

<INSERT NAME OF SCHOOL>  
**Emergency Plan**

<Insert School Logo>

**If there is an EMERGENCY right now:**

**ONSITE GO TO SECTION 3 PAGE <INSERT PAGE>**

**OFFSITE GO TO SECTION 4 PAGE <INSERT PAGE>**

<b>Version</b>	
<b>First Edition</b>	
<b>Next Review</b>	
<b>Location of grab bags</b>	
<b>Person responsible for updating plan</b>	

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## Internal Distribution List

School Staff	No of copies	Format

## External Distribution List

Organisation	No of copies	Format

## Section 1: Introduction

The aim of this plan is to give guidance to enable schools to provide a structured response to, and manage and coordinate an emergency and to ensure continuity of service.

This plan relates to:

- a) An event which threatens the safety of children and/or staff, or a crisis which might affect the public reputation of the school,
- b) Where the head teacher considers that the school will benefit from receiving additional (external) support for an incident affecting the school.
- c) Where the community in which the school is based is affected by an emergency.

The plan provides generic guidance on actions that should be considered by the head teacher, his/her nominated deputy, the school duty officer and the school emergency management team (SEMT) in the case of an emergency in a school or the local community, or on an educational visit.

Any emergency affecting a school may afterwards be 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 the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference. While it is recommended to use a hardback notebook to prevent pages being easily discarded, a suggested template has been made available and can be found in appendix 4.

## Section 2: School Information

### 2.1 School Details

- School name:
- Type of school:
- Headteacher:
- Chair of Governors:
- Approximate number of staff:
- Approximate number of pupils:
- Age range:
  
- Buy back services:
  
- Address:
- Telephone number:
- Fax number:
- Email address:
- Facebook page:
- Twitter:

## Section 3: Emergencies in Schools

### 3.1 Activation

**If appropriate, you should call 999 for the police, fire or ambulance. If in doubt, call 999.**

Information about an incident affecting your school could come from a number of avenues including a member of staff, pupil, parent, the emergency services, the Local Authority (either District/Borough Council or County Council).

**Whoever receives the alert should ask for, and record, as much information as possible using the sheet below: \*In the event of a bomb threat call, refer to Action Card 6.**

If the incident happened on an educational visit please refer to section 4. You might already have these details but it could be useful to seek confirmation.

Exact location of the incident	
Type of the incident (including actual words used by informant)	
Hazards present or suspected	
Access – routes that are safe to use	
Number, type, severity of casualties	
Who else has been informed?	
Any action taken so far	
Name of contact at the scene	
Key Contacts	
Date / Time	
Name of the person informing of the incident	

Then immediately inform <insert head teacher's name> or <nominee's name>.

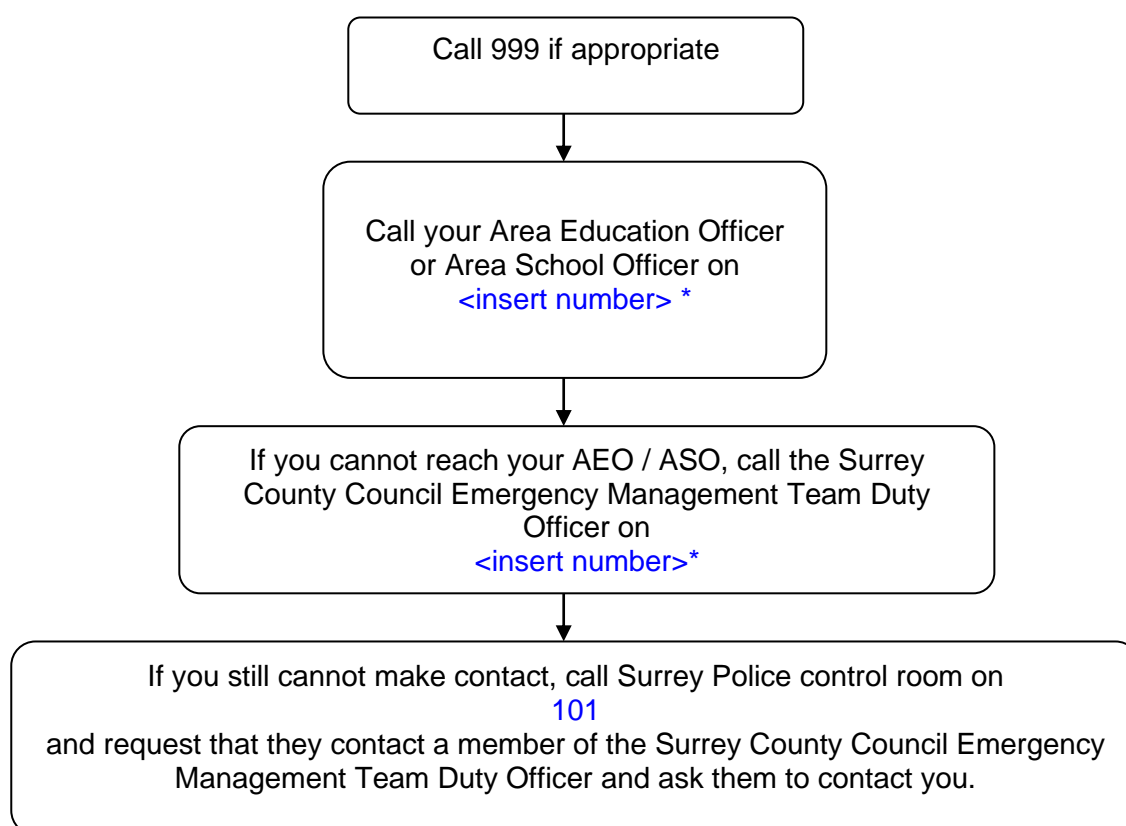
If neither is able to respond (they may be involved in the incident) the most senior person present must follow the instructions of initial action by the head teacher or nominee on the next page.

### 3.2 Initial Actions by Lead Co-ordinator (Head teacher or nominee)

- Assess situation
- Take immediate action to safeguard pupils and staff where necessary as detailed in action card 1.
- Log all communications and actions

#### Call for support

**\*THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY. DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC**



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Establish a basic overview of the incident and decide upon the type of response required. Keep 'Stay Safe' principles in mind: RUN, if you can't run, HIDE and TELL

- Evacuation – refer to action card 4.
- Lockdown – refer to action card 5; sometimes it may be safer to remain inside a building

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Assemble a School Emergency Management Team (SEMT) from pre-identified staff (see Section 5), relieve them of their normal duties and carry out further actions as detailed in action card 2.

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Refer to the list of emergency contact numbers in Section 6 for additional support if required.

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Where possible, avoid closing the school and try to maintain normal routines.

## **Section 4: OPERATION DUKE; emergencies on educational visits**

### **4.1 Activation**

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 SCC Emergency Management Duty Officer if unavailable and should provide them with the following information:

*\*or other suitable person if Party leader unavailable*

It is important that all staff on the trip are familiar with Operation Duke in case the Party Leader is unable to manage this process (i.e. they themselves caught up in incident). 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](#).



## 4.2 Initial Actions by Party Leader\* for the School

The following pro-format can be used to record the information received.

Name:	Status:	Telephone number:	Additional Tel number(s):
Name of group involved			
Location and exact nature of incident			
Is a fatality involved? Confirmed? By whom?			
People affected	Full Name(s) & Age(s)	Exact nature of Injuries	
Local emergency services informed?			
Next of kin informed? If so, how?			
Any contact with British Embassy?			
Any contact with Foreign and Commonwealth Office?			
Any contact with Red Cross? If relevant (British Red Cross may be able to link into the Red Cross for the Country concerned who may be able to support with locating of missing persons and welfare).			
Depending on the scale of the incident, consider assembling a School Emergency Management Team to assist with the response.			
Where the affected people are / will be taken to			
Names and locations of hospitals involved			
Number of people on the visit	Pupils	Teachers	Other adults
Arrangements for pupils not directly involved in the incident			
Any ongoing risk? (i.e. conflict still occurring)			

### 4.3 Initial Actions by the School Duty Officer

1.	Start a log - maintain a written record of your actions using the template provided in appendix 4.
2.	Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.
3.	Contact Surrey County Council Emergency Management Team Duty Officer and share the following information: <ul style="list-style-type: none"><li>• Full Name</li><li>• Contact telephone numbers</li><li>• Name of the Group involved</li><li>• Nature of the incident</li><li>• If a fatality is involved, is it confirmed, and by whom?</li><li>• Full name(s) and ages of the injured</li><li>• Nature of injuries</li><li>• Whether local emergency services have been informed</li><li>• The name and number of the unobtainable School Party Duty Officer</li></ul>
4.	<b>Follow Operation Duke</b> procedures as per Action Card 3.

## Section 5: School Emergency Management Team (SEMT)

### 5.1 Role and responsibilities

The head teacher, or in his/her absence, a pre-agreed nominee, will take overall responsibility for the school's response to an emergency. They should be supported by a School Emergency Management Team (SEMT) called together as soon as an incident occurs.

Please see Section 6 for Key Contacts.

Please see Action Card 1 and 2 for a detailed list of actions.

The Roles and Responsibilities, and those who are responsible for them at <insert school name> are detailed in the pages below.

Role	Role Overview	Responsibilities	Staff responsible	Named Staff (Primary)	Named Staff (Secondary)
<b>Lead Coordinator</b>	Directs the school's response to the emergency	<ul style="list-style-type: none"> <li>• Lead the response, assign roles and delegate tasks to appropriate staff</li> <li>• Set the strategy (i.e. lock down or evacuation)</li> <li>• Central contact point for information both internally and externally BUT leave most of the communications and disseminating information tasks to the person allocated to that role</li> <li>• Ensure relevant authorities are informed of the incident (e.g. Area Education Officer, Health and Safety Executive)</li> </ul>			
<b>Welfare</b>	<p>Focuses on the physical and emotional well being and safety of both pupils/students and staff (evacuation etc)</p> <p>If the incident is out of hours there may not be any immediate welfare actions however there may be a longer-term need for a welfare coordinator to help coordinate post-incident care and support.</p>	<ul style="list-style-type: none"> <li>• Lead on the safe movement of all staff and pupils.</li> <li>• Ensure (as reasonably possible) safe shelter and basic needs met.</li> <li>• Deploy educational psychologists (if safe to do so)</li> <li>• Ensure that SEMT members take time out as appropriate</li> <li>• Establish a debriefing process</li> </ul>			

<p><b>Communications and Media Management</b></p>	<p>Communicate with pupils, parents and visitors. SCC media team should be able to advise</p>	<ul style="list-style-type: none"> <li>• Lead on updates to web, school phone voicemails and text messages to parents.</li> <li>• Manage incoming calls from media and members of the public and if applicable direct media enquiries to SCC Media Team.</li> </ul>			
<p><b>Continuity and Recovery</b></p>	<p>Identifies any critical areas (insurance, IT servers etc) that may be affected during/after incident</p>	<ul style="list-style-type: none"> <li>• Lead on business continuity for school e.g. retrieve and restore data from backup tapes/systems</li> <li>• Focus on alternative arrangements (i.e. alternative buildings) and liaise with insurance for any new equipment or furniture that may be needed.</li> <li>• Liaise with the relevant SCC Area Education Officer or SCC Area School Officer regarding long term school closure if applicable</li> <li>• Responsible for the salvage of critical documents/equipment if this can be done safely</li> <li>• Possess a list of critical items for your school</li> </ul>			
<p><b>Premises and</b></p>	<p>School site management</p>				

<p><b>Resources</b></p>	<p>Location arrangements for visitors, SEMT</p>	<ul style="list-style-type: none"> <li>• Lead on property management, ensure access for relevant individuals.</li> <li>• Has knowledge of the site, access and exit points</li> <li>• Knows how to shut electricity, gas and water supplies to make the site as safe and secure as possible.</li> <li>• Compile a list of damages property or resources for insurance purposes.</li> <li>• Procure resources to respond to the emergency if required, liaising with SCC as required</li> </ul>			
<p><b>Administrative Support</b></p>	<p>Provide generic administrative support</p>	<ul style="list-style-type: none"> <li>• Keep a record of costs incurred by the school or individuals</li> <li>• Maintain an incident log</li> <li>• Ensure that SEMT's decisions are recorded</li> </ul>			

## 5.2 Co-ordination room for SEMT

This is the place where the School Emergency Management Team will congregate following an incident.

Primary Location	
2 <sup>nd</sup> Location	
Off-site	

## 5.3 Grab Bag(s)

Our grab bag(s) is located: see front page.

Our grab bag contains:

- 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
- 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
- (wind-up) torches and radios
- Dedicated mobile phone
- Charger units for phones / radios
- Cash / phone cards
- Glow sticks
- High visibility jackets for SEMT members
- Cordon tape
- Suspect item signs
- Megaphone
- Whistle
- Master keys (in a sealed / tagged bag)
- Surrey A-Z Map

## 5.4 Support from Surrey County Council & other organisations

A number of Council's services and other organisations can provide support to the school. The SEMT should access this support via the Area Education Officer (AEO) or Area Schools Officer (ASO) or if unavailable via Surrey County Council's Emergency Management Duty Officer.

### SCC Schools & Learning

- Coordination of assistance throughout the AEO/ASO
- Welfare services/emotional support

- Additional accommodation
- Health and safety advice
- Provide advice and support throughout the emergency and during stand down and recovery phase
- Management support to Head Teacher
- Education psychologist support

#### **Other Surrey County Council's services**

- Emergency response support including where possible support with resource including: transport, voluntary sector, etc.
- Advice on emergency planning
- Where possible, support with debriefing
- Legal advice
- Advice and assistance with media management
- Procurement
- advice on building repair, temporary accommodation, statutory compliance and building safety including structural
- Welfare support where appropriate

#### **Occupational Health & 4S**

- Advice and support on health issues
- Counselling service for staff (a buy-in service)

#### **Surrey Police**

- Overall control of the emergency response (emergency dependent)
- Media relations
- Contact with bereaved families
- Criminal investigation

#### **Surrey Fire and Rescue Service**

- Fire fighting
- Life saving and rescue
- Chemical spillage clean-up

#### **South East Coast Ambulance Service**

- Emergency medical response
- Transportation of casualties to hospitals
- Access to other health services





## 6.3 External contacts

**\*NOT TO BE GIVEN OUT TO THE PUBLIC**

Role	Name & Landline & Mobile
Area Education Officer *	
Area Schools Officer*	
Area Schools Assistant*	
SCC Emergency Management Duty Officer *	
SCC Emergency Management Team (office hours only)	020 8541 9160
SCC Property helpdesk	020 8541 9000
SCC Contact Centre	03456 009 009
SCC County Press Office	In hours: 0208541 8996/9962 Out of hours: 020 8541 7920
Buddy establishments	Refer to action card 4.
4S	
School's usual bus company	
School Insurance company	
Teacher Support Network (trained support and counsellors available 24hrs)	08000 562 561
Health and Safety Executive - to report fatalities and major incidents only	<a href="http://www.hse.gov.uk/riddor/report.htm">http://www.hse.gov.uk/riddor/report.htm</a>
Advisory Team	0345 300 9923
The Foreign Office (links with British Consulates etc)	020 7008 1500
Met Office	0370 900 100
Water supplier	
Gas board	
Contractors: electricians	
Contractors: plumbers	
IT consultant	
Key suppliers (i.e. catering)	
External organisations who use your premises for after school activities and other events.	
Any voluntary and faith sector organisations which could be suitable (i.e. The Samaritans 08457 909090)	
Radio Jackie 107.8 fm	02082 881300
Eagle Radio 96.4 fm	01483 300964
BBC Surrey	01483 306306

## Section 7: School Activity

This section includes 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.

- **Extra-curricular activities:**
- **External Clubs:**
- **Additional notes:**

## Section 8: Stand-down and Recovery

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.

Head teachers should work with their AEO/ASO 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 AEO/ASO.

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.

Some elements that should be considered or undertaken include:

### Recovery plan

<b>As soon as possible after the emergency:</b>
Liaise with parents regarding plans for attendance at funerals. The school should try to remain open if possible. Consider who should attend and how this should be organised. Consult with the bereaved family/families. For those who cannot attend and would like to, you may consider marking the occasion in school in some way e.g. silent reflection.
Arrange for the removal of deceased pupil's personal items. This is particularly important in primary schools where pupils tend not to move about the school as much. Consider such things as coat peg and name label, PE bag/kit and book bag, books/ pencils/ trays/ desk, work on display.
Arrange psychological debriefing meetings for staff and pupils
Arrange structured debriefing meetings for the head teacher and SEMT in partnership with Surrey County Council if applicable
Identify and support high-risk pupils and staff
Promote discussion of the emergency in class bearing the following information in mind: <ul style="list-style-type: none"> <li>• Do not minimise the effect of loss upon the child – recognise the uniqueness of the child's feelings</li> <li>• Listen to the child – do not attempt to stop his/her references to the dead person</li> <li>• Show that you are prepared to listen and offer reassurance</li> <li>• Show that you care by offering genuine support and empathy</li> </ul> Remember that supporting another's loss and grief can touch upon one's own losses and associated feelings – staff will need specific support from colleagues and may also need professional advice and support
Consider the need for individual or group support
Help affected pupils and staff to come back into school
Identify and consider legal implications and seek advice appropriately
Initiate a review of the school emergency plan, evaluating the school's response and feeding in any lessons learnt
<b>In the longer term:</b>
Consider the development of a memorial - discuss with the bereaved family whether the

development of a memorial would be acceptable to them. The memorial can be in the form of something practical like a bench or tree, or can take the form of an annual fundraising event, cup or trophy reflecting the pupil or staff member's particular interest. Once the family have given their views, it will be helpful to seek input from the wider school community.
Consult and decide on whether and how to mark anniversaries. It may be beneficial to identify a place for people to place flowers and other tributes. If possible, seek the views of the family/families involved.
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected.
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school.
Remember to make any new staff aware of which pupils were involved and how they were affected.

## Section 9: Training and Exercising

A training and exercising programme is in place as detailed below to ensure that those 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.

Activity	Summer Term 2016	Autumn Term 2016	Spring Term 2017	Summer Term 2017	Autumn Term 2018	Spring Term 2018
Production of school plan						
Plan review <b>(Annually)</b>			<b>A</b>			<b>A</b>
General training for staff			<b>e.g. B (inset day)</b>			<b>e.g. B (inset)</b>
Training for SEMT	<b>e.g. C</b>			<b>e.g. C</b>		
Tabletop exercise	<b>e.g. C</b>			<b>e.g. C</b>		
Training on drills for pupils		<b>e.g. D</b>			<b>e.g. D</b>	
Update to parents						
Exercise on drills		<b>e.g. D</b>			<b>e.g. D</b>	
Full live exercise			<b>e.g. D</b>			<b>e.g. D</b>

**A** = Plan Writer      **C** = School Emergency Management Team (SEMT)

**B** = School Staff      **D** = Full school involvement

### Action card 1: Establishing the Response

These are not exhaustive lists of actions; the head teacher or nominee and the SEMT should continue to consider their response with the aim of returning the school to normality as quickly as possible.

**Action list for lead co-ordinator**

Identify SEMT Co-ordination Room	
Assign roles to SEMT and agree priorities	
Liaise with the police, fire and ambulance services, Surrey County Council, and other agencies as applicable. Act as the main contact to coordinate response and give your contact details. Your primary point of contact for Surrey County Council should be your AEO or ASO.	
In liaison with Police inform all staff, and parents of injured pupils. Decide how to inform other parents.	
Ensure all staff maintains a log of actions and decisions.	
Identify who will record staff personal and school costs and collect incident logs	

**Action list for SEMT**

<b>Welfare</b>	
Take actions to secure the immediate safety of pupils and staff – this may include evacuation or <b>invacuation/shelter</b> i.e. keeping pupils and staff inside the building.	
Establish the whereabouts of all pupils, staff, and visitors using timetables, registers and the visitor’s book, and make a list of those unaccounted for.	
<b>Communications</b>	
<p style="color: red;">Communications systems are put under enormous pressure in the immediate aftermath of an emergency, but are vital to ensuring a well-managed response.</p> <p style="color: red;">Rumours spread quickly within a school community, and can cause great distress in a crisis situation. The best way of preventing rumours is to inform people quickly, simply and factually.</p>	
Agree who is the most appropriate main point of contact with the affected family/families.	
An early decision should be made about how to inform parents. Make use of telephone trees or other methods to ensure parents are informed quickly and efficiently. It is important to agree a pre-prepared factual statement or the telephone tree will distort the message. <b>However, in the case of a fatal incident, the police will normally inform the parents of the child or children involved.</b>	
All staff should be informed as soon as possible, being given the same, accurate information, as should the school governors.	
Agree a process for communicating the information with all members of staff, including those who are not working today.	
Inform staff of any agreed changes to the regular school timetable or cancellation of normal school events.	
Identify any other lines not generally known to the public (kitchen phone, mobile phones, fax machine and internet connection via a phone line), which could be used for outgoing calls in an emergency. It is likely that the main school telephone number will quickly become jammed with incoming calls If necessary, seek support from Surrey County Council via your AEO/ASO, who can set up a public helpline for enquiries from the public in the event of a major emergency. Line to be used for incoming calls only:..... Line to be used for outgoing calls only:.....	
<b>Media Management</b>	
If possible, avoid responding to media enquiries and direct them to either the police if they are present for a statement or to County press office. Liaise with the County press office initially via the ASC or EMT as quickly as possible, and work with them to decide	

the information for release to the media, which should be agreed with the head teacher and AEO/ASO before release.	
It may be appropriate and beneficial for the headteacher or a nominated representative to make a press statement or be interviewed after liaising with Surrey County Council. Ensure that there is an agreed official spokesperson that is well briefed and prepared should an interview become necessary. Again, the county press office can help with this.	
Do not allow the press onto the school premises or give them access to children/staff unless there is a specific reason and permission and consents are in place.	
If there is likely to be a high media presence at the school site, it may be appropriate to pre-designate an area for media vans and journalists if they arrive at the school and from which interviews can be given. This may prevent the media blocking access routes to the school or intimidating pupils and staff. In a major emergency, the police can deal with the press and prevent intrusion onto the site.	
<b>Premises and Resources</b>	
Ensure access to site for emergency services	
Open/close parts of school as required, and turn off water, gas and electricity supplies if necessary – see map in ‘school site plan’ appendix 1	
Establish a safe and secure base for the SEMT also referred to as co-ordination room – refer to section 5.2.	
Ensure the security of the school premises	
<b>Continuity and Recovery</b>	
Are any critical areas impacted?	
Look at alternative arrangements	
Use Business Continuity Matrix Table – see appendix 5.	

## Action card 2: Ongoing Response

### Action list for lead co-ordinator

Provide regular briefings for staff, and continue to liaise with the emergency services and the AEO or ASO.	
Try to maintain normal routines as far as possible.	
Tell the staff involved to keep a log of their involvement, noting key actions and times.	
If relevant an accident report should be completed and, in the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours.	
Inform the Head of Strategic Risk Management (in hours) who will advise on reporting procedures. Staff may wish to submit draft reports to trade union legal officers.	
Allocate tasks listed below between SEMT	
Inform the chair of governors as soon as reasonable	

### Action list for SEMT

<b>Welfare</b>	
Establish a staff rota and ensure that staff take regular rest periods	
Identify those pupils and/or staff who are badly affected, and who need extra support.	
Make arrangements for reuniting pupils with their parents.	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend.	

Advise staff to be aware of their feelings and support each other. If the school has bought-in to the service, provide staff members with the telephone number for Employee Assistance Programme.	
<b>Communications</b>	
Consult with the Educational Psychologist, prepare teachers to deal effectively with informing pupils. It may be helpful to draw up a script and model how pupils should be told.	
Pupils should be informed in small groups, again by being given accurate, age appropriate, factual information. If possible, this should be done the same day as the incident. In the case of a fatality, the educational psychology service will be able to advise on the best way to inform pupils. Encourage teachers to allow time for classroom discussion.	
Inform parents of children not directly involved in the incident, as decided by the head teacher or nominee. Use any existing arrangements, such as a telephone cascade, for contacting parents quickly and efficiently. You might also want to consider changing the answer phone message on telephones, amend website, use parent text system to contact parents etc.	
Receive visitors to the school, ensuring they sign in and out and are issued with identification badges.	
<b>Media Management</b>	
Liaise with SCC press office to prepare a press statement, to be agreed by the head teacher and AEO or ASO, and to decide the ongoing strategy for dealing with the press.	
Be prepared to be interviewed by the press if necessary.	
<b>Premises and Resources</b>	
Arrange an appropriate place to receive parents of children involved	
<b>Continuity and Recovery</b>	
Established continuity and recovery lead(s) ensures parts within the response (above) are covering any critical areas that could/have been affected.	

## Action card 3: OPERATION DUKE Implementation

This section 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.

### Considerations for School Duty Officer

<b>Communication</b>	
Inform school staff as appropriate, depending on the time and scale of the incident.	
Inform parents directly involved as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed. <b>If a fatality liaison with the police before direct contact with the parents should be made, this can facilitated via Surrey County Council Emergency Management Team Duty Officer. The Police may also want to deploy a Family Liaison Officer.</b>	
<b>Emergency Management</b>	
Contact the Surrey County Council Outdoor Education Advisor for details of the support available. It includes: <ul style="list-style-type: none"> <li>Help with media management, including press statements and interview briefing</li> </ul>	

<ul style="list-style-type: none"> <li>• Help with arranging travel and transport between the incident, parents and the school</li> <li>• Provision of extra communications, including public telephone helpline where appropriate</li> <li>• Assistance at school or at the site of the incident by Area Education Officer, Area Schools Officer and/or others</li> <li>• For an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc.</li> <li>• Advice regarding insurance matters.</li> </ul>	
<p>Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required.</p> <p>Line to be used for incoming calls only:.....</p> <p>Line to be used for outgoing calls only:.....</p>	
<p><b>Communication with wider school family</b></p>	
<p>At an appropriate time (after those directly involved) have been informed, inform pupils and staff at school and their parents. Decide what information you should give. Be simple and brief i.e. don't give a lot of details. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed.</p> <p>In the event of a tragic incident, consider seeking support from the educational psychology service and 4S about the best way to inform pupils and to support them afterwards.</p> <p>Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).</p>	
<p>Inform the chair of governors.</p>	
<p><b>Media management</b></p>	
<p>Introduce, if necessary, controls on school entrances and telephones.</p>	
<p>At least initially, the school is advised to avoid responding to media enquiries and direct these to SCC press office.</p>	
<p>Liaise with SCC press office and the AEO / ASO as early as possible, and work with them to prepare a press statement.</p>	
<p><b>Resources</b></p>	
<p>Consider arrangements required in order to receive people that may be arriving at the school, such as parents of children involved, media, emergency services.</p>	
<p>Consider resources required and their location in order to be able to respond efficiently to the incident.</p>	
<p><b>Reporting of accidents</b></p>	
<p>Tell the staff involved to prepare a written report noting events and times. A log of decisions and actions made should always be completed for any incident. Inform the Head of Strategic Risk Management (in hours) who will advise on reporting procedures. Accident report forms should be completed and, in the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to seek advice from trade union legal officers before submitting</p>	



draft reports.

## Action card 4: Evacuation

Evacuation is required when there is a threat to the safety and security of staff and pupils if they were to remain on site or in a building. This may be evacuating to another area of the school building or an evacuation of the whole site.

<b>Signal for fire evacuation</b>	
<b>Signal for bomb (threat) evacuation</b>	
<b>Signal for all-clear</b>	

<b>Assembly points fire evacuation</b>	
<b>Assembly points bomb (threat) evacuation</b>	

Protected spaces in permanent structures may offer the best protection against blast, flying glass and other fragments.

<b>Protected space</b>	
<b>Secondary protected space</b>	

- It is vital that you are able to move your staff and children/students away from danger in a controlled way. Consider moving pupils to a protected space.
- Establish a safe evacuation route by searching the school for secreted threat items. The following characteristics can be considered before viewing a suspicious object as suspicious: H – is the item Hidden?; O – is it Obviously suspicious?; T – is it Typical for the environment?
- If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).
- If you are considering closing your school, refer to action card 8.

### 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.

- If your buddy establishments are not available, consider other alternatives/locations. If none available inform AEO/ASO
- Ensure AEO/ASO is aware of where children are
- All children to stay at buddy establishment until decision made as to their onward arrangements
- If additional support for transport of children is required inform AEO/ASO



Name & Address of establishment	Contact name & number	Arrangements for getting pupils there and estimated travel time	Facilities/ resources

## Action card 5: Lock Down

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.

<b>Signal for partial lockdown</b>	
<b>Signal for full lockdown</b>	
<b>Signal for all-clear</b>	

<b>Agreed lines of communication</b>	
--------------------------------------	--

Partial lock down	Full lock down
All outside activity to cease immediately, pupils and staff return to building. (There needs to be a means of communicating the alert to duty staff at break times).	All pupils/staff stay in their classroom or move to the nearest classroom.  Office staff should remain in their office.
All staff and pupils remain in building and external doors and windows locked.  In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off.  Use anything to hand to seal up all the cracks around doors and any vents into the room – you aim to minimise possible ingress of pollutants.	External doors locked. Classroom doors locked (where a member of staff with key is present). Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in).  Lights, smartboards and computer monitors turned off.
Free movement may be permitted within the building dependent upon circumstances.	Pupils/staff sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls).  Mobile phones turned off (or at the least turned onto silent so they cannot give away your position).
Check for missing pupils, staff and any injured persons.	Check for missing pupils, staff and any injured persons.
Staff should await further instructions. Remain	Staff should await further instructions. Remain

in place until all clear has been given, or unless told to evacuate by the emergency services.

in place until all clear has been given, or unless told to evacuate by the emergency services.

Reassure pupils and keep them engaged in an activity or game

## **Action card 6: Bomb threat prompt card for reception staff**

## Protective Marking: Restricted when Completed

Based on Form 5474

# ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

- 1 Remain calm and talk to the caller
- 2 Note the caller's number if displayed on your phone
- 3 If the threat has been sent via email or social media see appropriate section below
- 4 If you are able to, record the call
- 5 Write down the exact wording of the threat:

When Where What How Who Why Time
----------------------------------

### ASK THESE QUESTIONS & RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?	
2. When is it going to explode?	
3. What does it look like?	
4. What does the bomb contain?	
5. How will it be detonated?	
6. Did you place the bomb? If not you, who did?	
7. What is your name?	
8. What is your address?	
9. What is your telephone number?	
10. Do you represent a group or are you acting alone?	
11. Why have you placed the bomb?	
Record time call completed:	

### INFORM THE HEADTEACHER/ NOMINATED DEPUTY IMMEDIATELY

Name and telephone number of person informed:	
---	--

### DIAL 999 AND INFORM POLICE

Time informed:	
----------------	--

This part should be completed once the caller has hung up and police/ headteacher/ nominated deputy have all been informed

Date and time of call:	
Duration of call:	
The telephone number that received the call:	

**ABOUT THE CALLER:**

Male

Female

Nationality

Age

Lisp

\*Accent

Rapid

Deep

Familiar

**THREAT LANGUAGE:**

Well- spoken

Irrational

Taped

Foul

Incoherent

Laughter

Hoarse

Other (*please specify*)

\*What accent?

If the voice sounded familiar who did it sound like?

**CALLER'S VOICE:**

Calm

Crying

Clearing throat

Angry

Nasal

Slurred

Excited

Stutter

Disguised

Slow

Factory machinery

Office machinery

**BACKGROUND SOUNDS:**

Street noises

House noises

Animal noises

Crockery

Motor

Clear

Voice

Static

PA System

Booth

Music

Other (*please specify*)

Remarks:	
Additional Notes:	

Signature                  Print Name                  Date

## **ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA**

1. DO NOT reply to, forward or delete the message
2. If sent via email note the address
3. If sent via social media what application has been used and what is the username/ID?
4. Dial 999 and follow police guidance
5. Preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Signature                  Print Name                  Date

**SAVE AND PRINT- HAND COPY TO POLICE AND HEADTEACHER/ NOMINATED DEPUTY**

Retention Period: 7 years  
MP 925/10

## Action card 7: Closing the school

Some considerations:

- There is the expectation that schools will remain open in all but the most extreme circumstances.
- When to take the decision to close the school is important – it must balance the benefits of an early decision (avoiding unnecessary journeys and allowing parents enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared).
- Closing at short notice may cause difficulties for families if they need to make child care arrangements during the day.
- The decision to close a school in response to a major emergency should be taken in the context of minimising the risk to pupils, staff and their families. For example, it may be safer for a school to remain open, rather than releasing pupils into the public transport network.
- Bus operators have a legal duty to ensure the safety and welfare of their passengers and therefore make the final decision on whether to undertake or continue any journey.

Suggested actions:

- When the decision is made to close the school by the Headteacher or deputy, the AEO or ASO <insert number> should be contacted during office hours, if unavailable or out of office hours contact the Surrey County Council Emergency Management Team Duty Officer on <insert number>. Brief details will be asked such as date of closure, reason for closure, expected date of reopening. The AEO/ASO will update Surrey County Council's website accordingly. You will also need to confirm with the Area Education team when the school has reopened, so that the website can be updated.
- Inform the Governing Body as soon as possible.
- Inform your local radio station(s) that the school has closed. In order to validate your call you may be asked to quote the confidential codeword and your school's DCSF number.
- If required, additional transport can be accessed through your AEO or the SCC Emergency Management Duty Officer.
- Advise school transport and school meals and anyone who may be due to visit the school.

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. Potential communication methods:

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.)

- 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:
- The critical level of staff absenteeism resulting in required school closure:

## Appendix 1: School Site Plan(s)

## Appendix 2: School Hazard Assessment & Locality Map

(Location of hazardous chemicals, nearby industrial sites and rivers...)

Hazards	Location	Description (Type/quantity)	Mitigation measures (if applicable)

## Appendix 3: Facilities List

(Location of electronic equipment, fire control, cut off switches & operation...)

Facility	Location	Description
Grab bag(s)		
Keys to buildings		
Keys to gates		
Next-of-kin contact lists for pupils & staff		
First aid kits		
Spillage clean up equipment/disinfectant		
Protective clothing		
<b>Fire Controlling</b>		
Fire hydrant		
Fire extinguishers		
Fire exits		

Fire alarm/Fire control board		
Lifts		
<b>Shut off switches</b>		
Gas shut off		
Electricity shut off		
Water shut off		
<b>Electronic equipment</b>		
Landline phones		
School mobiles		
Radios		
Computer		
Laptop		
Fax machine		
Television		

## Appendix 4: Incident Logging

Each member of staff involved in dealing with the emergency should log decisions made and reasoning behind it where applicable, telephone calls made and received and tasks carried out.

Essential considerations for log keeping:

- Notes should be contemporaneous or made as soon as reasonably practicable after the incident (within 24 hours). They should be clear, intelligible and accurate.
- Use plain language and correct grammatical English (avoid approximations, abbreviations, arrows and dashes)
- Record date and time; who made and who received the phone call, email, answer phone message etc; what information was given; any actions required; key decision(s) and rationale behind the decision(s)
- Stick to the facts – don't include assumptions (unless you are noting assumptions to show your reasoning for making a decision, if so make this clear)
- Number pages
- Use permanent black ink
- Do not leave blank spaces between words or between entries – if you do rule them out with a line
- Do not overwrite and do not use correction fluid – if you make a mistake, cross it out, initial it and start again
- Do not write between lines



Date/Time	Name	Information	Action required	Key decisions/Rationale
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			

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

The purpose of business continuity is to ensure that critical areas are resumed as quickly as possible and/or continue to be delivered during any disruption.

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

Critical Area and Activities	Premises/ Equipment	3 <sup>rd</sup> Party Dependencies	Possible impacts	Alternative arrangements
<b>Examples below (please complete as relevant for your school)</b>				
<b>Transport</b>				
<b>Catering</b>				
<b>Delivery of Lessons/Exams</b>				
<b>Personnel/Staff</b>				
<b>IT</b>				
<b>Heating</b>				
<b>Communications</b>				

<b>Premises</b>				
<b>Insurance</b>				
<b>Cleaning</b>				

Surrey County Council would like to acknowledge Nottinghamshire County Council's contribution in the production of the schools emergency template document.

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