



## THE FLYING START FEDERATION GOVERNING BODY

### Personalised School Emergency Plan

The Governing Board officially updated the Babcock LDP Model Policy on 26 January 2019

Signed \_\_\_\_\_ Date \_\_\_\_\_

#### Chair of Resources Committee

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Approving committee:	Resources Committee
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#### Version History

Version	Date Issued	Brief Summary of Change	Owner's Name
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1.1	01.12.2013	Approved – no change	Gina Finch
2.1	05.11.2014	Contact Details Amended	Wendy Ainscough
3.1	24.11.2015	School Details Updated	Wendy Ainscough
4.1	07.03.2017	Details Updated	Gina Finch
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6.1	06.02.2018	Updated Business Continuity Plan	Bridget Urquhart
7.1	26.01.2019	Annual Review – Contact Details Amended	Bridget Urquhart



Children and Young People's Services

**School Emergency  
Management Plan  
and  
Emergency Procedures**

**This document applies to: all staff employed within schools, including teachers and school support staff.**

If you require further help in the interpretation of this guidance you can contact the Business Resources Team at [cypsbusinesssupportcountyhall-mailbox@devon.gov.uk](mailto:cypsbusinesssupportcountyhall-mailbox@devon.gov.uk)

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## 1. INTRODUCTION

Emergencies can and do happen and an organisation's ability to respond appropriately in emergencies depends on the forethought and planning that has already taken place. Further to the Civil Contingencies Act 2004, it is the responsibility of all public bodies to set in place emergency plans for the continuity of their service. The Local Authority (LA) advocates that schools should have appropriate and effective emergency plans.

This document is designed to provide guidance to Head teachers and Governors in developing a suitable plan.

Whilst this document focuses on schools, the same principles can be applied to Short Stay Schools, Youth Centres, Adult Education Centres and Children Centres.

## 2. EMERGENCIES IN SCHOOLS

While it is not possible to plan for every possible eventuality that might arise, incidents are grouped into three levels:

- Level 0 – Localised Incidents
- Level 1 - Localised Emergencies
- Level 2 - Major Community Emergencies

Levels 1 and 2 are distinguished on how wide-spread their possible effect may be and the action that needs to be taken, not necessarily their potential severity.

While the LA response and coordination is likely to take effect on the two higher levels only – *localised* and *major community*, it is considered worthwhile to include Level 0, since initial action taken is likely to be similar and recognition needs to be given to the unforeseen.

### **2.1 Level 0: Localised Incident**

#### **Disruptive to routine but not an immediate threat to life or well-being**

Incidents that can be dealt with locally and may, at most, require a limited closure of the school and includes limited disruption without involving risk to the well-being of individuals.

Some support from the LA or other agencies may be necessary, and some incidents may require formal notification to the Local Authority (LA).

Examples:

- Severe weather problems
- Services – power, gas, water cut off
- Failed heating system
- Flooding or other weather damage
- Fallen trees
- Minor earthquake tremor
- Water leak
- Vandalism

- Local industrial action
- Notifiable infectious outbreak.
- Flight restrictions preventing normal return of school group
- ICT failure or disruption including:
  - Internet Connectivity outage
  - Email system not working
  - Theft of servers or major parts ICT infrastructure
  - Malicious (Virus, Denial of Service, hacking etc.) attack on ICT systems
  - Website down
  - Telephone Services not working (possibly linked to Internet service)

## **2.2 Level 1: localised Emergency**

**Localised emergencies may include any unexpected event which is likely to disrupt the normal functioning of the school.**

These are more likely to be critical incidents involving a real threat of, or actual injury or death, where urgent and significant local authority and other agency support are needed.

### **Examples: In School**

- A deliberate act of violence, such as the use of a knife or firearm
- A school fire or laboratory explosion
- A pupil or teacher being taken hostage
- The destruction or serious vandalising of part of the school
- Fire
- Gas leak.

### **Outside School**

- The death of a pupil or member of staff through natural causes or accidents
- A transport-related accident involving a large number of pupils and/or members of staff or resulting in death or serious injury
- Death or serious injuries on school journeys or excursions
- Civil disturbances and terrorism
- Large clusters of localized human to human viral infection which will trigger concerns of a likely epidemic.

## 2.3 Level 2 - Major Community Emergencies

### **Major emergencies may affect whole communities and typically involve the County Emergency Planning Department.**

A serious incident in the local community which could have a significant impact on the school. School closure may be necessary dependant on the nature and proximity of the emergency.

The CYPS Business Support Team and DCC Emergency Planning Team will be involved.

#### **Examples:**

- Serious road or rail accident or spillage
- Aircraft crash
- Factory explosion
- Terrorist action
- A more widespread disaster in the community
- A Flu epidemic or viral infection leading to national alert

As part of Devon County Council's response to a major emergency certain schools and colleges have been identified as **Emergency Rest Centres (ERC)** for the temporary care of those made homeless by disaster. Such emergencies, and associated communications, will be coordinated through the emergency services (999) and the County Emergency Planning Team.

In the event of an emergency take necessary action locally and contact DCC Emergency Planning Team Control Centre, Emergency Contact List, appendix 2, (07699 734637 – 24 hours) or Business Support Team Coordinator (01392 383369).

Further contact may be necessary using the Contact Checklist (appendix 3) depending on the nature of the incident.

This note supplements and updates advice contained in the LA Health and Safety Manual, within the section Emergency Planning. The main purpose of the note is to confirm communication arrangements between education establishments, including schools and colleges, and the Children & Young People's Services in the event of an emergency.

In respect of school visits and off-site activities please refer to 'Outdoor Education Visits and Off-Site Activities, (OEVOSA 2018).

Guidance is also available from the DfE good practice guide: Health & Safety of Pupils on Education Visits: <http://www.teachernet.gov.uk/wholeschool/healthandsafety/>

## **3. SCHOOL EMERGENCY MANAGEMENT PLAN**

### **3.1 Scope of the School Emergency Plan**

Schools should plan to manage a range of potential threats, incidents and emergencies which are

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**If this document has been printed please note that it may not be the most up-to-date version.**

**For current guidance please refer to Just4Schools. Version 5, Amended date: 10.06.2010**

then documented in the School Management Plan, see template, appendix 1. This would include making an assessment of the specific risks affecting the school and identifying any hazards which pose a particular risk, such as the proximity to an industrial estate, river or major road, as well as taking account of other potential risks, such as;

- A violent intrusion onto school premises by malicious persons, either in person or by means of arson or explosive device
- Destruction or vandalism of part or whole of the school
- The school building becoming unsafe as a result of fire or flooding
- Severe weather
- Death of a pupil, member of staff or governor
- An epidemic
- Serious incidents on educational visits
- The release of hazardous substances near or on the school site.

Other events may also be deemed to be emergencies in schools because of the impact they have on teachers, pupils or other staff, sometimes for protracted periods of time:

- An incident in the community which is seen or experienced by pupils or staff
- An incident affecting relatives of pupils and which is known about within the school
- An incident involving allegations within the school
- An incident affecting a nearby or comparable school.

Additional procedures for dealing with these types of emergencies should be accounted for in the plan.

### **3.2 The principles of an emergency response**

There are typical tasks and actions that a school may need to undertake to manage an incident. The School Emergency Plan should make it clear who will undertake each task for a range of possible scenarios.

The head teacher, or pre-agreed nominee, is responsible overall for the school's response to an emergency, however they should be supported by the School Emergency Management Team (SEMT). The SEMT should consist of senior staff that are willing to take key roles in an emergency, such as; communications, welfare, media management and resources, supported by admin and caretaking staff or facilities manager. Identifying these key staff members and delegating roles in advance will save time should an emergency occur.

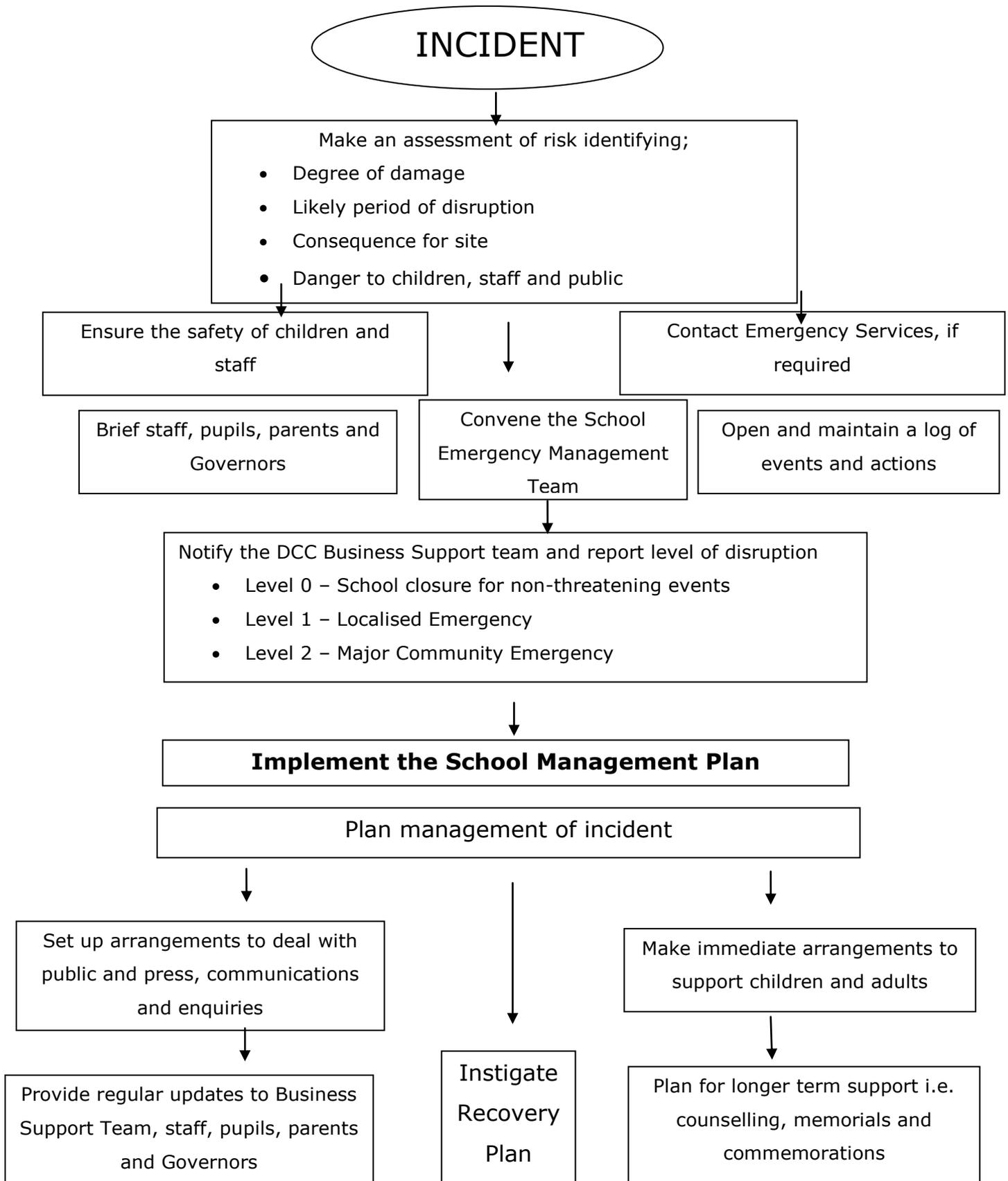
However, whilst the SEMT will coordinate the necessary actions at local level to minimise further risk as a result of an emergency, the LA and external services can be called upon at any time to provide help, advice and support to enable schools to carry out their day-to-day functions in extraordinary circumstances.

In smaller schools, it may not be possible to nominate a full SEMT and most roles will be taken by the Head teacher or nominee, with support from the office staff or caretaker. In these circumstances, it is

particularly important to contact the LA and report the incident as soon as possible.

The DCC Emergency Planning Team and CYPS Business Support Team have dedicated staff who can offer support and guidance, in conjunction with the LA and CYPS Business Continuity Plans which set out clear procedures and protocols for dealing with emergencies. These plans detail how the emergency services, local authority, health authority, voluntary agencies and other organisations work together to mitigate the effects of any emergency that threatens the community.

### 3.3 Key Tasks and Actions Flowchart



### 3.4 Roles and Responsibilities

It is important that all staff involved in the school's response to an emergency are made fully aware of the procedures detailed in the Schools Emergency Plan, and training should be provided to ensure that staff know their role, are confident to carry out tasks assigned to them and have access to available resources and facilities.

### 3.5 ACTION BY: HEADTEACHER/PRINCIPAL OR NOMINEE

#### Stage 1 - Initial Actions

- Open, and continue to maintain, a personal log of all factual information received, actions taken and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Then consider whether incident requires involvement of Local Authority Support Team. It is requested that initial contact be always made with the Local Authority (LA Team Coordinator – 01392 383369) in emergencies in case they have wider significance.
- If so, contact 01392 383369 (office hours) or 07699 734637 (24-hours)
- Establish who they will contact.
- Communication systems are put under enormous pressure in the immediate aftermath of an emergency, but are vital to ensuring a well-managed response. It is likely that the main school number will quickly become jammed with incoming calls. Identify any other lines not generally known to the public, mobile or direct lines, which could be used for outgoing calls in an emergency.
- In the event of a power failure, a powered switchboard system may not work, but a telephone plugged directly into the first telephone point coming from the exchange should provide a useable line. The location of this telephone should be identified in the plan.

#### Initial actions - during term time

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

#### Initial actions - outside term time (or outside school hours)

- Arrange for the Caretaker to open certain parts of the school as appropriate and to be available (and responsive) to requests.
- Arrange for 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. Postpone Media comment until after the County Council's Communications Officer arrives (who will be part of the Local Authority Support Team, provided that this service is bought in by the school).

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.

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For current guidance please refer to Just4Schools. Version 5, Amended date: 10.06.2010

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- If deputising for the Head teacher, try if possible to contact and brief him/her.
- Inform the Chair of Governors of the incident and, if appropriate, of involvement of LA Support Team.
- Call in the designated staff members to form the School Emergency Management Team, and nominate one as the On-Site Coordinator to oversee that Team on your behalf.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

## **Stage 2 – Once established**

Brief the staff member acting as On-Site Coordinator to oversee the following;

- If LA Support Team has been activated, arrange for on-site facilities for the team.
- Agree appropriate identification of staff by using badges.
- Expect to see identification of LA Support Team officers.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring –
  - sufficient help is available to answer the many calls that could be received (The LA Support Team may be able to assist with a ‘Help-Line’)
  - 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 LA’s Communications Officer
  - 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 twice per day for 10 minutes, should be arranged).
- To monitor how staff/colleagues are coping under pressure.
- Pupils should be informed as soon as possible, in small groups by an adult who is familiar to them by giving accurate, factual information. In cases of tragic incident the Educational Psychology Service will be able to provide advice on the best way to inform pupils.
- 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.

Notifying Parents:

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

#### Notifying Staff:

- Remember to have regular breaks, and advise others to do so.
- Maintain regular contact with staff (Teachers and office staff). Make a point of seeing that all staff involved know each other's roles and responsibilities.
- Always try to think of something positive to say to staff and respond positively to ideas and suggestions.
- Be available to see staff when required.
- Remember 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, try to dissuade shocked staff from driving parents to the scene.
- Staff should continue to follow the school's policy for notifying absence and the School Emergency Management Team should identify a central number for staff to use when reporting absence during the period of the incident.

Notifying Local Authority Support Team:

Maintain liaison with Business Support Team Coordinator for duration of incident.

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

- When appropriate, seek advice from LA Support Team and local clergy contact on special assemblies/funeral/memorial services.
- Prepare joint report with named Senior Officer, for Director of Children and Young People's Services.
- Arrange for a member of staff to make contact with any pupils either at home or in hospital.
- Make sensitive arrangements for the return to school (as appropriate).

#### **Stage 4 – Longer term issues**

The effects of some Incidents can continue for years. Thought will need to be given to;

- 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, mark anniversaries.
- Remember to make any new staff aware of which pupils were affected and how they were affected.
- Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Remember that if the Incident does attract Media attention, it is likely that interest will continue for many weeks.

### **3.6 ACTION BY: SCHOOL/COLLEGE EMERGENCY MANAGEMENT TEAM**

#### **Stage 1 – Initial Actions**

- Obtain full facts of incident from Head teacher

- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to inform staff and pupils sensitively and to provide appropriate support
- Assist class teachers who will undertake classroom briefings
- Arrange special groups for very distressed pupils.

### **Stage 2 – Once Established**

- Under guidance from School On-Site Coordinator, assist Head teacher
- Work with LA Support Team the Head teacher and School On-Site Coordinator as directed.

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

- As above

## **3.7 ACTION BY: SCHOOL/COLLEGE ADMINISTRATORS**

### **Stage 1 – Initial Actions**

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

### **Stage 2 – Once established**

- Under guidance from School On-Site Coordinator, assist the Head teacher (or Nominee)
- Work with LA Support Team the Head teacher (or Nominee) and School On-Site Coordinator as directed.
- Remember the School Office is likely to be the first point of contact for visitors, so exercise caution in making comments.
- Concerning incoming telephone calls
  - take especial care when answering telephone calls early on
  - maintain a record of calls received
  - only give out information from prepared statements that will be made available
  - remember that some calls could be bogus

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

- As above

## **4. ADDITIONAL INFORMATION**

### **4.1 Media interviews - Points to note**

Liaise with the Corporate Communications Service as quickly as possible, and work with them to decide the information for release to the media, which should be agreed with the Head teacher and Executive Director for Children and Young People's Services before release.

Do not allow the media onto the school premises or give them access to the children unless there is

a specific reason and permission and consents are in place. In most serious cases, the Police are likely to take the lead when dealing with the media, and offer some protection against media intrusion.

Ensure that pupils, staff, governors and parents are given accurate, up-to-date information at regular intervals and encourage them not to speculate or to encourage rumours.

(The following note is for the information of schools and colleges not buying into the DCC Communications Service)

- Have another person with you, if possible, to monitor the interview  
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.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't over-elaborate your answers
- 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.

## **4.2 School Closures**

The decision to close the school is usually made by the Head teacher and Governors having sought confirmation from the LA.

School closures should be avoided where possible but where it is unavoidable, for health and safety reasons or staffing issues, consideration should be given to the contacting procedures for parents and school transport. The procedures for school closures should be detailed in your School Emergency Plan.

### **4.2.1 Preparing for a Severe Weather event.**

These guidelines are intended to inform schools of procedures for dealing with exceptional and emergency closures during severe weather. School closures disrupt children's education therefore schools should plan for severe weather on the assumption that they will generally stay open wherever possible, with closure always considered as the last resort.

School severe weather contingency plans should be prepared well before the bad weather season so that all staff, parents / guardians and pupils understand them. They should contain:

- General information, such as how to contact pupils' families and staff.
- Maintaining stocks of salt or grit.
- Identifying which walkways or areas need to be kept clear to allow people to get around the premises safely. (Provided staff follow the guidance provide by Devon Highways, act in a responsible manner and do not create additional hazards they will be covered by the DCC Public Liability insurance).

- Estimating how many staff members need to get in for the school to operate safely, if not to deliver the full normal curriculum.

It is therefore important that contingency plans are developed according to the local requirements of the individual establishment. Plans should include arrangements for issues such as roles and responsibilities, communication and media management, as well as how information about potential school closures and re-opening will be communicated to pupils, staff and parents.

#### **4.2.2 Points to remember when remaining open during Severe Weather:**

Remaining open during severe weather 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 some classes together in the hall to ensure adequate supervision.
- 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).

*When severe weather coincides with public examinations, every effort should be made to remain open for examination candidates, even if the rest of the school is closed.*

#### **4.2.3 Points to remember when making the decision to close during severe weather:**

Closing a school is never an easy option. In taking a decision to close a school, the safety of pupils, staff and visitors is of paramount importance.

The decision to close is delegated to school governing body and head teachers who will know local weather and ground conditions, and the likely impact of the weather on the numbers of staff and pupils who will be able to get into school.

However before making the decision to close, the head teacher, in conjunction with the governing body should undertake a risk assessment and decide if there is significant risk of severe injury, ill health or inability to comply with relevant legislation which would then lead to their decision to close part or all of the school.

If the Council receives a severe weather warning this will be communicated to schools by e-mail. This does not mean that your school has to close. The decision to close must be assessed individually by each school and may relate to whether children live within walking distance or where most pupils travel by public transport.

The attendance of many pupils will depend on road conditions and the decision of transport providers whether or not to operate. Schools should liaise with transport contractors before making any decision as this will provide information on how many pupils to expect if the school remains open.

If the school decides to close, the contractors must be notified as soon as possible. However if this decision is made after school buses have begun their journey to school, it is important to remember that bus contractors arriving at school with the pupils on board are under no obligation to take pupils home again immediately.

School staff must remain at school to supervise the pupils remaining on site until contractors can

take them home.

In timing the decision, it will be important to balance the likely accuracy of weather forecasts against the benefits of early decisions 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. However it may sometimes be necessary for schools to close during the day; for example, if the weather is deteriorating and children may not be able to get home later.

Once the decision to close the school has been reached it will be necessary to communicate this message as promptly as possible to all relevant parties, including the local authority, local radio stations and any transport services.

School should have a variety of methods to get information to parents, staff and pupils about closures and re-opening. These could include:

- Posting notices on the school gates
- Messages via the local media
- School and DCC websites
- Staff telephone cascade
- Parent telephone cascade
- Text messaging, social networking sites such as Twitter!

#### **4.2.4 Staff Attendance**

Many members of staff will live some distance away from their schools and transport difficulties may prevent them reaching their school, however in the event of schools being closed to students, staff are still expected to report for work, unless notified differently by the head teacher.

Head teachers should, in consultation with governors, staff, trade unions and professional associations, take into account, among other factors (including the well-being and family needs of staff); how/where staff could best support the school's approach to remote learning.

The DCC Working Arrangements during Severe Weather Policy provides more information on the roles and responsibilities of staff and can be found at:

<http://staff.devon.gov.uk/reshrgapsevereweather.htm>

#### **4.2.5 Supporting Learning during School Closure**

Prolonged school closures could seriously affect children's education and schools have a *legal duty to provide education* "at school or otherwise" for children who for any reason, may not for any period, receive suitable education unless such arrangements are made for them".

Schools should ensure that a reasonable level of education is provided for all children if pupils are unable to attend schools due to school premises being closed to students during term time.

In cases where schools decide to close for a temporary period it may be possible to support pupils' learning during the closure, though the extent to which this will be possible will vary from school to school and may depend on the length of the closure.

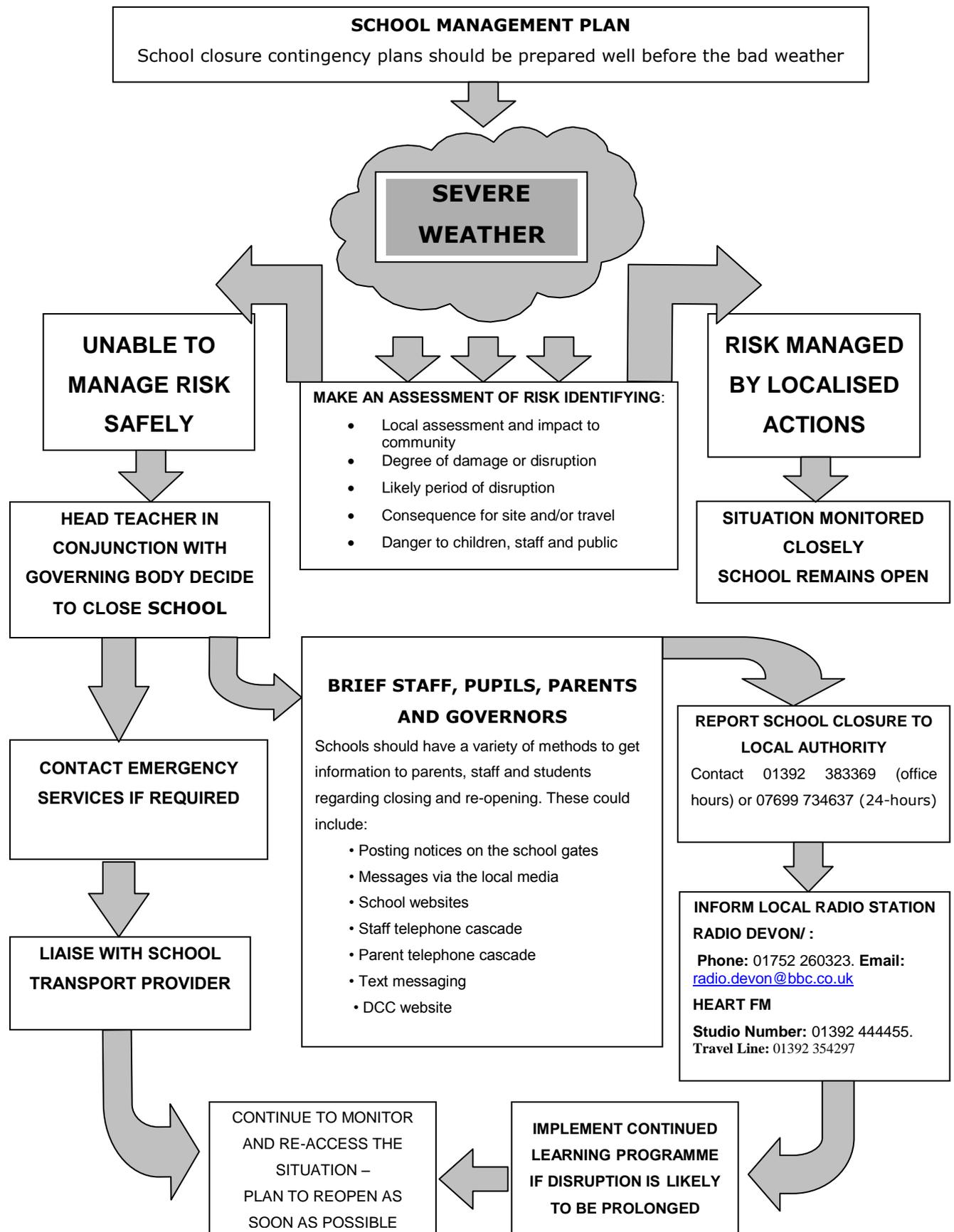
In considering this issue, schools need to take account of:

- a. The accuracy of contact details they have for pupils and their families;
- b. The proportion of children who have access to the internet and e-mail at home – and whether the school's IT systems allow those pupils with IT facilities to access the school's own systems from home;
- c. Security and child protection issues; for example, the personal addresses, e-mail and telephone details of staff should not be made available to pupils or their parents,

Further information is available from **South West Grid for Learning (SWGfL)** who are responsible for internet connectivity and services for 'Merlin' the DCC education learning platform.

Support Desk: Tel No. 0845 3077870 or email [support@swgfl.org.uk](mailto:support@swgfl.org.uk)

#### 4.2.6 Severe Weather School Closure Flow Chart



#### 4.3 Insurance Claims

- From 01/01/2008 County and Controlled school **buildings** are insured by the Local Authority

for the full cost of reinstatement against the perils of fire, lightning, explosion, aircraft, storm, flood, burst water pipes, impact, sprinkler leakage, theft, subsidence and accidental damage. Aided schools are separately insured as they are owned by Trustees rather than the Local Authority.

- Cover for **contents**, however, remains to be restricted to the perils of fire, lightning, explosion and aircraft. However, schools still have the option to take out cover for additional perils on contents direct, should they wish, using their delegated budgets to pay the premium. Specialist Local Authority insurers, such as Zurich Municipal, will provide such cover but schools are free to approach any broker or company they wish, in order to obtain the best possible terms
- For more detailed information please contact DCC Insurance Services at david.doble@devon.gov.uk



<p><b><i>The Flying Start Federation</i></b>  <b><i>Parkham &amp; Buckland Brewer Primary Schools – Reviewed Autumn Term 2017</i></b></p>			
<ul style="list-style-type: none"> <li>• To describe the locality in general, especially with regards to key locations.</li> <li>• To describe the school geography in detail, especially with regards to key locations.</li> <li>• To identify key responders (and deputies) including the Incident Management Team.</li> <li>• To identify possible hazards and identify appropriate strategies for managing the response.</li> <li>• To identify potential triggers for plan activation.</li> <li>• To identify how the Incident Team will communicate with the extended school community.</li> <li>• To identify the immediate actions of the responders and school community.</li> <li>• To identify key locations relevant to the implementation of the plan.</li> <li>• To identify a training and exercise schedule.</li> <li>• To identify critical contact information.</li> <li>• To identify a plan audit and review process.</li> </ul>			
<b>Person responsible for updating plan:</b>		<b>Gina Finch (EHT)</b>	
<b>Critical School Contact information:</b> <i>(Name and 24 / 7 contact details).</i>		<b>Head teacher: Gina Finch</b> <b>Key-holder(s): All Teaching Staff</b> <b>Emergency point of contact:</b> G Finch      01409 281652    Mob: 07821478337 Bridget Urquhart    01237 451315    Mob: 07989618379 P.Priest      01237 451659    Mob: 07786 915147	
<b><u>Plan Activation</u></b>			
<b>The plan will be activated under the following circumstances.</b>		<ul style="list-style-type: none"> <li>• On activation of the fire alarm</li> <li>• On receipt of a telephone call by the emergency point of contact.</li> <li>• On being informed of a bomb threat.</li> <li>• On being informed of an external treat.</li> <li>• On being informed of an intruder within the school.</li> <li>• On being informed of a sudden illness in the school</li> <li>• On receipt of information that the head teacher considers the plan to be activated.</li> </ul>	
<b>Date of issue:</b>	<b>Dec 2017</b>	<b>Date of next review:</b>	<b>November 2018</b>
<b>Version Number:</b>	<b>Reviewed December 2018</b>		

<b>Number of staff employed at school</b>	<b>Parkham =10 BB = 11 +5 across federation</b>	<b>Number of pupils on roll</b>	<b>Parkham = 39+4 BB = 50+11</b>
<b>Are accurate names, addresses, and telephone numbers held for staff, governors and pupils?</b>	<b>Yes</b>	<b>Contact details last updated:</b>	<b>Annually or whenever a change</b>
<b>Who is responsible for updating the contact details?</b>	<b>Admin in both schools</b>		
<b>How will Parents be kept informed of school closures and re-openings?</b>	<b>Cascade details:</b> <b>Admin Staff will put an alert on school App, an website email parents-</b> <b>Local radio announcements</b>		
<b>The following addresses / contact details of important local institutions in the school neighbourhood:</b>	<b>Police Station:</b> <b>Central: 0990-777444</b> <b>Local: 01237 428009</b> <b>Fire and Rescue Station: 999</b> <b>Hospital / GP Surgery:</b> <b>Wooda: 01237 471071</b> <b>Northam: 01237 474994</b> <b>Other:</b>		
<b>Who holds copies of the Emergency Plan?</b>	<b>Staff and Governors</b>		
<b>Are contact details for contact details for outside agencies including the LA current and readily available?</b>	<b>Yes</b>		
<b>State the location of the following, it may be useful to attach a site plan to this plan:</b>			
<b>Water cut off valve:</b>	<b>Parkham : Class 1 under the sink area-?????</b> <b>BB: In the kitchen under the sink main cut off valve in road outside double gate at front of school</b>		
<b>Gas mains valve:</b>	<b>No gas in either village</b>		
<b>Electric meter:</b>	<b>Parkham: In the kitchen in the meter cupboard</b> <b>BB: Locked meter cupboard off the hall</b>		
<b>First incoming telephone point:</b>	<b>Main office at both schools</b>		
<b>What are the pre-planned arrangements for the following:</b>			

<b>Evacuation routes:</b>	<p><b>Evacuation routes through double gates off the playground onto the road @ Parkham</b></p> <p><b>Evacuation routes through gates off the playground onto the village hall footpath at back @ Buckland Brewer</b></p>
<b>Assembly points:</b>	<b>On the far side of the playground – by the main evacuation gate</b>
<b>Disabled evacuation routes:</b>	<b>Same routes as other children</b>
<b>Loss of premises:</b>	<p>Short term arrangements, 1 or 5 days:</p> <p>Parkham: Allardice Hall Linda Bird 01237 451579, Richard Brooke 01237 451996, Marion Attewell 01237 451812</p> <p>BB: Village Hall – if unable to have access to Village Hall Key – on emergency telephone: Steve Harding 01237451491 Dawn Dz 01237 451822, Roger Walter 01237 451132, Robin ? 01237 451230</p> <p>Long term arrangements, over 1 week:</p> <p>Attend school on other site, unless both premises are lost at same time</p>
<b>Loss of water supply:</b>	<p>Short term arrangements, 1 or 5 days: School closed</p> <p>Long term arrangements, over 1 week: School closed</p>
<b>Loss of electric supply:</b>	<p>Short term arrangements, 1 or 5 days: <b>Both Schools close if poor day light</b></p> <p>Long term arrangements, over 1 week:</p> <p><b>Pupils attend other school site in the Federation or use Village halls</b></p>
<b>Loss of gas supply:</b>	<p>Short term arrangements, 1 or 5 days: <b>N/A as no gas in the villages</b></p> <p>Long term arrangements, over 1 week:</p>
<p><b>Loss of Communications:</b></p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Examples may include; text messaging, Twitter, etc.</p> </div>	<p><b>School continues as normal if loss of telephone or internet – contact services involved urgently via mobile phones. Landline handset available in each school to connect directly with BT line if no electricity.</b></p>

<b>Deliberate act of violence:</b>	<b>Police called / Chair of Governors and LA contacted / Parents contacted by email/phone and or letter School closes</b>
<b>Bomb threat or act of terrorism:</b>	<b>Police called / Chair of Governors and LA contacted / Parents contacted by phone/email and or letter School closes</b>
<b>Death or serious injury at school or on excursion:</b>	Pupil: <b>Ambulance called , Parent contacted, Police, Chair of Governors, contact LA, update Riddor / Oshens system</b>  Staff or Governor: <b>Ambulance called, Police, Chair of Governors, contact LA, update Riddor / Oshens system</b>  Visitor or Parent: <b>Ambulance called , Police, Chair of Governors, contact LA</b>
<b>Large clusters of localised human to human viral infection – likely Epidemic</b>	<b>Parents contacted by email or letter Chair of Governors and LA contacted School closed</b>
<b>What are the pre-planned arrangements for the following Severe Weather events:</b>	
<b>Flooding:</b>	Go to <a href="http://www.environment-agency.gov.uk/floodline">www.environment-agency.gov.uk/floodline</a> to view the flood map for your area and access information and advice on writing a flood plan <b>Parents contacted by phone/email and /or letter/Mobile App/Local Radio Chair of Govs and LA contacted School closed</b>
<b>Heat wave:</b>	<b>Stay indoors and fans used to keep staff and pupils cool</b>
<b>Snow:</b>	Do you have sufficient supplies of salt: <b>Yes</b>  List the site pathways and areas requiring salting: <b>All pathways leading in to the school and playground area</b>
<b>Arrangements for the management of young people and staff involved in visits and off-site activities</b>	

<b>Off-site visits information</b>	24 hour access to information about off-site group's e.g. Evolve (web based) or paper information about the visit Emergency contact details for off-site staff and parents
<b>What processes are in place for continued learning during a prolonged emergency:</b>	
<b>Electronic teaching i.e. School learning platform:</b>	<b>Tasks on the school web site for pupils to access</b>
<b>Alternative school premises:</b>	<b>Federation schools to swap premises if necessary</b>
<b>Other sources:</b>	<b>Possible use of village halls</b>
<b>What are the pre-planned arrangements for safeguarding pupils and adults at risk during an emergency?</b>	
<b>Vulnerable Children</b>	<b>Same as other pupils - extra support by TA as and when needed</b>
<b>Pupils / Staff with Disabilities</b>	<b>Same as other pupils – extra support by TA as and when needed</b>
<b>Make an assessment below of any other identified potential emergencies or specific hazards which pose a particular risk to your school and plan how you will deal with incident arising from them:</b>	
<b>Emergency Hazard</b>	<b>Emergency Plan</b>

## Appendix 2

### Children and Young People's Services

**1. During Office hours contact the Business Support Team**

**Telephone: 01392 383369**

**Email: <mailto:cypsbusinesssupportcountyhall-mailbox@devon.gov.uk>**

**2. Office Hours (24-hours) contact the DCC Emergency Planning Team**

**Telephone: 07699 734637**

*Messages will be cascaded to Senior CYPs Officers support team.*

**2. School Closures can be reported by using the telephone contacts above or alternatively completing the details on line at:**

**Web address: [www.devonschoolclosures.info](http://www.devonschoolclosures.info)**

Then complete the on-line form by:

- Clicking on the link, [school closure form here](#)
- Enter the user name and password below,  
User Name:    **closure**  
  
Password:     **Educ808tion505**
- Enter the school DFES number and press '**submit form**'.
- Complete the closure information and press '**submit**'

**Ensure to keep User Name and Password details in a nominated and secure location**

The school closure information will automatically be updated on the DCC website.

PLEASE NOTE: You must remember to update the record manually when the circumstances changes.

## Appendix 3

### Useful Contacts

Please keep the checklist that follows in an accessible location within the school. Copies should also be available to members of the senior management team at home, in case of a school-based emergency out of hours.

Service	Name	Responsibility	Telephone No.
<b>DCC Emergency Planning Team</b>	<b>Control Centre</b>		<b>07699 734637 – 24 hours cover</b>
<b>*LA Support Team Coordinators</b>	<b>Business Resources Team</b>	<b>Strategic Support Officers</b>	<b>01392 383369</b>
<b>Devon Health &amp; Safety Service</b>	<b>Margaret Bullock</b>	<b>County Health and Safety Manager</b>	<b>01392 382027 07659 146024- 24 hour emergency cover - pager</b>
Insurance Services	David Doble	Insurance Manager	01392 382292
Customer Services Team	Alison Layton-Hill	Customer Services Manager	01392 383140
*Cleaning	Nick Richardson	Cleaning Contract Manager	01392 382870
*Grounds	Matthew Chapman	Grounds Manager	01392 382980
Legal Services	Simon Clarey	Solicitor	01392 382278
SCOMIS	Helpline desk		01392 385300
ICT	Helpline desk		<a href="tel:01392382222">01392 382222</a>
CYPS Finance	Nicky Allen	Principal Finance Manager	01392 383146
*CYPS Outdoor Education Adviser	Bryan Smith	Outdoor Education Adviser	01392 385212 07989 384856
*DCC HR Service – CYPS	Helen Crossfield	Personnel Officer	01392 686338 07980 594342
*DCC EPS Critical Incidents Team	Bea Blair-Smith	Principal Educational Psychologist	01392 686302
*CYPS Responsible Officer	Ray Beale	CYPS Emergencies	01392 382860
*CYPS Health & Safety Commissioning Officer	Melanie Wellard	Health, Safety & Wellbeing	01392 382873 07870 573065
*DCC Communications Service	David Hutchings	CYPS Communication Officer	01392 382594
*DCC Governor Services	Debbie Clapshaw	Manager - Governor Services	01392 383611 or 07973 799850
District Council Environmental Health	Contact local District Council	Environmental Protection	01392 265147
Health Authority Communicable diseases	Dr Mark Kealy	The Devon Health Protection Unit	01803 861833 or 01726 627881

\*denotes the LA Support Team

## Appendix 4

Sources of Further information

Health and Safety guidance, including information on dealing with [emergencies](#), is available from the 25

If this document has been printed please note that it may not be the most up-to-date version.

For current guidance please refer to Just4Schools. Version 5, Amended date: 10.06.2010

[Source](#) or **Devon Health and Safety Services** on 01392 382027 or by email to [Healthandsafety@devon.gov.uk](mailto:Healthandsafety@devon.gov.uk)

Head teachers / Governors in schools will be directly supported by their area H&S Adviser. If you are unsure on whom this is please contact the **Devon Health & Safety Services** and you will be notified of your H&S Adviser.

In addition, employee support and assistance is available from:

- **Wellbeing@Work:** 01392 383277 [wellbeingreferral@devon.gov.uk](mailto:wellbeingreferral@devon.gov.uk)
- **HR Helpdesk:** 01392 385555 [HR Helpdesk–Mailbox](#)
- **Schools Helpline** 01392 384567 [schoolspersonnelhelpline@devon.uk](mailto:schoolspersonnelhelpline@devon.uk)

Key DCC County/Directorate/Service Guidance:

- CYPS [Emergency Contact Arrangements](#)
- DCC [Emergency Planning](#)

**South West Grid for Learning (SWGfL)** Responsible for Internet Connectivity and Services for Merlin Support Desk: Tel No. 0845 3077870 or email [support@swgfl.org.uk](mailto:support@swgfl.org.uk)

**Severe Weather - Floods, hail, ice, snow** – extreme weather events could become more frequent and schools need to be prepared and ready to respond.

The following links provide helpful advice and guidance on preparing for these events.

[http://www.devon.gov.uk/winter\\_travel](http://www.devon.gov.uk/winter_travel)

<http://www.devon.gov.uk/extremeeventsconference>