



Emergency Plan for Brigg Primary School

Written: Autumn Term 2021

Review: Autumn Term 2024

(Adopted from the LA - amended to reflect school context)

1. Aims & Objectives

1.1 The aim of our School Emergency Plan is to mitigate the effects of any emergency on the school, staff and pupils, and the contributing objectives are to: -

- Prevent / minimise the loss of life and injury to pupils and staff.
- Alert relevant parties e.g. emergency services, the Council, parents and school Governors.
- Take control at the scene until the emergency services arrive.
- Minimise disruption to the normal daily routine of staff and pupils.
- Support staff, pupils and parents in the aftermath of an incident.
- Ensure effective working with the media.

3 Types of Emergency / Identification of Personal Risk

3.1 The word "emergency" may often be used interchangeably with that of "incident" or "disaster". It is important to consider the type of emergencies or incidents that may arise. Examples include:

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 vandalism of part of the school.
- Public health threats (e.g. meningitis).

Outside School:

- The death of a pupil or member of staff through natural causes or accidents. (Also see Bereavement Policy)
- A transport-related accident involving pupils and / or members of staff.
- A more widespread emergency in the community, for example, the release of hazardous substances, severe weather, flooding, etc.
- Death or injuries on school journeys or excursions.
- Civil disturbances and terrorism.
- Police Action taken against parents on or in the direct vicinity of the school.

3.2 In School Hours Emergency Closure - Roles & Responsibilities

3.2.1 The School Incident Manager will establish an **Incident Response Team** as quickly as possible without compromising the safety of pupils (if during school hours).

3.2.2 It is the school's responsibility to determine the appropriate level of response for an incident, to select the necessary roles to achieve this and to work with the Council if appropriate.

Role	Responsibilities	Personnel
Incident Manager	<ul style="list-style-type: none"> Consider the need to alert other colleagues and external agencies. Establish an Incident Response Team and allocate roles. Collate all relevant information relating to the emergency. Co-ordinate the emergency response strategy, liaising with relevant agencies, e.g. the emergency services, Council, School Governors as appropriate. Monitor the emergency response. Provide regular staff / team briefings. Authorise any additional expenditure 	Headteacher or in their absence the Deputy Headteacher/SLT

Deputy Incident Manager	<ul style="list-style-type: none"> Assists Incident Manager. Co-ordinates and manages staff in the Incident Response Team. Responsible for immediate information sharing. Monitors staff welfare and organises staff roster. 	Deputy Headteacher or in her absence the SLT
Parent Liaison Officer(s)	<ul style="list-style-type: none"> Advises parents and provides information. Provides point of contact. Arranges on site co-ordination of visiting parents. Maintains regular contact with parents where appropriate. 	Mrs Winter - social media communications updates Mrs Tebb - Text message / email system Class Dojo Other senior members of staff

Administrators	<ul style="list-style-type: none"> • Man telephone lines. • Help to collate information. • Relay incoming and outgoing messages by telephone, email, text, Class Dojo, fax, etc in a prompt manner. • Provide admin support to the Incident Manager and Deputy Incident Manager. • Maintain a master log of key events and decisions, including expenses incurred. 	School Office Staff Teaching Assistants
Communications Officer / Media Spokesperson	<ul style="list-style-type: none"> • Acts as point of contact for media enquiries. • Works with the Council's Media Liaison team to prepare media statements / interviews. • Assist with internal communications. 	Headteacher Chair of Governors/or Vice Chair Council's media team
Pupil safety and welfare	<ul style="list-style-type: none"> • Maintain supervision. • Ensure the safety and security of pupils. • Provide information and offer reassurance. • Monitor pupil's physical and psychological welfare. 	Teachers Aided by teaching assistants Managed by phase leaders
Custodian	<ul style="list-style-type: none"> • Ensure site security at all times. • Provide information about site facilities / layout as necessary. • Assist with access / egress to the school. 	Custodian / Business Manager
Liaison Officer	<ul style="list-style-type: none"> • To represent the school at appropriate meetings. • Communicate with colleagues at the school on a regular basis and receive updates / progress reports. • Relay information to and from the Council. 	Headteacher Deputy Headteacher/ Chair of Governors/or Vice Chair

3.2.3 The names and roles of those forming the Incident Response Team are circulated to all members of staff to minimise confusion and risk of duplication of tasks annually.

External Partners

Agency	Role & Responsibilities
Emergency Services	<ul style="list-style-type: none"> • Protect life and property. • Contain the incident and prevent further spread/ escalation. • Minimise damage to the environment.
Council	<ul style="list-style-type: none"> • Alerting the school where possible about any local emergency that may affect it e.g. flooding, toxic hazards (release of chemicals, gas leak, etc), serious transportation accident / disruption, major crime or civil disorder. • Providing a central point of contact at an appropriate location. • Sending officers to assist as necessary, e.g. at to the incident, the school, the hospital, etc. • Co-ordinating an overall media management strategy. • Providing a telephone help line facility at an appropriate location - e.g. for parents to call for information - to relieve pressure on the school. • Liaising with partner agencies, including other relevant local authority services. • Providing welfare and emotional support to staff, pupils and parents, e.g. through the Health Safety & Welfare Unit's counselling service.
Health Agencies e.g. Health Protection Agency, Clinical Commissioning Groups	<ul style="list-style-type: none"> • Monitor and investigate outbreaks of communicable diseases within the community. • Contain the incident and prevents / minimises further spread / escalation. • Provide specific health guidance and information.
Voluntary Groups e.g. Faith Groups	<ul style="list-style-type: none"> • Provide community and social support
Miscellaneous e.g. Health & Safety Executive, Foreign Embassies	<ul style="list-style-type: none"> • Relevant authorities may have a duty to investigate or advise on protocols

4. Communications

4.1 General

4.1.1 During the initial phase of the emergency response will be mainly by phone to avoid delay. Systems in place:

- 2 incoming telephone lines
- 7 outgoing telephone lines
- Scholar Pack text system - staff, parents, governors
- School website/ Class Dojo/ School App
- Staff mobile phones
- Loud hailer
- Radio stations
- Public address system

4.1.2 Where possible emergency calls should be logged detailing time, response given and any further action to be taken.

4.2 **Parents / Guardians**

4.2.1 Communication with parents is vital throughout to allay fears and to minimise disruption or panic. This information may include:

- What parents should do in the event that the school needs to close during school hours.
- Safe pick up point for parents collecting children.
- Phone numbers that parents can ring during an emergency.

4.2.2 To ensure that contact details are accurate parents / guardians should be asked to update these regularly, including lists of authorised personnel who can collect their children during an emergency.

5. **Media Management**

5.1 If necessary, the Council's Media Relations Team will be contacted.

5.2 Only the Incident Manager should handle media enquiries, as other people may not be in possession of the same information or latest facts. Any information that is released should be approved by relevant parties where necessary.

5.3 In the early stage all media statements agreed with the Council will be confined to the basic facts such as:

- Time and location of the incident.
- What the factual consequences have been ("two children (not named))

from this school have been taken to hospital following an incident in the playground involving a bicycle"). Avoid speculation as to the cause, who may be to blame or how it might have been avoided in the first place.

- Summary of the action being taken by the school (perhaps together with other agencies) to control the situation and / or mitigate the consequences.
- Counter any rumour / speculation that you are absolutely certain is untrue otherwise do not get drawn into a debate.
- Set a time for the next update.
- Media coverage should be monitored for accuracy and any inaccuracy should be swiftly rebutted.
- Such response must be rapid, accurate and meet media deadlines to ensure balanced media coverage.

5.4 Where it is accepted that the media will be present on site it is important to provide a segregated media reception area away from pupils, parents or staff that may have been caught up in the incident.

6. Incident Logging

Everyone involved in responding to the emergency should start and maintain a written log of their key actions as soon as possible. This should include any information and messages received, the source and the time and date. This may be required at a later stage or if an inquiry or investigation takes place.

A log of key events that staff can refer to between briefings should be kept.

7. Resources

7.1 Emergency Kit

Class list, mobile phones, first aid kit situated in each classroom and key points around school.

All classrooms have pupil lists - taken outside in emergencies.

Mobile phone and medical kit - Custodians office - taken outside by admin staff.

7.2 School Premises

7.2.1 In the event that the school building is unable to be occupied, then the Incident

Manager will liaise with the council to secure, where possible, alternative facilities. Provision is in place to use either the Vale Academy and/or St Mary's Academy

7.3 Finances

7.3.1 The Incident Manager in conjunction with the Children and Resources Committee will seek guidance and support from the Council if additional expenditure is needed. A written record of all expenditure will be kept.

8. After the Event

8.1 The effective management of an incident involves providing support after the event as well as during the initial response phase. This recovery timeline will vary and will focus on individual need for continuing support.

8.2 When the initial response is completed a structured debrief will provide an opportunity for everyone involved to review their actions, thus identifying what went well along with areas for improvement. Pupils, parents and staff should also be given additional opportunity to talk through their experiences either as a group or on an individual basis.

8.3 It will also be important to establish informal means of monitoring pupils and staff. Specific advice and support can be provided through the Council, for example, Educational Psychologists and Welfare Team.

8.4 It may be useful to consider the following timescales: -

- At the time of the incident.
- Within the first 24 - 72 hours.
- Within the first month.
- In the longer term.

Appendix 1

Out of Hours

Emergency School Closure - including Pandemic

In the event of a pandemic the school will follow the Emergency Planning Document.

- 1) School closure will only be considered in exceptional circumstances, where there are insufficient staff to supervise the children 1:35 minimum.
- 2) In the event of staff illness normal procedures should be followed eg. Telephone or text Mrs Spencer (07824 469213 / 01652 640588) at 7.15am or soon after. If this is not possible then contact Mrs Archer (07754 475669 / 01652 634766).
- 3) In the event of significant staff absence children will be vertically grouped and the usual supply teacher agencies contacted. Any activities that occur out of school hours may have to be cancelled if staff absence is at a critical level.
- 4) If a decision to close the school is made, details of school closure will be updated on the school website, and parents will receive a text/email alert and/or a message on the Class Dojo.
- 5) The situation, ie. staff pupil ratio, will be monitored daily by the leadership team and parents informed by letter at the end of the school day and by the school website and outdoor notice board.
- 6) The school office has up-to-date contact information in the event of a closure part way through the day.
- 7) There are three keyholders but in the event that all three are ill at the same time, arrangements have been made to hand on their keys to other members of the senior leadership team, who have been briefed on locking up procedures.
- 8) Posters reminding staff and pupils of hygiene practices are visible throughout the building. Antibacterial handwash and tissues are available in all areas. Cleaning staff have been asked to be thorough in their practice. Parents have received updated information.
- 9) The meeting room is available for any pupils who may need to be isolated.
- 10) Children who may need a prolonged period at home can access work via Google classroom, Class Dojo, school website.

- 11) If the School Catering Service is unable to provide meals then some children may need to be sent home at lunchtime. However, if school staffing levels are adequate children may be required to bring a packed lunch to school.

The Immediate Response: Specific Guidance on Sheltering and Evacuation

Shelter

Examples of when it may be appropriate to shelter in school buildings include a toxic release from an industrial site or a more direct threat from either an intruder on the school grounds or within the vicinity of the school. The term often used to describe this type of procedure is 'a lock-in'. Classroom doors can be locked from the inside.

It is advisable to have a recognisable signal to instigate lock-in procedures and it should be clearly distinguishable from the fire alarm / evacuation signal. Suitable signals include the use of a different ring pattern and tone for the school bell, a PA system, a hand bell or air horns. Lock-in procedures should ideally be practised from time to time so that staff and pupils are familiar with them.

Consider:

- Signal for commencing lock-in procedures - PA system 'Lock Down'.
- Call for assistance - 999.
- Staff should ensure pupils are moved into classrooms or safe areas.
- Lock doors, close windows and blinds. NB Outside doors should be locked during lesson times. Corridor doors should have the latch dropped.
- Keep pupils seated away from windows and doors. There may be circumstances when it is best to sit on the floor or under desks.
- No one should be allowed out of the classroom or safe area during a lock in procedure.
- Pupils should, where possible be engaged in a quiet activity or game and should be kept calm.
- Non-teaching staff should, where possible, assemble in a pre-designated room to form an Incident Response Team.
- If children are outside when the signal for a lock-in is given, teachers and supervisors should consider taking them into the

nearest hall or room that can be secured. If this is not possible, pupils may be asked to hide, disperse or take cover if this will ensure their safety.

- The need to communicate with teachers in classroom - Internal telephones may be used if it is safe to do so, 'runners' could be used for this task.
- Signal for giving the all clear - PA system 'All Clear'.

Action Cards

Emergency Response Action Card
Incident Manager

When Alerted	
<p><u>Attempt to clarify what has happened</u></p> <ul style="list-style-type: none"> • Name of caller and telephone number they can be contacted on • Nature of the incident, what has happened? • To whom? • Where? • When? • Numbers of those injured or affected • Location of those affected • Whether there is still a continuing danger or not • What has happened since? • Which emergency services are involved? 	
<p>Start a written log of all information received, relayed and actions taken.</p>	
<p>Alert the Council and determine who else needs to be informed of the incident, for example, Chairman of Governors.</p>	
<p>Establish an Incident Response Team. Consider the following roles</p> <ul style="list-style-type: none"> • Deputy Incident Manager • Liaison officer - Parents • Administrators • Communications & Media Spokesperson • Teachers • Facilities / Site Management 	
<p>During non-school hours, arrange for the school premises to be opened up if necessary.</p>	
<p>Arrange initial staff / team briefing.</p>	

Continuing the response....	
Continue to collate incident updates and all relevant information.	
Ensure that all decisions are communicated to relevant internal and external parties.	
Arrange further regular staff briefings as appropriate.	
Longer term	
Give people the opportunity to talk about their experiences.	
Conduct a debrief meeting.	
Monitor staff and pupils informally.	
Ensure that there are procedures in place for referring people to relevant agencies for further support.	
Continue to keep a record of continuing issues and actions.	
Advise any new staff of what has happened and potential effects so that they can be aware.	

**Emergency Response Action Card
Deputy Incident Manager**

When Alerted	
Start a written log of all information received, relayed and actions taken.	
Assist the Incident Manager in alerting colleagues and establishing the Incident Response Team.	
Help to alert all other staff of the incident.	
Continuing the response	
Ensure that all staff are aware of each other's incident response role & responsibilities.	
Assist the Incident Manager as required.	
Help to keep all staff regularly updated.	
Organise a staff roster and ensure that staff breaks are scheduled.	
Monitor staff responses and arrange support where necessary.	

Emergency Response Action Card Administrators

When Alerted	
Start incident log of information received, relayed and actions taken.	
At the School....	
Allocate telephone numbers for incoming calls <ul style="list-style-type: none"> • Parents Enquiries • Media Enquiries • External responding agencies • Council / School Governors 	
And designate phones for outgoing lines.	
Ensure that staff are aware of designated telephone numbers used above.	
Ensure that there is a stock of blank log sheets.	
Collate relevant information e.g. parent / next of kin contact details.	
Log all incoming and outgoing calls and ensure that messages and notes are passed to the Incident Manager and relevant staff promptly. Note <ul style="list-style-type: none"> • Date and time of call • Name of caller / person called • Organisation • Message • Response • Action Taken 	
Maintain a record of any costs incurred, for example, extra staff hours, refreshments, transport.	
Assist in recording details of visitors to the site and in providing means of identification.	
Assist the Incident Response Team as directed.	

Emergency Response Action Card Parents Liaison Officer(s)

When Alerted	
Start an incident log of information received, relayed and actions taken.	
At the School	
Obtain briefing by Incident Manager and agree information / briefing, possibly a prepared text, so that a consistent message is given out to all callers.	
Confirm contact details and be ready to act as first point of contact for incoming enquiries.	
Where appropriate, obtain and offer further contact numbers for support and additional information.	
Ensure that all incoming and outgoing calls are logged. Details to include: <ul style="list-style-type: none"> • Name of caller / person called • Time and date • Message received / given • Response • Further action taken. 	
Arrange a Meeting / Greeting Point on site for any parents & relatives visiting the school.	
Ensure that the names of all visitors are recorded.	
Make arrangements to ensure that parents / relatives are not left alone on site.	
Consider the need for additional support for visiting parents & relatives, for example, tea & coffee, Clergy.	
Where appropriate and if families give their consent, offer the contact numbers of other families involved in the crisis. <i>(Wherever possible, parents of all other children in the school should be warned that the school has experienced a crisis and that their child may be upset.)</i>	
Attend staff briefings and ensure that all information and briefings are updated regularly.	

**Emergency Response Card
Facilities Manager**

Actions	
Start incident log of all information received, relayed and actions taken.	
Check access and egress for visiting parents and consider any special instructions, which may need to be communicated.	
Liase with the Incident Manager and Media/Communications Officer to ensure that media are not being intrusive.	
Arrange a specific area for media briefings / visitors. Ensure there is sufficient segregation.	
If necessary, collate plans of school premises and relevant information regarding utilities.	
Ensure that all staff and visitors are wearing correct identification throughout their visit.	

**Emergency Response Action Card
Communications Officer**

Actions	
Start log of all information received, relayed and actions taken.	
Liase with the Council's Media Relation's Team and Incident Manager to agree media strategy. Offer media support of the Communications Unit to parents.	
Ensure that all relevant parties are aware of your contact details and provide first point of contact for all media enquiries.	
Make arrangements for regular internal communication to members of staff.	
Prepare briefing notes and media statements in conjunction with the Council's Media Relations Team and Incident Manager.	

BASIC INFORMATION
CONTROL OF MAJOR ACCIDENTS HAZARDS (COMAH)
REGULATIONS

COMAH - REGULATORY REQUIREMENTS

The COMAH Regulations 1999 and the amendments thereto, require site operators who process or store more than specified quantities of certain dangerous substance to provide public information on safety measures to people likely to be affected by a major accident occurring at their facilities.

COMAH is regulated by the 'competent authority', which in England and Wales, consists jointly of the Health and Safety Executive (HSE) and the Environment Agency. The authority is responsible for the inspection of major accident hazards and the investigation of major accidents

If a business handles, produces, uses stores or introduces, on any site any of the dangerous substances listed in the COMAH Regulations, in quantities equal to or exceeding the specified thresholds, it will need to comply with the legislation.

Dangerous substances include those that fall into the following categories;

- Toxic
- Oxidising
- Explosive
- Flammable
- Dangerous to the environment
- Some carcinogens

Named substances include;

- Ammonium nitrate
- Oxygen
- Hydrogen
- Formaldehyde
- Halogens
- Petroleum products

The regulations detail two thresholds, which are determined by the quantity of dangerous substances involved. These are;

- Lower Tier, and
- Top Tier

Operators of sites equal to or above the higher thresholds (Top Tier sites) will be subject to stricter controls than those equal to or above the lower thresholds (Lower Tier sites). The thresholds will vary depending on the substance concerned.

Operators of all COMAH sites, including both Top and Lower Tier sites are required to;

1. Notify the competent authority that the regulations are applicable to their site. Notification must be sent prior to the construction of an establishment. Any additional information must be sent to the competent authority prior to the start of the operation. They will need to include information regarding:

- the dangerous substance (s) present
- the activity or proposed activity of the installation; and
- elements of the immediate environment which are could cause a major accident or aggravate the consequences if one should occur

2. Take measures to prevent major accidents by undertaking a risk analysis to understand and predict:

- the circumstances that might lead to a major accident; and
- the potential consequences of such an accident

3. Formulate a Major Accident Prevention Policy detailing the aims, principles and processes etc applied in connection with the control of a major accident

3. Provide information on the steps taken to minimise the affect of an accident upon people and the environment

In addition Top Tier sites are required to submit a Safety Report to the competent authority on a regular basis and to review it if new facts or circumstances need to be taken into account. They are also required to prepare and test an On-site Emergency Plan. The plan should include

details of the arrangements to warn people on and off site and the emergency services. The information should also be provided to the appropriate local authority to allow them to develop an Off-site Emergency Plan.

In addition information should be supplied to local residents and business operators within an area determined by the competent authority.

SCHOOLS AND EMERGENCY PLANNING

There is a heightened awareness nationally of the need to be prepared for emergencies. The Government has distributed a booklet entitled 'Preparing for Emergencies' to all households, which includes references to schools and how they might be expected to be involved in such preparations. This includes the drawing up of a school emergency plan. Many schools will already have basic plans relating to some types of emergency, covering at the very least what to do in the event of a fire, but there is a clear need for schools to ensure that they can respond to a much wider range of possible emergency situations. Schools within reasonable proximity to First Tier COMAH sites should sensibly consider how they would respond should a major accident occur at such an establishment.

It is of course often impossible to plan precisely how you will deal with every emergency situation, each will have its own unique characteristics. However, it is the initial response that is often the most critical. Having a plan in place that clearly identifies the roles that staff, governors and others should assume, will serve to ensure that most situations can be dealt with in an orderly and controlled manner.

Roles, actions, responses and other vital issues are all addressed in the attached School's Emergency Planning document, which is intended to assist you in formulating your plan.

Review Date: November 2024 or as necessary