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Introduction

Parents trust schools to keep their children safe during the day. Thanks to the efforts of school staff and governors, schools normally remain a safe place for children. However, schools can become involved in a crisis at any time. Disasters are many and varied and include examples such as a flood or a fire, an accident or death on site or on a school trip, or an industrial accident such as a chemical spillage.

 Thankfully, serious incidents such as these are rare and will probably never happen in most schools, but it is vital to be prepared. Plans which deal with the consequences of very serious incidents will also help in dealing with the kind of smaller, routine (but nevertheless potentially distressing) emergencies that schools cope with on a regular basis.

Good crisis management can save lives. It can also prevent escalation, protect against legal action and enhance the school’s standing as a reliable and effective institution, giving confidence to staff, parents and pupils.

So why produce and maintain an emergency plan for your school?

It is generally accepted that it is good practice for schools to have an emergency plan. Both the Department for Education and Local Authorities advocate that schools should have an emergency plan. Furthermore, OFSTED denote that inspectors give particular priority to checking schools' procedures for safeguarding and keeping children and young people from harm and it is an expectation for schools to have a robust policy for dealing with emergencies.

It is not mandatory for Surrey schools to produce a plan, but represents best practice in emergency planning and supports a school in any defence of a potential legal action.

School emergency plans should cover the whole school site and all activities taking place there. Where schools share sites with other services, or hire out space to other organisations, it is important to involve these other parties in the planning process and make sure that all staff on-site are aware of the plan and how it affects them.

This guidance document has been produced to assist head teachers and governors both in developing an emergency plan and the process to engage in. It complements the emergency plan template that is a skeleton of a suitable and recommended emergency plan that aims to be as comprehensive as possible with the flexibility to adapt it for your school. You will notice that the template does not go into detail as to how to respond to every eventuality. Your plan should be able to cope with a range of potential emergencies and crises that may occur at any school which may include:

- Death or injury of a pupil or member of staff
- Violence and assault in school
- Destruction or vandalism of part of the school
- School fire, flood or explosion
- Chemical or toxic substance release
- The effects of disasters in the wider community
- Incidents on educational visits
- Epidemics

Should you already have an emergency plan, it is not a requirement to have it in the supporting template format, the template is there to assist schools who do not have anything in place or who want to do a considerable review of their emergency plan. Amendments to both the template and supporting guidance are highlighted in yellow for your consideration.

Surrey County Council, in partnership with a variety of other agencies, uses a system of integrated emergency management to respond to incidents in the County. For this purpose we ask that a copy of your up to date emergency plan is sent electronically to the Surrey County Council Emergency Management Team at Surrey County Councilemt@surreycc.gov.uk. Your document will be stored on our secure system.
Aim

The aim of this document is to give guidance to enable Surrey schools to provide a structured response to, and manage and coordinate an emergency, together with the actions to be taken to ensure continuity of service.

Objectives

The objectives of this guidance document are to provide:

- Advice on the types of emergency schools should prepare for and issues to consider when producing an emergency plan for your school
- Useful contact information
- Information and notes for use with the school emergency plan template to create an emergency plan for your school.

School support for external emergencies

You may want to give consideration as to what support the school could provide to an emergency response within the County, irrespective of whether the school is affected directly or not. For example you may have hard standing where emergency services vehicles could park, or a large field that a helicopter may be able to land in, you may be willing to open your school hall or canteen to members of the Area community who have been affected by an emergency. Individual school capabilities for supporting these services can be noted within the emergency.

Surrey County Council would not use your school as an emergency rest centre for evacuees of a major incident during term-time due to the level of disruption to pupils’ education. However during school holidays if those rest centres that are pre-designated sites are unsuitable Surrey County Council may consider using the school as a viable alternative. You should list key holders and their contact details within the plan and include key holders who are available during school holidays.

If your school needs to be used as a rest centre during school holidays, your Area Education Officer will contact you, via your list of 24-hour emergency contacts, and inform you of the situation. In the spirit of community cooperation a significant request for using the premises as a rest centre should be considered and discussed with the Area Education Officer.

The Emergency Plan Template – Explanatory Notes

The template is a skeleton. It has some notes written in blue aimed to assist you in entering your own information. When your plan is complete there should be no blue writing in your school emergency plan. The information contained within this document is relevant to the emergency plan template, but includes information and considerations that can be included into your emergency plan if you already have one in place.

Starting out

During the planning process it is important to involve staff if the plan is being written for the first time, this ensures that they support the plan and are able to put it into practice in the event of an emergency. The Department for Education advises that schools devote a staff meeting or part of a staff development session to develop the plan, and annually thereafter once the plan is complete.

A member of staff should be nominated to take responsibility for updating and reviewing the plan once it is in place.
Front page

Insert name of schools
Insert School logo should you wish
Insert page numbers
Fill in the table as suggested below

<table>
<thead>
<tr>
<th>VERSION - Insert version control here, ie. 1, 2, 3 etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to maintain appropriate version control of your plan, to ensure that all staff and external organisations have the most current plan. Furthermore, the plan should be reviewed annually to ensure accuracy of contact details and to incorporate any learning from exercises or real emergencies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Edition</th>
<th>Insert date of completion of plan e.g. September 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Review</td>
<td>Insert date by which plan to be reviewed, normally annually e.g. September 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location of grab bags</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert where there are grab bags within the school e.g. School office, Head teachers office, staff room, etc.</td>
</tr>
<tr>
<td>Consideration to where the grab bag(s) is located should be made; this is due to some sensitive information and some telephone numbers, such as the Surrey County Council Emergency Management Duty Officer number, that should not be released to the public.</td>
</tr>
<tr>
<td>Ensure grab bags are available in suitable locations should other ones be inaccessible during an emergency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person responsible for updating plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write who has the responsibility, perhaps delegated, for updating the plan to changes in staff/contact numbers and annual review e.g. Head teacher Mr/Mrs ..... or Bursar.</td>
</tr>
</tbody>
</table>

Contents page

Update the page as required

Internal Distribution List

Fill in the table as suggested below

<table>
<thead>
<tr>
<th>School Staff</th>
<th>No of copies</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the names of the staff who have been issued with a copy of the plan e.g. governors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All those with emergency responsibilities should hold an up-to-date copy of the emergency plan off-site.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is to assist with version control of your plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many copies have been given to this person? e.g. The head teacher may wish to have more than one copy, one for home, one at school for example.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic and/or paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
External Distribution List

Consideration to where the school plan is distributed should be made; this is due to telephone numbers, such as the Surrey County Council Emergency Management Duty Officer number, that should not be released to the public.

It is important that your emergency plan is stored securely and only viewed by relevant persons. It is advised not to upload this document onto your website.

Fill in the table as suggested below

<table>
<thead>
<tr>
<th>Organisation</th>
<th>No of copies</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the names of the organisations to which you have issued a copy of your plan. You should send your Area Education Officer and the Emergency Management Team a copy of your plan so that they are best placed to support you (<a href="mailto:sccemt@surreycc.gov.uk">sccemt@surreycc.gov.uk</a>). Other organisations may include external clubs that use your school and your buddy establishment(s).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 1: Introduction

No action required.

Section 2: School Information

This section includes practical information that may be requested in an emergency or that may be useful to your staff or other agencies to refer to in an emergency.

Insert details

- **School name:** (name)
- **Type of school:**
- **Headteacher:** (name)
- **Chair of Governors:** (name/s)
- **Approximate number of staff:**
- **Approximate number of pupils:** (registered pupils at school)
- **Age range:** (e.g. 11 to 18)

- **Buy back services:**
  - **Address:** (postal address)
  - **Telephone number:** (number)
  - **Fax number:** (number)
  - **Email address:** (address)
  - **Facebook page:** (address)
  - **Twitter:** (address)

Section 3: Emergencies in school

Section 3.1 of the emergency plan template provides a template for the person receiving notification of an incident to record vital information. The suggested headlines follow the recognised common model for passing information between services and their control room also referred to as (M)ETHANE. The person notified could be anyone including a caretaker, receptionist or head teacher so it is important that all staff are aware of this form and preferably have one to hand, such as near the telephone in the office.
Note: In the event of a fire in schools hours it is recommended to have a designated person to meet the arriving fire appliances to give them critical information – location of the incident, missing staff/pupils and their potential location in the building and school hazards such as oil tanks, chemicals. You might want to have a few maps of the building at hand to give to emergency services.

Section 3.2 of the emergency plan template describes the initial actions the lead co-ordinator, usually the Head teacher, may want to implement.

‘Stay Safe’ principles (Run, if you can’t run, Hide, Tell) give some simple actions to consider at an incident. Full guidance is contained on the NaCTSO website. Refer to the useful references section at the end of this document.

The list of suggested actions/considerations is not exhaustive and at all times the School Emergency Management Team (SEMT) should consider their response with the aim of returning the school to normality as quickly as possible.

Section 4: OPERATION DUKE; emergencies on educational visits

As well as preparing for emergencies that might occur at school, it is also sensible to consider incidents that may happen away from school on educational visits. Educational visits are any learning that is outside of the school grounds, whether this is within the area, day visits requiring transport and residential visits both in the UK and overseas.

Many of the general principles of emergency planning for schools set out on the previous pages and within the template apply the same to emergencies on educational visits. However, there are some additional points that must be noted and implemented with regards to the school's response to the incident, such as how to manage concerned parents arriving at the school for information for example.

Surrey County Council has a well-established scheme called ‘Operation Duke’ which is an emergency response scheme, used for offsite incidents. It provides a network of support for a group facing an emergency.

The visit organisers have a Party Leader who travels with the group and a nominated School Duty Officer such as a head teacher back at the school.

The Party Leader* will try to contact the School Duty Officer or the Surrey County Council Emergency Management Duty Officer if unavailable and should provide them with the following information:

*or other suitable person if Party leader unavailable.

Operation Duke Cards should be completed and made available to all members of staff on the trip. They can be downloaded from EVOLVE - Surrey County Council.

Section 4.2 of the emergency plan template provides a template for the person informing a member of their school team of an incident involving the group on the educational visit. The information on this form follows the information that would be asked by the Surrey County Council Emergency Management Team Duty Officer. Party leaders on the trip should take a copy of this form so that they are aware of what information they should be gathering to pass over to the school.

Advice for dealing with emergencies on educational visits is provided on the Council’s website (see the ‘useful references’ section). It applies in respect of those activities and the school emergency plan should be referenced against this document.
Section 4.3 of the emergency plan template describes the initial actions the school duty officer may want to implement.

**Section 5 School Emergency Management Team (SEMT)**

Section 5.1 of the emergency plan template identifies staff members who would be willing to take on an emergency response role for your school. The SEMT is responsible for coordinating the schools response to an emergency and is usually formed of senior staff. Identifying staff members who would be willing to take on these roles in advance will save time should disaster strike, and also ensures that the SEMT are trained in all the possible roles that they may be asked to take up in an emergency and that they are happy to perform these roles. The roles and responsibilities should be agreed and tested at the planning stage.

It may be useful for all those with emergency responsibilities to have an up-to-date copy of the emergency plan on their person and/or off-site.

The SEMT should consist of up to **six** senior staff to take on roles relating to overall co-ordination, welfare, communications and media management, continuity and recovery and premises and resources. Suggestions are included below:

- Lead coordinator: Head teacher/Deputy Head
- Welfare: Teacher
- Communications and Media Management: Teacher
- Continuity and Recovery: Business Manager/Bursar/IT Manager
- Premises and Resources: Teacher
- Administrative support: Receptionist/Administrator

Inclusion of a Governor should also be considered.

It is important to have flexibility in regards to who takes on which role, should the main senior staff be unavailable. Ideally all SEMT should be able to carry out any of the roles for added resilience. It is also useful have additional staff who are familiar with the SEMT roles in case required. These staff may be identified as primary and secondary SEMT members.

In some smaller schools, it may not be possible to nominate a full SEMT as the head teacher or nominee, with the support of any office staff and the caretaker, may take on most or all of the roles of the team. In these circumstances, it is particularly important that whoever is dealing with the incident calls for support from Surrey County Council as soon as possible, through the Area Education Officer or, if unavailable, using the Surrey County Council Emergency Management Team Duty Officer number.

A list of key suggested actions has been put together and can be found in action card 1 and 2.

**Insert staff details**

**Section 5.2 of the emergency plan template refers to the SEMT co-ordination room. This is a place where the SEMT will meet to deal with the emergency at hand. When thinking of a co-ordination room consider a place that enables you to work effectively. For example, an office space with room for all the team, computer, laptop points, web access, telephone points. It is recommended that you also identify a location that is not within the school, such as at your buddy establishment(s).**

**Fill in the table as suggested below**

<table>
<thead>
<tr>
<th>Location</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Location</td>
<td>e.g. Headteachers office</td>
</tr>
<tr>
<td>2nd Location</td>
<td>e.g. School media room</td>
</tr>
<tr>
<td>Off-site</td>
<td>e.g. Buddy establishment</td>
</tr>
</tbody>
</table>
Section 5.3 of the emergency plan template refers to the need to produce a school grab bag to be used in an emergency. The grab bag’s primary use is during a school evacuation and as the emergency services do not allow you to re-enter the school, the bag should contain any items required to deal with the response.

Schools may wish to hold more than one grab bag and keep them in separate locations in case access is not easily available. The bag(s) should be in a place with ease of access and relevant staff should be aware of its location. However, due to the sensitive nature of the information contained within the plan such as the Surrey County Council Emergency Management Team Duty Officer number, you might want to refrain storing the grab bag(s) in a public place.

In order to be able to contact relevant next-of-kin lists for pupils and colleagues in an emergency, you might want to consider storing their details on a password protected memory stick and keep this memory stick in the grab bag(s). Note that a laptop or access to a computer would be needed. A paper copy could also be securely stored off-site such as at your buddy establishments.

You may also wish to consider obtaining parental permission to hold a named thumbnail photograph of each child. This was one of the recommendations made by police after the Dunblane tragedy. The police felt that if photographs had been available, they could have been able to inform parents much earlier about whether or not their children were involved.

The content of the grab bag(s) should be reviewed regularly to ensure it is up to date. Items to consider are:

- Laminated instruction cards / Instruction sheets – Roles and Responsibilities
- Up to date copy of your school Emergency Plan
- Additional incident log sheets
- Memory stick / External hard drive with plans etc
- Laminated site / floor plans
- Notebook, pens and paper and / or voice recorder (Policy decisions)
- First Aid kit(s) – fit for major incident and sun cream
- Staff lists – contact details list etc
- Parent/carer contacts list for pupils
- Emergency foil blankets
- Dust masks
- Baby wipes
- Chocolate / glucose tablets
- Bottled water
- Battery operated torches and radios, spare batteries (Consider wind up versions)
- Dedicated mobile phone
- Charger units for phones / radios
- Cash / phone cards
- Glow sticks
- High visibility jackets for SEMT members (one a different colour to identify team leader or denoted as such)
- Cordon tape
- Suspect item signs
- Megaphone
- Whistle
- Master keys (in a sealed / tagged bag)
- Surrey A-Z Map

Edit the suggested list to suit your needs

Section 5.4 of the emergency plan template describes what additional support some organisations may be able to provide. Support should be accessed via your Area Education Officer or Area Schools Officer or if unavailable via Surrey County Council’s Emergency Management Team Duty Officer.

Add any other organisations which you think might be able to help
Section 6: Key contacts

This section is a repository of key contact details that may be of use during an emergency or business continuity incident and should be updated in response to changes and reviewed annually.

The plan needs to include contact details for:

- Key holder and other staff contact numbers e.g. school duty officer, head teacher, deputy head, caretaker, first aid officers, etc.
- Details of any telephone cascade arrangements
- Details of extended services such as the caretaker for when the school is closed
- Contact list for outside agencies, including Surrey County Council contact numbers and others who can provide support. Your first point of contact in an emergency should be your Area Education Officer
- Their contact details are regularly made available through newsletters to the school. If you cannot make contact with your Area Education Officer you should contact the Surrey County Council Emergency Management Duty Officer. Their 24/7 number can be obtained by contacting the Emergency Management Team in hours on 02085419160. Both the Area Education Officer and Surrey County Council Emergency Management Team Duty Officer numbers are for emergency use and should not be released to the public, press or parents.
- Specific contacts for maintenance, utilities, transport provider, insurance, etc
- For business continuity purposes include details of suppliers and other key third party dependencies.

Insert relevant contact details

Section 7: School activity and related emergency arrangements

A school emergency plan should cover the whole school site and all the activities that take place there, including extended services after the end of the normal school day. Where a school shares a site with another service, or have other organisations on the premises, you may want to involve those in the planning process. All staff using the site, whether employed by the school or not, need to be given a copy of your plan, aware of the arrangements and how it affects them.

This section should be used to record any additional activities taking place within the school site and separate emergency procedures if applicable (e.g. Sure Start, play schemes, after-school clubs etc). This type of information may be requested in an emergency or may be useful to your staff or other agencies to refer to in an emergency.

- Extra-curricular activities: insert details of activities or children’s centres held by the school for pupils operating out of the core school hours. Include information such as activity type, times, days, activity contact name and telephone. e.g. After-School Club, every weekday from 15:30 – 17:15 Contact name: ABC, telephone 1234567
- External Clubs: insert details of external clubs that use or hire the school facilities. Include information such as activity type, times, days, activity contact name and telephone.
- Additional notes: insert details of schools’ special particulars for example outdoor swimming pool or on-site crèche/nursery.

You might want to consider the need to add other considerations to the action lists in action card 1 and 2, to ensure that these procedures are integrated into the school’s emergency response, e.g. emergencies during the day that may affect an after school club, the school will need to ensure that the leader of club is informed.

Insert details
Section 8: Stand-down and Recovery

This section includes a list of some of the considerations required during the stand-down and recovery phases.

There are two recognised forms of debriefing which can be valuable in dealing with the aftermath of an incident. These are:

- Psychological debriefing (also known as critical incident stress debriefing) - a useful way of helping people to come to terms with an incident, carried out by a trained specialist. Advice around this debriefing method is available from 4S and the School’s Psychology Service; and

- Structured debriefing - concentrates on learning lessons which will help the school improve plans and procedures to deal more effectively with an incident in the future. Surrey County Council also would want to learn lessons from the event and amend plans accordingly. Advice in this matter can be accessed through the Surrey County Council Area Education Officer or the Emergency Management Team.

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process. Headteachers should work with their Area Education Officer to develop a recovery plan for the school. A range of support will continue to be available from across Surrey County Council. This support should be accessed through the school’s Area Education Officer.

If a traumatic incident e.g. involving the death of a pupil, a plan will need to be created to ensure the emotional needs of the school community are acknowledged. Post-incident care is aimed at helping individuals to understand their feelings following an emergency and to identify sources of future support. The overall aim of the support is to help people in a way that will reduce the possibility of the development of post-traumatic stress disorder.

Support is available from a range of sources, such as 4S, for school staff in their direct dealings with affected individuals. A counselling service for staff is available via a contract organised through 4S which your school may have to pay for. This support offers people structured opportunities over a specified timescale, to talk about an incident in a supportive atmosphere, receive feedback and validation of their own feelings and help to come to terms with these.

Your relevant Area Education Officer should also be involved as they will be able to coordinate Area Authority support across a range of welfare and support services.

Staff in schools can help by being aware of the most frequent and normal reactions of children to death (fear, guilt, anger, confusion) and other normal reactions that may be seen (such as withdrawal, aggression, nervousness, depression).

Staff play an important role in supporting both pupils and other staff as they recover from a traumatic incident. However, it is important to remember that staff should not be expected to perform a counselling role unless they are trained to do so.

Despite the situation, staff must avoid actions that may be misinterpreted. Physical contact and one-to-one meetings may later be represented as inappropriate. The presence of witnesses and contemporaneous logs of actions, where practicable, will minimise the risk of misinterpretation.

Remember to consult with and involve parents in the aftermath of an incident. It is particularly important to communicate with parents of pupils who have been involved, and ensure that their needs and wishes are taken into account.

School assembly’s can be a good opportunity to engage with pupils and educational psychologists may be able to offer support. Memorials can also be a positive way for individuals to commemorate the deceased and consideration should be made for the longer as well as immediate term.
There may be formal inquiries or even police investigations into the incident, which may continue for some time and require the cooperation and support of school staff, pupils and parents.

Further information on ‘breaking the news’, ‘longer term considerations’ and ‘preparing for the death of a member of the school community’ can be found within the “planning for, and responding to, traumatic incidents” guidance document issued in Spring 2016.

Section 9: Training and Exercising

This section describes your training and exercise arrangements to validate the school emergency plan, using the suggested training and exercise schedule below. The schedule separates different training and exercise activities that should be considered over the course of two years since the production of the emergency plan.

Note that the plan should be reviewed annually from the date of production to ensure the accuracy of contact details and to incorporate any updates following learning from exercises or emergencies.

Much of the training / awareness raising can be done in 1-2 hours or less which could take place during staff meetings, part of an inset day, governors meetings, school assembly or individual classes.

Training should include elements such as:

- Required actions when carrying out an allocated role
- Emergency management structure
- Recognising capabilities of responders such as the County Council’s services
- Location to report to in an emergency event

Below is a suggested list of those groups that may require training/awareness of the emergency arrangements.

- **School Emergency Management Team**
  Training of the SEMT ensures that staff members who have a role in the response are aware of the plan and are comfortable with the roles they may be asked to perform in an emergency. Practice drills will give them increased confidence as to their potential roles and the procedures.

- **Staff/Governors**
  Training of the remaining general staff and / or governors ensures that they are aware of the existence of the emergency plan procedures, enabling them to respond effectively to an emergency.

- **Pupils**
  Involving pupils in the emergency planning process and exercises can link into their wider education. It is also important that pupils know what do if an emergency happens during school time. They need to be familiar with the different drills, which will ensure that in a real event these can be implemented swiftly and effectively e.g. Fire drills are frequently exercised however the later stage should the building be on fire is not tested, such as pupils being aware that should that happen they would walk to your buddy establishment.

- **Parents**
  Your school could consider briefing parents. Informing parents of the existence of an emergency plan may help prevent the school being overwhelmed by calls/visits from parents in an emergency which may hinder the emergency response and furthermore will reassure them that the school is well placed and prepared to care for their child in an emergency. Also, communicating with parents may provide an opportunity for you to inform them of any specific actions they could take in an emergency to assist rather than hinder the process.
This communication could be done through school newsletter, emergency planning section on your website, information distributed at parent evenings, information sent home with pupils, by letter or include information into your school prospectus.

Information that would be useful to include in your communication is:
- Why your school is providing the information
- What the school would be doing in the event of an emergency (e.g. ensuring pupil safety, cooperating with emergency services, and taking pupils to point of safety such as buddy establishment).
- What parents should do if they hear about an emergency relating to the school e.g. await information and not come to the school site
- How parents can inform you of changes to their contact details

Furthermore school emergency planning could be incorporated into a school/class project that identifies surrounding area risks and safety. It is worth giving some thought to how the topics of loss, bereavement, risks/safety and change could be incorporated into the curriculum. Use can be made of Personal, Social, Health and Economic (PSHE), citizenship and circle time. Schools where these topics are discussed openly, and treated as normal life events, are likely to find it easier to cope when a difficult or tragic incident occurs. Advice and support is available via Babcock 4S and you relevant Area Education Officer/Area School Officer.

Section nine also refers to an exercise programme in order to maintain the plan’s currency and validity. Exercises serve to reinforce training and to give staff and pupils confidence that they have the skills and knowledge necessary for responding to an emergency.

Exercise participants should have already been trained and have an awareness of their roles and be comfortable with them before being subject to an exercise. Exercises are intended to test procedures and not people, and should help to make participants feel more comfortable with their roles.

Exercise purposes:
- Plan validation
- Confirm staff capabilities and to give them practise within their roles
- Test well-established procedures

Most exercises will contain elements of all three purposes. Some elements may not be validated through exercise;
- The contact lists
- The activation process
- Communications equipment
- Setting-up procedures
- Information management

Exercises you undertake can be ‘tabletop’ or ‘live’, depending on who is going participate and how much of the plan is going to be tested.

- **Tabletop exercise**
  Useful to validate your plan effectively and easily by running the exercise in a single room or two, should you wish to simulate real divisions such as different school buildings/sites. The tabletop involves participants to test how the plan works whilst working through a realistic scenario as it unfolds. The number of participants is limited but is most useful as an exercise for the SEMT.

- **Live exercise**
  Involves physically acting out the response to a scenario and is important to ensure staff, pupils and the SEMT are able to respond effectively. Requires a greater deal of coordination however does not need to be complicated – a fire drill is essentially a live exercise and these are done regularly. You could conduct a live evacuation exercise to your buddy establishment.
A post-exercise report should be produced drawing upon the debriefing of the exercise and written feedback from the participants, including pupils if involved. The report should include lessons learnt and recommendations for improving the plan.

The Emergency Management Team together with your relevant Area Education Officer/Area School Officer will offer training events for headteachers, governors and school staff subject to demand.

Should you want any material or advice as to how to undertake a tabletop or live exercise to test your plan, please contact your Area Education Officer/Area School Officer or the Emergency Management Team. In addition to this, Surrey County Council Emergency Management Team can develop a bespoke solution for you. The team provides advice, planning, training and exercising support to devise and validate resilience arrangements against recognised industry and good practice standards. It can also deliver realistic, emergency, desktop exercise scenarios based on our team’s substantial, direct experience of supporting schools when incidents occur. Contact Surrey County Council Emergency Management Team by email at Surrey County Council/emt@surreycc.gov.uk to find out more information and to determine an accurate price based on your school’s specific needs. This cost is based on a recovery of officer time.

Advice, guidance and practical resources for training and exercising your emergency plan can be found at www.schoolemergencies.co.uk.

Action card 1: Establishing the Response

This section lists some of the actions that may be required by staff to implement the response to the emergency under the following categories:

- Welfare
- Communications
- Media Management
- Resources
- Business Continuity

The list of suggested actions/considerations is not exhaustive and at all times the School Emergency Management Team (SEMT) should consider their response with the aim of returning the school to normality as quickly as possible.

Add any other actions which you feel are relevant

Action card 2: Ongoing Response

This section lists some of the actions that may be required by staff during the ongoing response to the emergency under the following categories:

- Welfare
- Communications
- Media Management
- Resources
- Business Continuity

The list of suggested actions/considerations is not exhaustive and at all times the School Emergency Management Team (SEMT) should consider their response with the aim of returning the school to normality as quickly as possible.

When the snow hit in January 2010 many schools did not have any staff members that could get into the school and so realised that they did not have adequate remote access to important systems to give out messages to staff, parents and pupils. For example:

- Amending the school website
• Changing the school’s answer phone message to inform of closure and what steps parents should take
• Access to text alert systems

Wherever possible, all relevant systems should be set up so that at least 2 members of staff are able to remotely access and update/amend systems.

Add any other actions which you feel are relevant

Action card 3: OPERATION DUKE Implementation

This section of the emergency plan template contains a list of suggested actions (not an exhaustive list) and at all times the school duty officer should continue to consider its response with the aim of returning the school to normality as quickly as possible. Incident circumstances, such as its scale, will determine the response provided by the school and the level of involvement required from Surrey County Council.

Action card 4: Evacuation

An evacuation is to move people away from a real or potential danger to a safe place. This may be evacuating to another area of the school building or an evacuation of the whole site. You may have your routine assembly point that is identified for fire evacuations, however other types of incident, such as a bomb threat, will require an assembly point that is much further away from the building. If you can, identify a secondary assembly point for bomb threats, if you cannot identify a location it will have to be dealt with proactively during the emergency.

Care should be taken that there are no secondary hazards at the assembly point.

If evacuating to another area of the building you might want to identify protected spaces in permanent structures as these may offer the best protection against blast, flying glass and other fragments. They may also offer the best protection, for example, when the location of the possible bomb, is unknown. Protected spaces should be located:

• In areas surrounded by full-height masonry walls e.g. internal corridors, toilet areas or conference rooms with doors opening inwards.
• Away from windows and external walls.
• Away from stairwells or areas with access to lift shafts where these open at ground level onto the street, because blast can travel up them. If, however, the stair and lift cores are entirely enclosed, they could make good protected spaces.
• Avoiding ground floor or first floor if possible.
• In an area with enough space to contain the occupants

Consideration should be given to those children who might require additional assistance during an evacuation. This information should be contained within a Personal Emergency Evacuation Plan.

Insert details as appropriate

Pre-identified buddy establishment(s)
A buddy establishment is any identified building nearby where pupils and staff can be taken if unable to return to the school for some time. This can be a school or other establishment i.e. a school, village hall, church hall or hotel.

It may be wise to identify at least two buddy establishments as one could be affected by the same emergency that is affecting your school, thus rendering it unusable. It is also important to include buildings outside of a 400 metre cordon around your school as this is a cordon size which may be implemented by the emergency services for various reasons, i.e. unexploded bomb found in the vicinity requiring evacuation of the surrounding area. Or if your school has considerably more pupils than your buddy establishment can cater for it may be necessary to split the pupils into different buddy establishments.
Ensure that you have discussed the arrangements with your buddy establishment so that they are aware of your agreement, which may be a reciprocal agreement. Use the table contained within the template to record key details such as contact name and number, facilities on-site, etc.

Fill in the table as suggested below

<table>
<thead>
<tr>
<th>Name &amp; Address of establishment</th>
<th>Contact name &amp; number</th>
<th>Arrangements for getting pupils there and estimated travel time</th>
<th>Facilities / resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Town Hall, Town Lane, WRK 5LP</td>
<td></td>
<td>Walk there possible? Routes taking into account potential road closures</td>
<td></td>
</tr>
<tr>
<td>e.g. St Michaels School, School lane</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action card 5: Lockdown**

Lockdown procedures should be initiated to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school).
- An intruder on the school site (with the potential to pose a risk to staff and pupils).
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc) or chemical, biological or radiological contaminants.
- A major fire in the vicinity of the school.
- The close proximity of a dangerous dog roaming loose.

In a partial lockdown staff and pupils should remain in the school building and all doors leading outside should be locked. No one should be allowed to enter or leave the building; however teaching and work can continue as usual. This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

A full lockdown signifies an immediate threat to the school and may be an escalation of a partial lockdown. The aim of a full lockdown is for the school and its rooms to appear empty.

This section outlines the actions to be taken.

Use this section to insert details regarding:

- Different warning signals. Some schools’ alarms systems can be set to sound the normal fire bell noise and also a separate pulsating signal to signal shelter in place. If your alarm does not have this capability then an air horn or manual bell could be used to notify staff of shelter in place protocols.
- Agreed lines of communication. Examples of discreet communication channels might be:
  - Where staff have access to an internal e-mail system, they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means eg laptop, smartphone or tablet.
  - Where a school uses ‘Parentmail’ then staff could be put into a defined user group. This could then be used to communicate instructions via text message in an emergency.

Further information on ‘lockdown’ can be found within the “lockdown procedures” guidance document issued during the summer 2016.
Action card 6: Bomb threat prompt card for reception staff

There have been a couple of examples in Surrey of bomb threats aimed at schools. Although bomb threats usually turn out to be hoaxes they must always be taken seriously and therefore should be reported to the police. Reception / switchboard staff should know what questions to ask if they take a call of this nature, and also what elements to look out for from the caller.

The bomb threat prompt card gives questions to ask and reception staff should be familiar with this information and preferably have a copy to hand near the telephone.

In the event of a bomb threat elsewhere (e.g. London) the Area Education Officer will provide information to the schools and liaise with them concerning the implications for school trips and the school establishment.

Action card 7: Closing the school

This section describes the policy and associated arrangements related to school closure, both before the start of the school day and during the school day.

There is the expectation that schools will remain open in all but the most extreme circumstances.

The decision to close the school lies with the head teacher – this applies whether the cause occurs overnight or during the school day. This decision can be made in consultation with your Area Education Officer/Area School Officer and the Chair of Governors.

Parents can be informed of closures on Surrey County Council's website. These systems supplement but do not replace any existing processes for informing parents about emergency closures.

Each school should have an early dismissal procedure in place that requires only custodial parents or other designated individuals to check pupils out of school.

Use this section of the plan to give a brief overview of:
- Early dismissal procedures and ensuring pupil safety
- System in place to log movements of pupils, including name of person if collecting the pupil, time and date.
- Efficient methods and the procedures for communicating the closure to relevant parties e.g. School website and Surrey County Council website, School switchboard / answer phones, Telephone cascade via parents, and local Radio
- Procedures for caring for pupils whose parents cannot be contacted or who cannot make their own way home, or if there is not adequate time to send pupils home. (This may involve using a buddy establishment)

Action card 8: Managing a disease outbreak (pandemic flu, norovirus, etc.)

This section of the plan should be used to explain your school procedures for dealing with a disease outbreak such as a pandemic flu or norovirus outbreak.

The risk of a human influenza pandemic is distinct from seasonal flu (i.e. standard flu, the type which affects the population as a matter of course, and which occurs every year during the winter). Nor is it avian influenza (bird flu).

In a pandemic guidance on widespread school closures will be issued by central government and passed to schools via Surrey County Council. However the final decision to close will still rest with the head teacher. It’s unlikely that sixth form and further education colleges would be advised to close.
Norovirus, also known as winter vomiting disease, causes gastroenteritis and is highly infectious. The virus is easily transmitted through contact with infected individuals from one person to another.

Outbreaks are common in semi-enclosed environments such as hospitals, nursing homes, schools and cruise ships and can also occur in restaurants and hotels.

If your school is closing you should inform your Area Education Officer including informing how many pupils are affected. Other situations where you may decide to close your school may be if a significant number of staff are absent due to sickness or if you have a large number of particularly vulnerable pupils.

Staff would generally still be expected to work if able to do so, even if the school was closed to pupils.

It could include:

- Who takes the decision to close the school
- Who will inform Surrey County Council of closure
- Procedures for dealing with a child who shows symptoms of pandemic influenza/ norovirus at school (isolate them from other pupils and arrange for them to be taken home)
- Outline systems to minimise the spread of infection if the school stays open during a pandemic (e.g. hand-washing, disposal of tissues)
- Outline procedures / plans to continue the education of pupils remotely (e.g. work supplied via Fronter / Virtual Learning Environment)
- The critical level of staff absenteeism resulting in required school closure.

Appendix 1: School site plan(s)

Use this section to give as much information about the school site as possible, including maps of the site and useful details. If there are several pages and different maps within this section it may be sensible to have a list of their order here as a sub-contents page.

Things to consider including on the maps are:

- Cut-off valves and switches for gas, water and electricity
- Master switches and local stopcocks
- Information on the drainage system
- Location of fire (or intruder) alarm system reset box (Details on how to operate and access the switches and alarm reset to be explained in Appendix 3: Facilities List)
- Location of grab bag(s) in the school
- Fire hydrants/extinguishers
- Emergency exits
- Other escape routes for trapped person (e.g. ground floor windows)
- First aid equipment
- Alternative access points in case of road closure, and emergency access to the school buildings

You may want to include a separate map identifying potential room allocations in the event of an emergency. e.g. family meet and greet area, media rendezvous point.

Appendix 2: School Hazard Assessment and Locality Map

Use this section to describe the specific hazards that may affect your school, such as the proximity to an industrial site, river or major road, and the actions that would need to be taken in case of emergency involving these hazards. You might also want to highlight those specific hazards on a map. This information could be used to inform emergency services arriving at your school. Hidden hazards in the area should also be considered: for example surface water flooding, underground pipelines and flight paths.
This should include information about:
- The location of chemical stores and any radioactive materials stored on site
- Details of where information on hazardous chemicals is stored (e.g. CLEAPPS guidance if relevant)
- Details of hazards such as asbestos in the fabric of the buildings, if known
- Boiler room, oil tanks and other fuel storage arrangements

For example, the school should identify through the Environment Agency (EA) website, whether they are in a flood risk area. If so, the school should sign up to receive EA flood warnings. If your site is prone to flooding or flash-flooding, you should identify the most likely safe evacuation routes within action card 4 of the template. Measures you could take to reduce damage to property, such as storing equipment off the ground could be detailed in appendix 2.

Suggested map(s) marking:
- Nearby industrial facilities, power lines etc which may pose a hazard to the school
- Rivers or streams that pose a flooding risk to the school.
- Location of buddy establishment(s) that could be used

If there are several pages and different maps within this section it may be sensible to have a list of their order here as a sub-contents page.

Add map with relevant markings
Fill in the table as suggested below

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Location</th>
<th>Description (Type/quantity)</th>
<th>Mitigation measures (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flammable materials</td>
<td>Caretakers cupboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toxic materials</td>
<td>Science store</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asbestos reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuel storage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radioactive material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemicals</td>
<td>Science store</td>
<td>Dry acid, contains sodium hydrogen sulphate</td>
<td></td>
</tr>
<tr>
<td>Chemicals</td>
<td>Groundmans store adjacent to sports hall</td>
<td>Weed killer, contains glucosade</td>
<td></td>
</tr>
<tr>
<td>Free standing gas/compressed air cylinders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garaged vehicles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paint/chemical cupboards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boiler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>River Wey</td>
<td>North of the school grounds</td>
<td></td>
<td>Lift equipment in the entrance area off the ground</td>
</tr>
</tbody>
</table>

Appendix 3: Facilities list

Use this section to list the location, quantity and types of facilities available to your school. If there are several pages and different tables within this section it may be sensible to have a list of their order here as a sub-contents page.

This section should include:
Explanatory notes for how to access and operate switches, for example if gas off switch is behind a locked door where are the keys kept and which way is the valve turned to shut off the supply?

Fire extinguisher equipment
Electronic equipment

Knowing where your resources and facilities are kept and how to access certain cut-off valves for utilities will facilitate action in an emergency.

Fill in the table as suggested below

<table>
<thead>
<tr>
<th>Facility</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grab bag(s)</td>
<td>1 x school office 1 x headteachers office</td>
<td></td>
</tr>
<tr>
<td>Keys to buildings</td>
<td>Headteacher, Deputy Head Caretaker</td>
<td>Which keys, master key?</td>
</tr>
<tr>
<td>Keys to gates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next-of-kin contact lists for pupils and staff</td>
<td>1x grab bag 1x headteachers office</td>
<td></td>
</tr>
<tr>
<td>First aid kits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spillage clean up equipment/disinfectant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protective clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fire Controlling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire hydrant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire extinguishers</td>
<td>In each classroom 10 x water 2 x dry powder</td>
<td></td>
</tr>
<tr>
<td>Fire exits</td>
<td>See school map appendix 1</td>
<td></td>
</tr>
<tr>
<td>Fire alarm/Fire control board</td>
<td>Control box in school office Who trained to reset it</td>
<td></td>
</tr>
<tr>
<td>Lifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shut off switches</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas shut off</td>
<td>Behind corridor door, key? Mode of operation</td>
<td></td>
</tr>
<tr>
<td>Electricity shut off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water shut off</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electronic equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landline phones</td>
<td>6 x school office,</td>
<td></td>
</tr>
<tr>
<td>School mobiles</td>
<td>1 x headteacher, 1x grab bag, 1x school office</td>
<td></td>
</tr>
<tr>
<td>Radios</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>3 x school office Has next of kin contacts list</td>
<td></td>
</tr>
<tr>
<td>Laptop</td>
<td>1 x headteacher Has next of kin contacts list</td>
<td></td>
</tr>
<tr>
<td>Fax machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appendix 4: Incident Log**

This appendix provides the key considerations when log keeping.

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or response to the incident is lost. Records may also be in the form of a recording made via CCTV, telephone or answer machine.

Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received and tasks carried out. In an emergency things happen very quickly and it’s unlikely that you will remember all the people you spoke with and actions you took unless you write it all down.
It may be useful to have a designated log keeper who will maintain a record of events and record decisions made at meetings of the SEMT.

While it is recommended to use a hardback notebook to prevent pages being easily discarded, a suggested template has been made available.

**Appendix 5: Business Continuity Matrix Table – Critical Areas and Resources**

Business Continuity Management is a flexible framework designed to help organisations to continue their critical services during a wide range of disruptions. This may involve activating arrangements for critical areas to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some ‘non critical’ areas may need to be suspended at this time.

Alternative arrangements listed in the business continuity matrix table should be considered when key school activities are not met and school cannot perform business as usual.

**Responsibilities under business continuity** have been listed in section 5.1 of the emergency plan template under ‘continuity and recovery’ lead.

The Business Continuity Matrix Table should be used to document all critical area’s within the school and any important activities that connects to them. The table invites you to recognise critical areas of the school and identify key equipment, and third party dependencies that support the critical area. It outlines possible impacts and what alternative arrangements that can be put in place to support the critical area if ever affected. These alternative arrangements may be processes and actions you already carry out, but formalising them will show which critical area they are aiding and can show written evidence for insurance.

The design here is not too dissimilar to that of a disaster recovery plan that is a responsibility as part of finance planning (Schools Financial Value Standard).

In the case of schools, one of these critical areas is to continue pupils’ education. You may therefore want to think about what is required in order to continue this function, what resources you may require or which records and data you may need to duplicate or back up.

The most common type of emergency that a school is likely to experience is one that affects the school building. This could be anything from a boiler breakdown to a fire or flood. Having an inventory of the contents of school can be useful in calculating losses for insurance claims. You may want to complete the table to help with this.

It is also worth encouraging staff to think about where they keep their personal items and important resources (lesson plans, pupils’ coursework etc), as loss of these could have a large impact on staff and pupils. It is worth considering whether copies of essential paper documents or resources should be kept off-site.


**Fill in the table as suggested below**

Suggested examples are listed below. Note that all the suggestions may not be representative of your school.

Please add anything you feel is of importance for the management of your school (school) to be able to run as business as usual.
You may need to take into account if there are sites that are off the main location of the school, or if any clubs or activities that take place that are away from the school function, any annual reoccurring trips, or exams.
<table>
<thead>
<tr>
<th>Critical Area and Activities</th>
<th>Premises/Equipment</th>
<th>3rd Party Dependencies</th>
<th>Possible impacts</th>
<th>Alternative arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>School Car Park, Coaches Special child transportation (wheelchair use etc)</td>
<td>Coach/Minibus/Taxi company</td>
<td>Severe weather Impacts upon Strategic Road Network</td>
<td>Utilising online learning platforms (e.g. board)</td>
</tr>
<tr>
<td>Catering</td>
<td>Kitchen School Hall/Canteen</td>
<td>Catering company</td>
<td>Kitchen Fire Catering company cannot deliver food</td>
<td>Students bring in own lunch Another external catering company can be used Using buddy school canteen facilities</td>
</tr>
<tr>
<td>Delivery of Lessons/Exams</td>
<td>4 Buildings 30 classrooms Stationary IT Equipment</td>
<td>Adjudicators</td>
<td>Unable to deliver exam on stated day</td>
<td>Other premises</td>
</tr>
<tr>
<td>Personnel/Staff</td>
<td>Laptop</td>
<td>Supply teachers</td>
<td>Shortage of staff (illness, travel issues etc)</td>
<td>Use of temporary staff Training Staff so they are multi-skilled Work in advance; e.g. handover periods for planned staff absence</td>
</tr>
<tr>
<td>IT</td>
<td>IT staff Laptops/iPads SMART Board, Projectors Desktops USB sticks IT rooms</td>
<td>Back up storage Bank</td>
<td>Electronic failures Cyber attack Staff sickness Fraud</td>
<td>Back–ups of key school data e.g. CD or Memory Stick back–ups, photocopies stored on and off site, mirrored servers etc Reverting to paper-based systems e.g. paper registers, whiteboards etc Emergency generator e.g. Uninterruptible Power Supply (UPS)</td>
</tr>
<tr>
<td>Heating</td>
<td>Boiler</td>
<td>Maintenance Company</td>
<td>No heating</td>
<td>Key contacts close listed (e.g. supplier, SCC property helpdesk) Use of supplier alternative provision Portable heaters</td>
</tr>
<tr>
<td>Timings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>Every Office/Classroom, Telephones, Internet/Intranet powered switchboard system</td>
<td>External website Host</td>
<td>Power outage</td>
<td>Key contacts listed (e.g. supplier, SCC property helpdesk)</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>-------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Premises</td>
<td>Keys (Key Holders)</td>
<td>Fire Building unusable</td>
<td>Work with Buddy school(s) to facilitate lessons for students. Utilise other areas of school property (e.g. portakabins etc)</td>
<td></td>
</tr>
<tr>
<td>Other school sites</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different buildings on school ground (e.g. gym)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After school activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>Do you have resilience for other functions that rely on 3rd parties and may not have insurance</td>
<td>Buy back services Private (e.g. transport)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaning</td>
<td>Cleaning equipment</td>
<td>External agency</td>
<td>No staff</td>
<td>Have back up agencies available</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Useful references

- Department for Education (DfE)

- School emergencies; National resources for schools
  [www.schoolemergencies.co.uk](http://www.schoolemergencies.co.uk)


- Gov.uk; Emergency planning and preparedness: exercises and training

- The epc offers an extensive list of courses

- Guidance on Personal Emergency Evacuation Plans

- Flooding and extreme weather
  [https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather](https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather)

- Heatwave – Looking after children and those in early years settings during heatwaves: guidance for teachers and professionals.

- Pandemic Flu – Planning for a human influenza pandemic: summary guidance for schools’ available through Department of Education
  [https://www.education.gov.uk/publications/standard/publicationDetail/Page1/STERL/0706/WEB](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/STERL/0706/WEB)

- Pandemic flu – public health response

- Pandemic Flu: Introductory material on pandemic influenza for Businesses and other Organisations to help you communicate with your staff

- Norovirus: guidance, data and analysis

- Wise before the event: Coping with crisis in schools. This book emphasises the need for prior planning and has many practical suggestions. By William Yule and Anne Gold, Calouste Gulbenkian Foundation, 1993. ISBN 0 903319 66 7

- National Counter Terrorism Security Officer (NaCTSO: police unit that supports the ‘protect and prepare’ strands of the government’s counter terrorism strategy

- Business continuity advice
• Counter terrorism protective security advice for higher and further education

• Recognising the terrorist threat

• Stay safe film
  https://www.youtube.com/watch?v=4jxOXbpTmnk

• Guidance on receipt of a bomb threat

• Search planning guidance

• Evacuation planning

• Developing Dynamic Lockdown Procedures
  https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures

• Operation Duke – Guidance Notes Educational Visits and Outdoor Activities

• National Guidance for the Management of Outdoor Learning
  http://oeapng.info/

• CLEAPSS - For information and guidance on chemicals
  http://www.cleapss.org.uk
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