

## Emergency Action Plan

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**Related Policies:** Health & Safety

**Responsibility:** Hanna Claydon

### 1.0 Introduction

This document provides guidance for teachers and other staff who may be involved in a serious or major incident affecting their school, including out of school activities. Major incidents include:

- death of a pupil or member of staff
- death/serious injury on a school trip
- incident attracting major media attention
- violent incident in school, including those involving intruder(s)
- destruction or major vandalism in school
- a hostage situation
- a transport accident involving the school
- an incident in the community witnessed or experienced by pupils or staff or one that necessitates the use of school premises/grounds for emergency purposes
- civil disturbance or terrorism

This Action Plan is intended to be used as an emergency tool which, if followed, should eliminate the possibility of overlooking essential actions.

This Plan, including a completed contact list and accident report forms, should be carried by the leader on a school visit, since the guidance is intended to alert responsible persons to the actions they should take

when an emergency arises. However, the document does not provide guidance on the preventative measures which should have been taken as a matter of course, or in advance of a particular event.

### 2.0 GUIDANCE FOR COURSE DIRECTORS FOLLOWING A MAJOR INCIDENT

**2.1 Obtain facts and information** - keep an ongoing written record of events/actions – what/who/where/when? It is vitally important to write everything down as this information may be required at a later date as evidence at a public enquiry, in court etc.

**2.2 Establish who is in charge;** this will usually be the Course Director until the person with the Emergency Phone can get on site.

Delegate, if possible, the following tasks:

- Call emergency services as necessary using 999 system (Police/Ambulance/Fire/ Coastguard)
- Administer first aid where possible. Be aware of blood contact.

### 2.3 Next steps

- Where an incident/injury has occurred eg. involving electricity or chemicals, be aware of residual hazards before providing first aid. For electricity, switch off supply first; for chemical, seek professional advice.
- Account for all members of party
- Call other assistance as necessary (staff, passers-by, First Aid, doctor)
- Keep incident log/record witnesses
- If party all together arrange for non-casualties to return to base and await further instructions
- If party in separate groups advise other groups where possible
- Ensure non-casualties stay together
- Establish contact point. If possible, one member of staff to remain at incident site to liaise with the emergency services
- Travel with casualties to hospital
- Inform school/senior staff member (refer to Telephone Contact List)
- Provide information and liaise regularly: Nature/date/time/location of incident, names of those involved – injured/non-injured, details of known injuries and location of injured/non-injured and details of any supervising adults, action taken/on-going, contact point
- Request assistance on site as necessary: back-up staff for pupil support, if leaders involved in incident. Other support may be required e.g. interpreters.
- Consider abandonment of activity
- Prepare for reception/accommodation of relatives
- Arrange for non-casualties to return to school, consider transport arrangements/need to hire additional vehicles/drivers
- Complete accident forms
- Consider obtaining immediate legal advice -
- Do not discuss legal liability
- Prepare to deal with the media: decide who is to speak to the media. Beware of rumour - try to dispel. Pupils should not talk to the media unless arranged by staff/parents and written permission given by parents/carers.

### **3.0 GUIDANCE FOR SENIOR STAFF AT THE SCHOOL ADVISED OF MAJOR INCIDENT**

**3.1 Obtain facts and information** - keep an ongoing written record of events/actions – what/who/where/when? It is vitally important to write everything down as this information may be required at a later date as evidence at a public enquiry, in court etc.

#### **3.2 Confirm who is in charge at the scene and establish:**

- Nature/date/time/location of incident
- Names of those involved – injured/non-injured
- Details of known injuries and location of injured/non-injured and details of any supervising adults
- Action taken/on-going
- Contact point
- Are back-up staff required? Review staff and levels regularly

#### **3.3 Next steps**

- Initial school contact to inform head/senior staff member
- Form Crisis Management Team, set up emergency meeting and call other support as necessary eg. HSE, religious support, insurance, translators. Record all Team's decisions – set up/maintain incident log.
- Consider whether school needs to send a representative to the incident site, particularly if Course Directors involved
- Access all necessary data eg. parents/carers/group leaders/agents addresses and telephone numbers and any known medical conditions of those involved
- Advise parents/carers/agents/ group leaders of pupils involved of casualties and non-casualties
- Arrange visits to parents/carers/agents/ group leaders of casualties if appropriate
- Arrange transport facilities for parents/carers to visit casualties
- Arrange for parents/carers of non-casualties to meet returning party
- Arrange briefing meetings - staff, pupils, parents. Inform pupils in a sensitive way (small groups if appropriate)
- Establish procedure for dealing with enquiries/issuing information. Decide who is to speak to the media. Beware of rumour - try to dispel. Decide what information can/should be released e.g. issue agreed statement. Ensure reception/switchboard staff are fully briefed. Consider issue of information e.g. info telephone line (recorded message), radio and internet.
- Establish reception facilities for concerned relatives coming to the school
- Obtain legal advice

#### 4.0 GUIDANCE FOR SCHOOL STAFF FOLLOWING MAJOR INCIDENT IN THE SCHOOL ENVIRONS

**4.1 Obtain facts and information** - keep an ongoing written record of events/actions – what/who/where/when/? It is vitally important to write everything down as this information may be required at a later date as evidence at a public enquiry, in court etc.

**4.2 Establish who is in charge.** This will usually be the Executive Manager or Director (depending on who is present).

Then:

- Call emergency services as necessary using 999 system (Police/Ambulance/Fire)
- Administer first aid where possible. Be aware of blood contact. Where an incident/injury has occurred eg. involving electricity or chemicals, be aware of residual hazards before providing first aid. For electricity, switch off supply first; for chemical, seek professional advice.
- Consider evacuation of school - Fire alarm/word of mouth
- Account for all pupils, staff and visitors
- Inform rest of school of incident, as appropriate and instruct as necessary
- Keep record of witnesses
- Form Crisis Management Team, set up emergency meeting and call other support including those required to attend site eg. H&S, transport, insurance, parents/relatives/agents/ group leaders as appropriate. Record all Team's decisions – set up/maintain incident log – What/who/when/actions?
- Complete accident report forms
- Consider police requests for an incident room
- Advise parents/carers/agents/group leaders of pupils - casualties and non-casualties
- Arrange visits to parents/carers of casualties
- Arrange transport facilities for parents/carers to visit casualties
- Consider relocation to other premises
- Consider closing school - sending pupils/staff home; advising parents/carers/agents
- Consider need for briefing meetings - staff, pupils, parents
- Establish procedure for dealing with enquiries/issuing information
- Decide who is to speak to the media
- Beware of rumour - try to dispel.
- Decide what information can/should be released e.g. issue agreed statement
- Ensure reception/switchboard staff are fully briefed
- Consider issue of information e.g. info telephone line (recorded message), radio and internet
- Establish reception facilities for concerned relatives coming to the school
- Obtain legal advice

## **5.1 GUIDANCE FOR SCHOOL STAFF FOLLOWING MAJOR INCIDENT AFFECTING TRANSPORT LINKS**

**5.2 Transport links** may be disrupted in the event of a major incident affecting students' return journey home. Senior management should:

- Identify those pupils who may not be able to travel home
- Make arrangements for such pupils to be accommodated overnight
- Assess each case individually and keep a record of the arrangements made
- Identify key staff who will remain at the school with the pupils awaiting their collection
- Consider staff to provide food, drink support, entertainment/distraction for the pupils.

**5.2 Staff may also experience travel problems** and need to make alternative arrangements to stay with relatives or friends. In the event of there being significant numbers of staff unable to get home, overnight accommodation will need to be provided by the school. Possible accommodation could include school halls of residence, host families, hotels, the youth hostel or university accommodation.

**5.3 School premises** may be required to be used as Emergency Rest Centres to provide short term shelter and food for persons affected by a major incident and without access to alternative accommodation.

Senior Management should:

- Identify parts of school premises to be used
- Make arrangements for admitting displaced persons to the rest centre
- Identify personnel to assist in the care of those using the rest centre
- Consider the security of school assets, car parking, use of school equipment/facilities

Senior Management should decide on:

- Requirements of rest centre
- Entry/Exit
- Reception
- Registration
- Information
- First Aid
- Feeding and eating area
- Clothing
- Toilet and washing facilities
- Care and welfare of persons and property

- Waiting and seating areas

## 6.1 LIAISING WITH THE MEDIA

### 6.2 Senior Management should:

- Nominate one person to deal with the media and ensure that all staff are aware of this arrangement. There will be pressure from the media wishing to talk to those directly involved.
- Brief reception/switchboard staff on known facts and the information which can be released to callers.
- Stick to the facts. Do not give any fact unless you are certain it is correct
- Be sympathetic: "Our thoughts are with etc ....."
- Do not speculate or apportion blame
- Your interpretation or understanding may be exaggerated or quoted as hard fact
- Do not allow yourself to be distracted from the main point of any statement
- Try to avoid "no comment" - unless the question relates to legal/criminal matters. It can be taken as an unhelpful, negative answer as in "refused to comment"
- Do not be afraid to say "I don't know"
- Try to obtain an answer for a later response
- Tell the truth
- Have confidence in yourself and your command of the situation in order to take a positive attitude towards the media

### 6.3 Advice for the person liaising with the media

- Try to make sure that you know as much as possible in order to answer questions such as:
- What happened, when and where?
- Are there any injuries or fatalities?
- How many pupils/staff were present when the incident happened?
- Has everyone been accounted for?
- What action is being taken?
- What advice do you have for next of kin/local residents?
- When will normality be restored?

## 7.1 THE AFTERMATH - GENERAL GUIDANCE FOR SENIOR MANAGEMENT

### 7.2 Senior Management should:

- Consider how families of the injured and bereaved should be contacted. Use the most appropriate people with relevant skill
- Consider how hospital visits should be arranged - who should go?

- Consider protocol for funerals with family - seek advice e.g. ethnic, religious considerations
- Consider how to handle spontaneous memorials e.g. flowers in schools

### **7.3 Later**

- Consider what may have been lost - not only lives but other items e.g. resources, accommodation, coursework, personal property, continuity
- Keep an eye on pupils/staff involved/affected by the incident – distress can last for some months
- Consider re-entry to school of injured pupils/staff
- Consider establishing a memorial/holding a service
- Consider anniversaries/remembrances

## **8.0 Specific scenarios**

### **8.1 Bomb threats**

#### **8.1.1**

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

Dial 999 and police will respond. Police advice should always be considered before a decision is taken to close or evacuate.

#### **8.1.2**

Guidance to staff who might take such a call:

- Stay calm and listen.
- Obtain as much information as possible – try to get the caller to be precise about the location and timing of the alleged bomb and whom they represent. If possible, keep the caller talking.
- Ensure that any recording facility is switched on.
- When the caller rings off, dial 1471 (if that facility operates and you have no automatic number display) to see if you can get their number.
- Immediately report the incident to one of the key contacts listed at the end of this document. He/she will decide on the best course of action and notify the police. If you cannot get hold of anyone, and even if you think the call is a hoax, inform the police directly. Give your impressions of the caller and an exact account of what was said.

- If you have not been able to record the call, make notes for the security staff or police. Do not leave your post – unless ordered to evacuate – until the police or security arrive.

A bomb threat checklist to be used by anyone taking such a call can be found at the end of this policy.

### 8.1.3

The biggest dilemma facing anyone responsible for an evacuation plan is how to judge where the safest place might be. For example, if an evacuation route takes people right past a suspect device outside your building, or through an area believed to be contaminated, evacuation may not be the best course of action. You might have to consider the use of protected spaces.

A general rule of thumb is to find out if the device is external or internal to your premises. If it is within the building you may consider evacuation, but if the device is outside the building it may be safer to stay inside.

## 8.2 Guidance for firearm and weapon attacks

Firearms and Weapons attacks are rare in the UK. The 'STAY SAFE' principles tell some simple actions to consider at an incident and the information that armed officers may need in the event of a weapons or firearm attack:-

### 1 RUN

- Escape if you can
- Consider the safest options
- Is there a safe route? RUN if not HIDE
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you
- Leave belongings behind

### 2 HIDE

- If you can't RUN, HIDE
- Find cover from gunfire
- If you can see the attacker, they may be able to see you
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls



- Be aware of your exits
- Try not to get trapped
- Be quiet, silence your phone
- Lock / barricade yourself in
- Move away from the door

### **3 TELL**

Call 999 - What do the police need to know?

- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

### **4 ARMED POLICE RESPONSE**

- Follow officers instructions
- Remain calm
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat
- Keep your hands in view

### **5 OFFICERS MAY**

- Point guns at you
- Treat you firmly
- Question you
- Be unable to distinguish you from the attacker
- Officers will evacuate you when it is safe to do so

### **You must STAY SAFE**

- What are your plans if there were an incident?
- What are the local plans? e.g. personal emergency evacuation plan



## 8.0 Key contact numbers

Emergency phone	07985 026 835
Mervyn Martin (Director)	07860 657 311
Hanna Claydon (Deputy Director)	07917 420 139
Sam Gross (Executive Manager – Select English)	07906 969972
Wayne Marshall (Principal – St.Andrew's)	07985 167401
Kate O'Toole (Director of Studies)	07584 571817
David McEwan –Cox (Estates Manager)	01223 358073

## Bomb threat checklist

This checklist is designed to help staff to deal with a telephoned bomb threat effectively and to record the necessary information.

### Actions to be taken on receipt of a bomb threat:

- Switch on recorder/voicemail (if connected)
- Tell the caller which town/district you are answering from
- Record the exact wording of the threat:

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### Ask the following questions:

- Where is the bomb right now?
- When is it going to explode?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- What is your name?
- What is your address?
- What is your telephone number?

### Record time call completed:

- Where automatic number reveal equipment is available, record number shown: \_\_\_\_\_
- Inform the Security Co-ordinator of name and telephone number of the person informed: \_\_\_\_\_
- Contact the police on 999. Time informed: \_\_\_\_\_

### The following part should be completed once the caller has hung up and the Security Co-ordinator and the police have been informed.

- Time and date of call: \_\_\_\_\_
- Length of call: \_\_\_\_\_
- Number at which the call was received (i.e. your extension number): \_\_\_\_\_

### About the caller

- Sex of caller: \_\_\_\_\_ ● Age: \_\_\_\_\_
- Nationality: \_\_\_\_\_