of hours the Head Teacher should notify individual contractors directly and Children's Services Transport as soon as possible.
- For closures identified well in advance, notify transport and other service providers in writing. You should inform all suppliers/service providers of any closure affecting them. You will also need to notify community groups using your premises outside of normal school hours of any closure or issues affecting their use of the premises.

d) Closure due to a funeral

- **Death of a pupil:** It may be deemed more appropriate for the HT/DHT and class teacher to attend the funeral rather than close the whole school.
- **Death of a member of staff:** Colleagues may want to attend the funeral therefore closure of the school may be appropriate/necessary.

e) Water supply disruption

It is very difficult to give hard and fast rules as to whether a school is required to close in the event of water supply disruption. In making a decision the school needs to consider:

- How long the expected disruption to supply will last?
- How much warning has been given to make provision for the disruption, e.g. filling containers, sinks, buckets, etc. with water prior to the disruption?
- What time of day the water supply is disrupted?
- Whether the disruption affects both hot and cold water supplies.
- Whether the toilets are functional.
- Are there any pupils who may soil themselves and require washing? Will wipes be sufficient on a temporary basis?
- Is hot water required for the main kitchen, showers, etc?
- Can alternative provision be made, e.g. purchasing bottle drinking water, hiring a water bowser, providing cold meals and washing catering cutlery off site, etc.
- Is the heating system affected?
- Will cleaning services be affected?
- Where there is a total disruption to the water supply, can curriculum activities be temporarily altered, e.g. no practical food technology, science, art?

Emphasis should be placed on issues that affect heating, drinking water and meals.

f) Heating disruption

The impact of heating loss will obviously depend on the ambient weather conditions. Depending on when it occurs during the school day, parents may be contacted to pick their children up early if possible and other children looked after until the end of school day as normal.

The legislative Approved Code of Practice states the temperature in a workplace (including schools) should normally be at least 16°C although this does not necessarily mean that a school must close if the temperature is not met. Other practical measures to keep pupils and staff warm should be considered.

A [guidance sheet](#) is available on temporary heating in schools.

g) Exam disruption

You should prepare for possible disruption to exams as part of your emergency planning and make sure your staff are aware of these plans. If you have to close your school, or if a child misses an exam due to an emergency, you should discuss alternative arrangements with your awarding bodies.

You are responsible for making sure parents and children know what has been agreed, for example:

- Using alternative venues
- An exam result being generated by the awarding body, based on factors such as a child's performance on other assessments in the same subject
- The opportunity for children to sit any missed exam later in the year

When severe weather coincides with public examinations, you should make every effort to open for examination candidates even if the rest of the school is closed (see also section 3 below).

3. Extreme Weather

As a decision-maker, you need to take a proportionate approach to assessing risks. Closing the school has a clear impact on children and families. Remaining open may increase risks arising from less supervision, longer journeys to and from school, minor slips and bumps, etc. There may be practical steps you can take to manage these increased risks, for example:

- Reducing the extent to which children have to move between school buildings for different lessons
- Bringing together groups and classes with teachers and support staff working together
- Using other school staff or volunteers to provide cover supervision or oversee alternative activities
- Re-arranging the curriculum

Reception and other infant classes (children aged 5, 6 or 7) should normally be groups of 30 or fewer, but having more than 30 in one class due to temporary exceptional circumstances is not a reason to close the school or the class.

- It may be possible in some instances for schools to agree between them that staff who cannot get to their own school should report to a more local school and help that school cover staff shortages. This may only be feasible where there is the possibility of arrangements being made in advance and set out in contingency plans, for example between federated schools or schools that work together in some form of network.
- Ending the school day early so that children do not get home too late (while making arrangements for children who cannot get collected by parents until later).

If you cannot get enough staff in to manage safely the expected numbers of pupils, closure may be advisable. But you may wish to consider whether varying the school's activities for the day will enable you to operate safely with fewer staff.

In timing your decision, you need to balance the current conditions and accuracy of weather forecasts against the benefits of an early decision to help parents and staff plan ahead; in many cases, decisions will however need to be taken in the hours immediately before the start of the school day.

If you are an early year's provider and have had to move to temporary premises, you should check to see if you need to register with Ofsted at your new premises. Find more information on [when to register with Ofsted](#).

a) Staff Considerations

- Staff should make **all reasonable efforts** to attend work unless told otherwise by the Head Teacher or bad weather, transport disruption etc. prevents them attending. It may be appropriate for staff to attend work even when children are not in school.
- If traffic organisations recommend only essential travel, in the DfE's view, essential travel includes pupils going to school to keep learning, and school staff going to work. The Department is confident that Head Teachers and parents will support this.
- Staff should be paid if they are unable to attend work due to an emergency situation, provided the Head Teacher is satisfied that all reasonable effort has been made to attend.
- If the school is shut staff should keep in frequent contact with their school so that they can return to normal working at the earliest possible opportunity.

b) Plant Room Considerations

When extreme cold weather below -5°C is forecast, the following precautionary checks and measures are recommended to avoid damage:

- Check all pipework insulation, both internal and external, to ensure insulation and water-proofing covering is intact. Repair as necessary.
- Ensure that solid and liquid fuel stores are topped up to capacity.
- Ensure that the maintenance and servicing of all plant is up to date and that all plant is available to operate 24/7 when required by the Clocks, Thermostats, Building Management System (BMS) etc.
- Check and ensure that all trace heating systems are operating.
- Where plant room louvres are provided for heat dissipation in summer, fit temporary covers to blank off louvres/grilles. Note- any plant room containing boilers must have open louvres to ensure combustion air delivery is not prevented.
- Check that frost heating in plant rooms is operating.
- Ensure that BMS frost precaution measures are enabled for air-handling plant:
 - Heated water can circulate to heater batteries and pipe work.
 - Check and clean pipe work strainers to prevent low hot water flow rates.
 - Fans can be automatically shut down if necessary.
- Draw water through domestic pipe work systems regularly by flushing WCs and running hot and cold water taps.
- Ensure that all windows and ventilation dampers are closed, including window trickle vents.
- Where installed, ensure that the BMS external communications are enabled to provide remote alarms for faults.
- Attend site daily and inspect buildings internally and externally for any signs of possible damage from cold or snow, e.g. snow loading on fabric canopies.
- Check that combustion air louvres, intake grilles and exhausts/flues are not blocked with snow.

This section should describe the arrangements related to closing the school due to extreme weather conditions, both before the start of the school day and during the school day.

Using the following bullet points, add to the model closure procedure below.

- Monitoring information about travelling conditions from the emergency services and weather warnings from the Met Office
- How to keep the school open despite having fewer staff present than usual
- Resources available to prevent the school closure, mitigate the effects of the weather or reduce risk (e.g. flood protection equipment, grit supplies, fuel stocks)
- Local authority assistance in arranging school transport
- Efficient methods of communicating the closure to relevant parties
- Any special arrangements needed to ensure examinations can still take place (or reassurance to pupils if this is not possible)
- How pupil absence should be recorded
- Emergency arrangements should pupils / staff become stranded at the school
- Providing remote learning should the school be closed for a significant period of time.

Severe Weather School Closure Procedure

- If having discussed with the Chair of Governors that closure is being considered you may wish to contact the Schools H&S Team on 87 64608 where assistance will be offered and options will be discussed. If you require any emergency assistance **out of hours**, please contact the Schools H&S Team on 07970 463 388.
- If the call to the Schools H&S Team goes straight to voicemail please leave as much detail as you can about the closure and proceed to the next step.
- If the school is to close or part close, contact BBC Radio Nottingham via the NG Alerts system (www.ngalerts.co.uk). (BBC Radio Nottingham will not accept notifications via telephone). Use school website to publicise school closure and update accordingly.
- Inform parents / carers by *the usual school methods (as above)*. When notifying them of closure, keep information concise and clear. Include key points such as reason for closure, the anticipated period of closure, details of how they can receive updates. You may request that they do not phone the school (to avoid blocking up the phone system) and thank them for their cooperation.

4. Infectious Diseases

Actions to be taken in respect of an infectious disease will vary according to the type of disease, nature and severity of the condition, the numbers of persons affected and other local circumstances.

The basic principle advocated by the Department of Health is that children who are unwell with an infectious disease should not be at school or nursery. The document "[Guidance on Infection Control in Schools and Child Care Settings](#)" provides the recommended periods that children should be kept away from school whether or not vestiges of the disease are still visible.

Children who attend school whilst suffering the early stages of infectious diseases can rapidly spread them among their fellow pupils. Clear directions should, therefore, be given to teachers and support staff in order that they know what to do when they suspect that a child is suffering some form of infectious disease.

a) Role of Public Health England (Institute of Population Health)

Public Health England (PHE) monitor health issues in our local area and gives advice and support to the local NHS, civil and emergency authorities if a medical or environmental incident happens. Each unit has specialist nurses, doctors and consultants in communicable disease control, ready to respond to incidents around the clock.

- East Midlands PHE Centre can be contacted on **0344 225 4524**.
- In the event of an infectious or notifiable disease being reported, the HPA will provide advice and take any action necessary e.g. providing medication for other pupils or staff and information for parents, liaising with GPs or hospital doctors etc. (where the nature of the illness necessitates this).
- PHE will bring in the Infection Control Team or other health staff from the PCT.
- PHE will also contact the Director of Public Health for the PCT when appropriate.

Any instances of "notifiable" diseases should be reported to Public Health England. The list of notifiable diseases is in the document "[Guidance on Infection Control in Schools and Child Care Settings](#)".

www.gov.uk/government/organisations/public-health-england

PHE East Midlands

Dr Fu-Meng Khaw, Centre Director
PHE East Midlands
Seaton House
City Link
Nottingham
NG2 4LA

Telephone:

0344 225 4524

5. Deaths / Major Injuries

If it is reasonable and safe to do so, the scene of the incident should be preserved. Where this is not practical, record as much information and if possible take photographs to aid the investigation process when it commences.

For most types of incident, including:

- accidents resulting in the death of any person
- accidents resulting in specified injuries to workers
- non-fatal accidents requiring hospital treatment to non-workers and
- dangerous occurrences

The responsible person must notify the enforcing authority without delay, in accordance with the reporting procedure. This is most easily done by [reporting online](#). Alternatively, for fatal accidents or accidents resulting in specified injuries to workers only, you can phone 0345 300 9923.

A report must be received within 10 days of the incident.

For accidents resulting in the over-seven-day incapacitation of a worker, you must notify the enforcing authority within 15 days of the incident, using the appropriate online form.

You may wish to contact the Local Authority emergency contact. They will:

- Help establish support mechanisms to help the school deal with the incident.
- Consider with the Head Teacher (or senior school representative) what immediate help is required at the school and/or incident site (i.e. setting up an information phone line or incident room).
- Inform appropriate colleagues to assist in a coordinated response, so that media enquiries can be dealt with and communications with other parties on behalf of the school can be facilitated.

See also:

- **Coping with the sudden death of a pupil**
<http://tna.europarchive.org/20080107232501/http://www.teachernet.gov.uk/wholeschool/healthandsafety/pupifatality/>
- **Child Bereavement UK**
www.childbereavementuk.org/support/schools/school-policy/
www.childbereavementuk.org/support/schools/death-affects-whole-school/
www.childbereavementuk.org/support/schools/supporting-bereaved-pupil/
- **Cruse Bereavement Care- Information For Schools**
www.cruse.org.uk/schools

6. Gas Emergency

a) Procedure

If you smell gas, are worried about gas safety or suspect a carbon monoxide leak, you can call 0800 111 999 at any time, day or night. A call handling agent will log all the appropriate details onto a computer. The kind of information you'll be asked for will include:

- The address/location of the suspected gas escape or gas emergency
- How many people are at the property where the smell is most noticeable?
- How long the smell has been noticeable?
- Is the smell coming from the cellar/basement?
- Are any neighbours affected?
- Your name and phone number
- Any special circumstances or access information

You'll be asked a series of questions designed to help build a picture of the reported gas escape or gas emergency. From these details, they can identify the right gas safety advice for you - such as:

- Opening doors and windows
- Turning the gas off at the meter unless the meter is located in the cellar/basement
- Avoiding the use of any naked flames or electrical switches

b) Engineer Call

Once all the information has been gathered, it will be sent electronically to an engineer for action. National Grid aims to attend all uncontrolled escapes within one hour, and all controlled escapes within two hours. A controlled gas escape is one where the person reporting it has confirmed that the gas emergency control valve serving the premises has been turned off and the smell of gas has gone. An uncontrolled gas escape covers all others.

Sometimes, engineers will be sent to a leak that has been reported outdoors. Around a quarter of these turn out not to be gas leaks at all. Around 80% of the gas escapes attended are inside buildings. That means the escape is related to internal pipework, a boiler, gas fire or other gas appliance.

c) Indoor Gas Leaks

National Grid engineers will always 'make safe' when called to a suspected gas escape. However, the emergency service provided by National Grid under the terms of its Licence doesn't cover repairs to appliances or installation pipework which can't be completed within 30 minutes.

d) Next Steps

Once they have made the property safe, the engineer will explain that any work on appliances (e.g. cookers, boilers or fires) has to be carried out by a Gas Safe registered engineer.

e) Carbon Monoxide

Carbon monoxide (CO) is a colourless, odourless and poisonous gas that can be given off as a result of the incomplete burning of gas by household appliances. Symptoms of carbon monoxide poisoning include:

- 'flu-like' symptoms
- breathlessness
- chest or stomach pains

- feeling tired or drowsy
- erratic behaviour
- giddiness/headaches
- nausea and/or vomiting
- visual problems

If CO poisoning is suspected:

- Turn appliances off
- Open doors and windows
- Get everyone outside into fresh air immediately
- Report to Local Authority emergency contact

7. Left Child / Missing Child Procedure

Procedure if a child is left at school

Office staff to use all contact numbers to try to establish contact

Keep the child calm, warm and nourished within school

Two members of staff to remain with the child

If unable to establish contact by close of school, then contact social care/emergency services for assistance

Procedure if a child is missing at school

Allocate staff to assist in the search for the missing child

Lock main doors and ensure that the school is secure in all areas

Evaluate procedures and support for the individual

8. Flooding

The effects of flooding can be devastating to the running of the school. Some schools may be in areas prone to flooding, but whatever the circumstances it is advisable to think about what to do if flooding occurs – whether inside or outside the school.

The main thing to consider is how to minimise floodwater entry and damage:

- Use sandbags, plywood or metal sheeting placed on the outside of doors, window frames and airbricks.
- Seal doors and windows with silicon sealant.
- Floodwater can enter through drains, toilets and other outlets such as washing machines. Put plugs into sinks and baths and weigh them down with heavy objects. Place sandbags in the toilet bowls.
- Floodwater can contaminate foodstuffs and chemicals such as paints and cleaning products. Store any materials like this high up.

If flooding has significantly affected your school or early years setting, you should contact the DfE directly (incident.alert@education.gsi.gov.uk).

In the event of a flood (either as result of weather or burst pipes):

- **Contact the Schools H&S Team and your insurers immediately** so that the clean-up operation may commence. Any delays could result in the school, or part of school being inoperable for a prolonged period.
- Floodwater may be contaminated, especially by untreated sewage. Contamination remains after the floodwater has gone and can be hazardous unless simple procedures are followed:
- Wear rubber boots and gloves in and around the affected property.
- Wash all cuts and cover with waterproof plasters. Anyone receiving a puncture wound during flood recovery should have a doctor determine whether a tetanus booster is necessary.
- Small children, pregnant women and people with health problems should avoid floodwater and flooded areas until the clean-up is complete.
- Floodwater can damage buildings severely, particularly if it has been flowing quickly, is over 1 m deep or has been in a property for a long time.
- Before entering property that has been flooded, the building should be checked for signs of damage.
- Be careful when moving any debris that may have been carried onto your property or the surrounding area. Avoid heavy objects (e.g. trees) that may be unstable and could suddenly move and trap or crush you. Do not attempt to move anything yourself that cannot be lifted comfortably.
- Be careful when moving in and around property that has been flooded. Standing water and mud can hide holes, damage to structures and sharp objects. This could include uncovered manholes and drains or roads and paths, as well as broken bottles or glass. Be aware of cuts from standing or falling onto hidden hazards and slippery sediment.

See also:

- [Sandbags: how to use them properly for flood protection](#) (Environment Agency)

Include any site specific details / procedures here.

9. Power Cuts

a) What to do during a power cut

- Check to see if your neighbours are affected. If not, the problem could be with your fuses.
- Check your trip switch is in the “on” position. If your trip switch has operated, switch off all your appliances and try to reset the trip.
- If the problem isn't with the trip switches follow the contacting the Distribution Company (procedure below).
- Turn off any sensitive equipment such as computers or faxes.
- Keep your freezer shut- depending on the type of freezer you have the contents could stay frozen for up to 12 hours.

b) Fallen power lines

- Stay away from fallen overhead power lines and keep others away too. Call the Police if a road or path is blocked.
- Always assume that a fallen overhead line is live and call us immediately to report it.
- Be careful when clearing fallen branches or debris from your property after severe weather. Keep away from anything that may be touching overhead lines.

c) Contacting the Distribution Company

Don't assume that they already know that you don't have power- contact the Distribution Company as soon as possible. They should be able to tell you when they expect your electricity to be restored. Their contact details are:



EMERGENCY PHONE NUMBER

Midlands East - 0800 6783 105

Western Power Distribution Power Cut Map

<https://powercuts.westernpower.co.uk/>

Include any site specific details / procedures here (locations of distribution boards etc.)

10. Asbestos Release

In the event that there has been a suspected release of asbestos fibres, the doors that access the affected room should be closed and locked to prevent exposure. A warning sign 'possible asbestos contamination' should be placed on all the access doors. The emergency contact number should be called immediately.

Further information is available here:

- What to do if you uncover or damage materials that may contain asbestos:
www.hse.gov.uk/pubns/guidance/em1.pdf
- Making safe and collecting fly-tipped asbestos waste:
www.hse.gov.uk/pubns/guidance/a38.pdf

11. School site information

This section should include:

- An up-to-date, detailed plan of the school, showing location of cut-off valves and switches for gas, water and electricity, and information on the drainage system- refer to plan attached
- Persons authorised to isolate utility services within the school- Mark Holmes
- Details of how to reset the fire alarm system- clear system and reset
- Emergency access to the school buildings- There are two access points- via Lingforest Road and the Farmfoods entrance
- 01623 478090
- Any specific difficulties and procedures relating to the school site (e.g. split-site, communications difficulties) None

Specific information relating to any hazards on the school site, including:

- The location of chemical stores and any radioactive materials stored on site- all chemicals are locked securely in the site manager's office and cupboard
- Details of where information on hazardous chemicals is stored (e.g. CLEAPSS guidance if relevant)
- Details of hazards such as asbestos in the fabric of the buildings, if known- refer to asbest
- Oil tanks or other fuel storage arrangements.

Specific information and procedures relating to any external hazards that could affect the school, for example:

- None

12. Suspicious Packages and Bomb Threats

a) Suspect Packages

Although any suspect item should be taken seriously, remember that most will be false alarms, and a few may be hoaxes. Try to ensure that your procedures, while effective, are not needlessly disruptive.

Delivered items may be explosive or incendiary (the two most likely kinds), or chemical, biological or radiological. Anyone receiving a suspicious delivery is unlikely to know which type it is, so procedures should cater for every eventuality. A delivered item will probably have received fairly rough handling in the post and so is unlikely to detonate through being moved, but any attempt at opening it, however slight, may set it off. Unless delivered by courier, it is unlikely to contain a timing device. Delivered items come in a variety of shapes and sizes; a well-made one will look innocuous but there may be tell-tale signs.

Suspect letters or parcels may explode on opening, so particular diligence is needed in handling such items. The following characteristics may arouse suspicion:

- It is unexpected or of unusual origin or from an unfamiliar sender.
- There is no return address or the address cannot be verified.
- It is poorly or inaccurately addressed e.g. incorrect title, spelt wrongly, title but no name, or addressed to an individual no longer with the company.
- The address has been printed unevenly or in an unusual way.
- The writing is in an unfamiliar or unusual style.
- There are unusual postmarks or postage paid marks.
- A Jiffy bag, or similar padded envelope, has been used.
- It seems unusually heavy for its size. Most letters weigh up to about 28g or 1 ounce, whereas most effective letter bombs weigh 50-100g and are 5mm or more thick.
- It has more than the appropriate value of stamps for its size and weight.
- It is marked 'personal' or 'confidential'.
- It is oddly shaped or lopsided.
- The envelope flap is stuck down completely (a harmless letter usually has an ungummed gap of 3-5mm at the corners).
- There is a pin-sized hole in the envelope or package wrapping.
- There is a smell, particularly of almonds or marzipan.
- There is an additional inner envelope, and it is tightly taped or tied (however, in some organisations sensitive or 'restricted' material is sent in double envelopes as standard procedure).

Chemical, biological or radiological materials

It is difficult to provide a full list of possible CBR indicators because of the diverse nature of the materials. However, some of the more common and obvious are:

- Unexpected granular, crystalline or finely powdered material (of any colour and usually with the consistency of coffee, sugar or baking powder), loose or in a container.
- Unexpected sticky substances, sprays or vapours.
- Unexpected pieces of metal or plastic, such as discs, rods, small sheets or spheres.
- Strange smells, e.g. garlic, fish, fruit, mothballs, pepper. If you detect a smell, do not go on sniffing it. However, some CBR materials are odourless and tasteless.
- Stains or dampness on the packaging.
- Sudden onset of illness or irritation of skin, eyes or nose.

CBR devices containing finely ground powder or liquid may be hazardous without being opened.

Planning

- Ensure that all staff who handle mail are briefed and trained.
- Staff need to be aware of the usual pattern of deliveries and to be briefed of unusual occurrences. Train them to open post with letter openers (and with minimum movement).
- A “bomb procedure” sign is available from the Safety Manual. It is recommended that this be displayed in the post room / school office.
- Vigilance should be exercised in noting the presence of strangers or of unusual parcels or packages in the building, and on no account should anyone attempt to move or interfere with suspect packages.
- Determine an assembly point for such evacuations- it should be as far away from the building as practical, a distance of at least 500 metres being recommended, as the danger of flying glass and debris should an explosion occur must be considered.

Emergency Procedure to Follow

Any person finding a suspect package must:

- Put the item down gently
- Place a ‘warning indicator’ close to but not touching the item
- Evacuate the immediate area and place a ‘No Entry’ sign at all access points
- Inform the Head Teacher by the fastest possible means, stating the location, appearance and approximate size, weight and other relevant details of the suspect package and indicating why their suspicions have been aroused.
- Upon receiving a report of a postal bomb, the Head Teacher should (not necessarily in this exact order):
 - Obtain all relevant information from the person who discovered the suspect postal bomb,
 - Mark the position of the suspected postal bomb on a floor plan and consider this location in relation to premises evacuation routes and assembly points etc.
 - The Head Teacher will carefully consider all the information on the suspect package and assess the associated risks
 - From this assessment the Head Teacher must decide whether to [evacuate the school building](#) (at a pre-arranged location at a distance of 500m) or [evacuate the school site](#) (see Section 1)
 - Inform staff of the situation in a calm manner, stating the areas to be evacuated, where evacuated persons should assemble and the route(s) they must take
 - Take steps to prevent anyone from inadvertently entering the evacuated area
 - Arrange for a search team to check the chosen assembly point for devices. (Do not allow children to conduct searches – call for volunteers who are familiar with the area)
 - Phone the police using 999 and provide them with all available information
 - Instruct a suitable member of staff to meet the police at the access point to the site
 - On arrival the police will take over the management of the incident and arrange for the suspect postal bomb to be checked and disarmed if necessary
 - Order the re-occupation of the evacuated area once the police say that it is safe to do so
 - Conduct a debriefing session for all appropriate staff, make any necessary changes to the procedure and draw these to the attention of all persons who must be aware

b) Bomb Threat via Phone Call, E-mail or Social Media

Bomb threats containing accurate and precise information, and received well in advance of an actual attack, are rare occurrences. Precise motives for hoaxing are difficult to determine but may include revenge, extortion, a desire to impress, or a combination of these and other less understandable motives. The vast majority of cases are hoaxes and the intent is social engineering, to cause disruption, fear and/or inconvenience the victim.

A bomb threat can be communicated in a number of different ways. The threat is likely to be made in person over the telephone; however, it may also be a recorded message, communicated in written form, delivered face-to-face or, increasingly, sent by email or social media (e.g. Twitter or Instagram, etc.). A threat may be communicated via a third-party, i.e. a person or organisation unrelated to the intended victim and identified only to pass the message.

Assessing the credibility of a bomb threat

Evaluating the credibility of a threat is a critical task, particularly if the attack being threatened is imminent. This is a tactic used to place additional pressure on decision makers. Police will assess the threat at the earliest opportunity. When specific intelligence is known to police, advice will be issued accordingly; however, in the absence of detailed information, it will be necessary to consider a number of factors:

- Is the threat part of a series? If so, what has happened elsewhere or previously?
- Can the location of the claimed bomb(s) be known with precision? If so, is a bomb visible at the location identified?
- Considering the hoaxer's desire to influence behaviour, is there any reason to believe their words?
- If the threat is imprecise, could an external evacuation inadvertently move people closer to the hazard?
- Is a suspicious device visible?

Planning

- Keep a copy of the "[bomb threat report form](#)" from the Safety Manual readily at hand in the school office.
- Any member of staff with a direct telephone line, mobile phone, computer or tablet etc., could conceivably receive a bomb threat. Such staff should, therefore, understand the actions required of them as the potential first response to a threat message.

Emergency Procedure to Follow

If you receive a telephone threat you should:

- Stay calm and listen carefully
- Have immediate access to a checklist on key information that should be recorded ([see bomb threat checklist](#))
- If practical, keep the caller talking and alert a colleague to dial 999
- If displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended
- If the threat is a recorded message write down as much detail as possible
- If the threat is received via text message do not reply to, forward or delete the message. Note the number of the sender and follow police advice
- Know who to contact upon receipt of the threat

If the threat is delivered face-to-face:

- Try to remember as many distinguishing characteristics of the threat-maker as possible

If discovered in a written note, letter or as graffiti:

- Treat as police evidence and stop other people touching the item

If the threat is received via email or social media application:

- Do not reply to, forward or delete the message
- Note the sender's email address or username/user ID for social media applications
- Preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Remember Dial 999. You should always consider Police advice before a decision is taken to close or evacuate.

Responsibility for the initial decision remains with the management of the location being threatened. Do not delay your decision making process waiting for the arrival of police. Police will assess the credibility of the threat at the earliest opportunity. All bomb threats should be reported to the police and their subsequent advice followed accordingly.

There are three options:

Evacuation

Evacuation out of the school building (at a pre-arranged location at a distance of 500m) or off the school site will be appropriate when directed by police and/or it is reasonable to assume the threat is credible, and when evacuation will move people towards a safer location.

The police will establish cordons depending upon the size of an identified suspect device. Always follow police directions and avoid assembly close to a police cordon.

If the location of the device threatened is unknown, evacuation represents a credible and justifiable course of action.

Shelter

There are occasions when it is safer to remain inside and therefore follow the shelter procedure. Staying in your venue and moving people away from external windows/walls is relevant when it is known that a bomb is not within or immediately adjacent to your building.

If the suspect device is outside your venue, people may be exposed to greater danger if the evacuation route inadvertently takes them past the device.

Decision not to evacuate or take shelter

This will be reasonable and proportionate if, after an evaluation by the relevant manager(s), the threat is deemed implausible (e.g. a deliberate hoax). In such circumstances police may provide additional advice and guidance relating to other risk management options.

c) Media and Communication

Avoid revealing details about specific incidents to the media or through social media without prior consultation with police. Do not provide details of the threat, the decision making process relating to evacuation (internal or external) or why a decision not to evacuate was taken.

Releasing details of the circumstances may:

- be an objective of the hoaxer and provide them with a perceived credibility
- cause unnecessary alarm to others
- be used by those planning to target other venues
- elicit copycat incidents
- adversely affect the subsequent police investigation

13. Malicious Intruders

Cases of intruders gaining access to school with the intention to cause harm are fortunately extremely infrequent. Types of these incidents can be unpredictable and evolve very quickly but there are practical measures worth considering which could reduce the risk of harm. Whilst it is extremely unlikely that your school will ever be in this situation, it is important to consider what courses of action are possible.

Because of wider safeguarding and safety concerns, physical and operational security measures in schools for controlling and monitoring access have improved dramatically over recent years.

a) Contacting the Police

When it is safe to contact the police they will need to be informed of the following:

- Location: Where are the suspects?
- Direction: Where did you last see the suspects?
- Descriptions: Describe the attacker, numbers, features, clothing, weapons etc.
- Further information: Any casualties, type of injuries, building information, entrances, exits, hostages etc.

Stop other people entering the building if it is safe to do so

b) Alerting Staff

The fire alarm should not be activated as any confusion may result in pupils and staff congregating at an assembly point, thus making themselves more vulnerable to an intruder. In some schools the activation of a fire alarm also opens doors automatically, even if locked. This can further reduce the effectiveness of a lockdown and therefore increase the risk to pupils and staff.

c) Emergency Procedure to Follow

General Government guidance (i.e. non-school specific) recommends the “[Run, Hide, Tell](#)” protocol. There is no specific instruction for schools however general consensus suggests that:

- In the event of an intruder with a weapon other than a gun or acting in threatening manner, schools would usually implement a [shelter procedure](#) and also lock external doors.
- In the event of an intruder with gun or similar, schools would usually implement a full [lockdown](#).

The procedure to follow however is ultimately for school management to decide. There is the potential in the event of an armed intruder that it would be very chaotic and unpredictable. The actual response may, willingly or not, involve a combination of lockdown and dispersal. The latter involves pupils and staff leaving the school via the safest possible route. Individuals should avoid congregating together in large numbers unless they are absolutely sure of safety. Dispersal off the school site may be hindered by the school’s security facilities (locked gates).

d) Armed police response

In the event of armed police response, staff should:

- Follow officers’ instructions, they may ask you put down any items in your hands (i.e., bags, jackets),
- Remain calm
- Avoid sudden movements that may be considered a threat
- Keep hands in view

Officers may...

- Point guns at staff

- Treat staff firmly
- Question staff
- Be unable to distinguish staff from the attacker
- Officers will evacuate individuals from the site when it is safe to do so

The first officers to arrive to the scene will most likely not stop to help injured persons. It is most likely that emergency rescue and medical teams will follow the initial officers.

14. Emergency contacts list including Keyholders

Academy staff identified for incident response

This should be updated in response to changes and reviewed annually.

Key holder	Name	Role	Home telephone	Mobile phone	Notes
1	Jane Smedley	Headteacher	01623 361118	07724241444	
2	Mark Holmes	Site manager	01623658865	07815601889	
3	Elspeth Wilkins-Campbell	Deputy Headteacher	01623 623917	07527884183	

Other Academy contacts (delete any contacts below that also appear in the list above)

Name	Role	Home telephone	Mobile phone	Notes

Any updates to this list should be returned by e-mail to debbie.snowden@nottinghamcity.gov.uk, or by post to Schools H&S Team, 2rd Floor, Loxley House, Station Street, Nottingham NG2 3NG.

Please ensure that your alarm monitoring company (e.g. WEC) are also informed of any updates.

Access to your key holder details and private telephone numbers will be carefully restricted to Children and Adults Emergency Planning staff.

Important contacts

You may wish to add in other important numbers specific to your school that you may need during an emergency, such as contact details to access your place of safety or those of key suppliers.

Organisation	Contact number
Schools H&S Team (NCC)	87 64608 / 87 64609
Office Hours Emergency Contact (Schools H&S Team)	07985381931
Out of Hours Emergency Contact (Schools H&S Team)	07870463388
Sport Outdoor Learning & Adventure Services	947 6202
CAHMS (Child and adolescent mental health services)	North Team: 87 62160 Central Team: 91 58900 South Team: 91 52991 Urgent mental health emergencies should be directed to Specialist Child and Adult Mental Health Services- (0115) 844 0500.
Academy HR Provider	0115 851 5454 ext 6141
Academy IT Provider	0115 851 5454 ext 6107
Academy Occupational Health Provider	87 62953
NCC- Communications (press office) (in the event that a multi-agency response is needed)	
Catering Services	87 61718 (NCC)
Emergency building repairs and maintenance for out of office hours: OOH (5:00pm- 8:30am) (Bought-in Service)	87 64444
School Transport	87 61836 / 61771
School's usual bus company	Various
Nottingham City Homes	0115 915 2222
Floodline- Flood warnings and alerts	0345 988 1188
Water - Severn Trent Water	0800 783 4444
Gas leaks (National Gas Emergency Service)	0800 111 999
Electricity (Western Power Distribution)	0800 6783 105
Andrews Heat for Hire- Temporary heating	0800 211 611
The Foreign Office (links with British Consulates)	020 7008 1500
Public Health England: East Midlands	0344 225 4524
Pest Control (Nottingham City Council)	0115 9152020
Local radio: BBC Radio Nottingham	0115 955 0500 (this number cannot be used to alert school closures, this must be through this website: www.nglerts.co.uk)
Needle Hotline (Nottingham City Council)	0115 915 2242
The Samaritans	116 123
Teacher Support Network (trained support and counsellors available 24hrs)	08000 562 561

Academy's usual electrician	< insert number here>
Academy's usual plumber	< insert number here>
Academy's usual glazier	< insert number here>
Academy's usual gas boiler repairer	< insert number here>
Fire Alarm maintenance company	< insert number here>
Lift maintenance company (if applicable)	< insert number here>
Local Police	999
Diocese (if applicable)	

Neighbouring Schools	Contact number

15. Communications

a) Media Handling

In the event of an incident or emergency only the Head Teacher, in consultation with the Chair of Governors should release a media statement or be party to an interview.

The Head Teacher and Chair of Governors should jointly seek advice (where the school subscribes) from a solicitor or professional service where applicable. Where possible a meeting of the full Governing Body should be called to agree the wording of such a statement, in very serious circumstances.

All other staff and governors should not enter into discussion with the media and should refer the media to the Head Teacher.

All statements/interviews regarding events or activities related to the school should only proceed if the permission of the Head Teacher is obtained. If permission is granted details of pupils/staff addressed and personal details should not be released to the media. The full name of the pupil and their age can be released, providing the child does not appear on the 'no publicity list' held in the school office. All staff must ensure that no pupil on the list is included in a media photograph, video or in any form of communication with the media. It is critical that those families affected by the issue or incident give prior permission, where possible, to individual pupils.

d) Communication Response Protocol

Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.

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.

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.

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.

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.

Be prepared to be interviewed by the media.

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.

Gather information from the Management Team, emergency services and other organisations as appropriate.

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).

Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.

Try to prevent the spread of misinformation (especially through the use of mobile phones).

Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.

Be aware of media interest in memorials or anniversaries of the event.

Useful link:

- www.mikebakereducation.co.uk/blog/33/tips-for-schools-dealing-with-the-media

17. Training and exercising

Training record

Training title	Areas covered	Date	Attendees

Exercise record

Date	Brief details of exercise	Aspects of plan tested	Actions identified	Outcome of actions