

ST. FRANCIS CATHOLIC PRIMARY SCHOOL
EMERGENCY PLAN



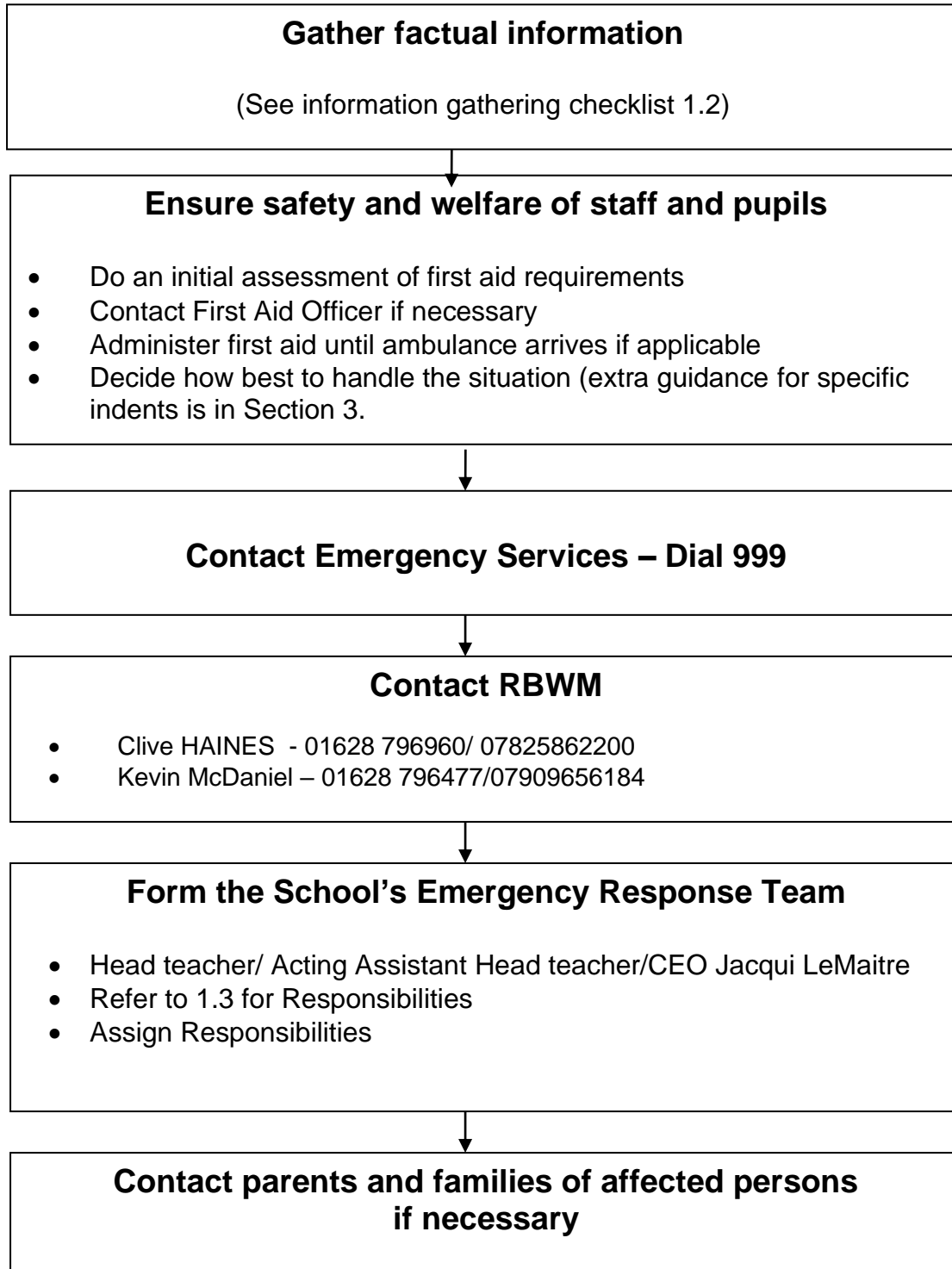
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1.1 WHAT TO DO IN AN EMERGENCY.

CRITICAL INCIDENT FLOW CHART



1.2 ASSESS THE SCALE OF THE EMERGENCY

The first task in the event of an emergency situation is therefore to gather relevant information to make an assessment of the situation before any decisions are made. Remember that information gathered should be verifiable, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed, based on hearsay or second hand.

The following form can be used to record the initial contact information.

Initial Contact – Information Gathering

What is the Source of the Information? (e.g., who contacted you, name, title, organisation, telephone number)
Date and Time:
What has happened?
Where did it happen? (e.g., location of the incident)
When did it happen? (e.g., how long ago)
Why did it happen? (N.B. caution – remember it may be too soon to establish the cause or blame at this stage)
Who was involved? (e.g., names and numbers of children, leaders and others)
How were they affected? (e.g., uninjured, casualties, fatalities, missing)
Where are they now? (e.g., where have the uninjured, casualties, fatalities been taken, who is with them, are they safe, how can they be contacted?)
What is their current Condition? (e.g., are they safe and well and being looked after?)
What is happening now? (e.g., is the emergency resolved or still ongoing, are those involved in transit, where to, when will they arrive?)
Relevant contact details: (e.g., who is in charge and how they can be contacted. Include school contacts and those from other relevant organisations or individuals)
Has anyone else been informed? (e.g. CEO, emergency services, Forestcare, LA, names and numbers, what were they told?)
What additional resources or assistance are required?
Person Completing, date and time:

1.3 FORM A TEAM TO DEAL WITH THE EMERGENCY

School Emergency Management Team

In an emergency situation there may be many things to think about and action simultaneously which might be beyond the capacity of one person.

The School Emergency Management Team (EMT) consists of several named individuals who will take control of different aspects of the school's response and work together under the direction of the Headteacher to resolve the incident. (See table 1.5)

The EMT roles may include the following depending on the seriousness of the incident:

- Headteacher
 - leads the group
 - ensures other members are co-coordinating their efforts
 - responsible for decision making unless areas of this are specifically devolved to others (include reference to any local arrangements for devolved decision making).
- Information and Response (see Sections 3 and 4)
 - collect and maintain up to date accurate information about the current situation
 - ensure that the appropriate level of response is being made
 - review/re-assess the situation as the incident unfolds
- Special Needs (see Section 4)
 - identify those affected by the incident who have special needs
 - understand how they have been affected by the incident
 - identify what additional resources/communications/recovery action is required to meet their specific needs
 - make the necessary arrangements for this to be provided
 - ensure these are administered/delivered to the point of need
- Communications (see Section 4)
 - organise outgoing communication e.g., with offsite groups, governors, parents the LA
 - organise incoming communications e.g., how calls from parents will be received
 - be the point of contact for the Council's Communications Team
- Resources (see Section 7)
 - establish needs
 - make arrangements for appropriate resources to be provided
 - liaison with the CEO/LA for appropriate support
 - ensure these are administered/delivered to the point of need
- Recovery (see Section 8)
 - identify how the school has/is being affected by the incident
 - initiate relevant actions now to mitigate negative affects
 - establish what areas of support will be required for short term
 - liaison with the CEO/LA for appropriate support
 - keep everyone focused on people issues
- Action Log (see APPENDIX D)
 - maintain the written action Log to protect the school's interests at any subsequent enquiry

PRIMARY RESPONSIBILITIES TABLE									
Name	CEO	Executive Headteacher/Head of School	Chair of Governors	Communications with parents	Media Spokesperson	Communication (Emergency Services & LA)	Facilities Management/ Site Controller	Teacher / Staff	Medical/First Aid
Jacqui LeMaitre	X				X				
Rhona Miccoli				X					
Robert Maxfield								X	
Sarah Farrell							X		
Angela Wilding			X						
Lynne Ringshaw									X
Tanya Swan								X	

1.4 BEGIN AN INCIDENT LOG

Open and maintain a continuing log of all factual information received, actions taken and the time and date of these events. This is extremely important and will enable your establishment to provide detailed information should it be required at a later stage or if an inquiry or investigation takes place. This can be used for any incident.

INCIDENT/ACTION LOG

Date & Time	Information Received, Decisions Made, Actions Taken	By Whom/With Whom	Completed by (initial)

1.5 RISK ASSESSMENT

Before planning for an Emergency, it is important to conduct an emergency focused Risk Assessment in order to highlight the “Key Risks” and allow subsequent planning effort to be channelled into the risks

that are appropriate to your establishment.

The list below, whilst not exhaustive, should be used as an aide memoir of the risk topics to assess:

- Flooding
- Fire (within Establishment)
- Fire (Around establishment and effecting establishment)
- Road traffic collision with children and young people
- Road traffic collision effecting establishment/grounds
- Industrial accident nearby that effects establishment
- Subsidence/Heave/Landslip
- Infectious Disease
- Pandemic Flu
- Bomb threat
- Kidnap/Hostage Situation
- Child abuse
- Threatening Person
- Loss of utilities i.e., Water/ Gas/ Electricity
- Temporary loss of key areas of the establishment due to fire/ flood
- Loss of access to the establishment buildings

You should use the Risk Assessment form and methodology found below to prepare a risk assessment. Planning effort should obviously focus on your highest risks, but you should not neglect planning on the lower scoring risks.

IMPACT CRITERIA

Description	Example Detail
High (3)	<p>Death or life threatening</p> <p>Serious service failure impacts on vulnerable groups Negative national publicity or widespread adverse local publicity</p> <p>Legal action almost certain and difficult to defend</p> <p>Financial impact not manageable within existing funds or in excess of £250,000</p>
Medium (2)	<p>Extensive, permanent/long term injury or long-term sick Service failure impacts on property or non-vulnerable groups</p> <p>Negative local publicity but not widespread</p> <p>Expected impact, but manageable within contingency plans</p> <p>Legal action expected</p> <p>Financial impact manageable within existing budget or impact between £50,000 and £250,000</p>
Low (1)	<p>Short term sick absence, first aid or medical treatment required</p> <p>Some risk to normal service but manageable within contingency arrangements</p> <p>Little if any scope for impact on vulnerable groups</p> <p>Negative customer complaints</p> <p>Possible financial impact manageable within service budget i.e., less than £50,000</p>

Likelihood

Following the identification of a Risk through looking at the impact of particular scenarios, the likelihood of the risk occurring is estimated on the basis of historic evidence or experience that such situations have materialized or are likely to. The likelihood table below gives example details of how the likelihood

is assessed. The likelihood needs to be assessed in terms of has it happened before and is it expected to happen in the near future.

Likelihood criteria

Description	Example Detail
High (3)	Has happened in the past year; or Is expected to happen in the next year More than 50% probability
Medium (2)	Has happened in the past 2 – 5 years; or Is expected to happen in the next 2 – 5 years Between 25% to 50% probability
Low (1)	Has not happened in the past 5 years or more; or Is not expected to happen in the next 5 years or more Between 1% to 25% probability

When assessing the likelihood and impact of each risk, the risk is plotted and prioritised using a simple 3 x 3 matrix shown in the risk matrix below. The matrix uses a “traffic light” approach to show high (red), medium (amber) and low (green) risks.

Risk Matrix

Impact	High (3)	3	6	9
	Med (2)	2	4	6
	Low (1)	1	2	3
		Low (1)	Med (2)	High (3)
	Likelihood			

There may already be measures in place to minimise any identified risks – known as mitigating actions (existing controls).

However, it is likely that for many of the emergency scenarios that you risk assess, it is impossible to reduce the likelihood (i.e., flooding), only the impact via an emergency plan.

2 ROLES AND RESPONSIBILITIES

THE ROLE OF THE EMERGENCY SERVICES

a. The Fire Service (Royal Berkshire Fire and Rescue Service)

- Saving life
- Protection of property
- Rendering humanitarian services
- Safety of all response personnel
- Protection of environment
- Chemical incidents/spillages
- Mass decontamination
- Search & rescue, including in collapsed buildings

b. The Ambulance Service (South Central Ambulance Service)

- Saving life
- Treatment and care of the injured

- Triage (dealing with casualties at the scene)
- Liaison with hospitals
- Transportation of casualties
- NHS focal point
-

c. The Police (Thames Valley Police)

- Saving life
- Protection of property
- Co-ordination of response
- Investigation of incident
- Protection/preservation of scene
- Identification of victims
- Casualty information
- Family liaison
- Criminal Investigation

d. The Coastguard (Maritime & Coastguard Agency)

- Saving life
- Civil maritime search & rescue
- Mobilisation and organisation of response
- Co-ordination of response
- Cliff rescue
- Counter pollution
- The Coastguard may be called for example in an accident during an off-site activity situation

2.1 THE ROLE OF Royal Borough of Windsor and Maidenhead

a. Within the Children Services:

- To alert schools to a potential local emergency, e.g., flooding, bad weather, etc.
- Guidance on emergency planning, including a template for a School Emergency Plan
- Provide support and direction to schools during emergencies
- Education Emergency Duty Officers
- Link between the establishment and the Borough Emergency Plan
- Link between the establishment and other Council services
- Assisting with communication to staff, pupils, parents / guardians and media
- Approval of Offsite Education Visits and Activities
- Support to establishments during an incident including on site
- Help establishments to recover from an incident
- Educational Psychology services to provide counselling and support
- Home to School Transport
- Relevant contractors – cleaning, catering etc.

b. Within the other departments of the Council:

- To prevent and minimise loss of life and personal injury to children and young peoples, staff, and the local community.
- Seek to reduce, through the exercise of its powers and functions, the risk of a major emergency arising.
- Borough Emergency Plan – for Major Emergencies
- Borough Emergency Planning Officer and Duty Officers
- Co-ordination of support organisations and agencies
- High level liaison with the emergency services and utilities
- Specialist equipment and skills
- Emergency Call Centre (Control Room Tinkers Lane)
- Emergency Operations Centre

- Call Centres for providing information for victims, friends and relatives.
- Communications Team - handling the media
- Rest/Reception Centres for evacuees or survivors
- Health & Safety Advisor
- Building Group (building surveyors and engineers)
- Education psychological welfare support
- Provision of transport.
- Provision of additional communications such as mobile telephones.
- Liaison with BT and other telecommunications providers.
- Provision of administrative support staff.
- Insurance Team

2.2 THE ROLE OF THE SCHOOL

- To prevent and minimise loss of life and personal injury to children and young peoples and staff during an incident.
- To seek to reduce the risk of incidents/emergencies arising.
- To maintain the relevant section of this emergency plan and to follow these in the event of an emergency.
- To ensure all staff are aware of and follow the emergency plan and procedures.
- To contact the emergency services where required.
- To contact the Council Children's department at the beginning of any emergency/incident
- Where the emergency services are not involved, or not yet on the scene, establishment staff will be responsible for the response to the incident.
- Where the emergency services are involved establishment staff will follow the directions of the emergency services, where these do not contravene the establishment's responsibilities to prevent and minimise loss of life and personal injury to children and young peoples and staff.
- Where the Children's Department or Council Emergency Planning Officer have alerted the establishment to a potential emergency, establishment staff will be required to follow the directions of the Council (unless otherwise specified), where these do not contravene the establishments responsibilities to prevent or minimise loss of life and personal injury to children and young peoples and staff.
- In smaller incidents the establishment should try to maintain the daily routine of staff and students not directly involved.
- Bring about a swift return to normal life.
- To support staff, children and young peoples, and parents throughout.
- To seek to reduce the risk of incidents/emergencies arising by creating, adopting, maintaining and operate a School Emergency Plan

3 IMMEDIATE ACTION

3.1 ACCIDENTS AND INJURIES

Ensure pupils, children and young people are not at risk from hazards. If an accident or near miss occurs, then ensure that the correct procedures are followed.

If an accident occurs offsite, then:

- Administer first aid until ambulance arrives if applicable or person feels better.
- Alert the establishment, which should then inform the parents / guardians.
- It is very important that an incident log is kept

3.2 ATTACK ON A STUDENT/ MEMBER OF STAFF

In order to minimise the potential for violence, the establishment will undertake risk assessments to identify hazards and risks, and to identify mitigation and control measures which can be implemented. For

example, physical aspects and design of the environment, establishment security, working practices, training etc.

Following any incident, the establishment will provide emotional and practical support for those involved as a follow up to any immediate medical treatment.

After any incident, information will be recorded (with the use of the accident and incident forms) in sufficient detail to devise appropriate preventative strategies and to share with others. Staff and students will be encouraged to report all incidents so that a true and accurate picture can be developed.

3.3 BOMB THREAT/SUSPECT PACKAGES

Please see lockdown policy

3.4 CARBON MONOXIDE LEAKAGE

In this context carbon monoxide is a product of the incomplete combustion of gas, for example in a central heating boiler or gas fired convector heater. This can be caused by inadequate ventilation or mechanical faults resulting in the leakage of carbon monoxide into the surrounding area.

Carbon Monoxide is colourless and odourless. It combines more readily with the haemoglobin in human red blood cells than oxygen, and inhalation can make people feel sleepy, fall unconscious, and where there is prolonged exposure, to die from oxygen starvation. Inhalation of carbon monoxide can also turn the skin pink.

In the case of suspected carbon monoxide leakage:

- Call the Headteacher/Acting Assistant Headteacher
- Open all doors and windows
- Switch off and isolate the appliance that is suspected of causing the leak.
- Report the appliance to the RBWM Building Services who will arrange an urgent call out of a CORGI-registered contractor.
- Report the matter to the Corporate Health and Safety Team

If you are unable to identify the source of the leak, consider evacuating all or part of the building.

3.6 CHEMICAL / TOXIC / HAZARDOUS SPILL

Call the Headteacher – 01344 622840 or 07484245013
RBWM Emergency Situation – 01628 683800

If it is safe to do so identify the substance spilled and take necessary action to minimise contamination if trained to do so.

Contact CLEAPSS (Consortium for Local Authorities Provision of Science Service) (see Outside Organisations Contact Details page 61) for guidance on the storage, disposal and cleaning up of small-scale spills.

If the spill is severe, evacuate the building using fire drill procedures, move all persons to a safe location, and call the emergency services. The Fire & Rescue Service are the lead agency in dealing with chemical/toxic/hazardous spillage incidents.

If severe spill is immediately outside the building, follow lock-down procedures, keeping all pupils inside and all doors and windows locked. Switch off fans or air conditioning and avoid using electrical equipment in case sparks are produced. Do not smoke.

3.7 DEATH

In the event of the death of a child, young person or member of staff, the establishment will immediately inform the Director of Children's Services who will notify and alert the relevant LA staff to the death.

The following should be regarded as a checklist of possible responses to bereavement.

With the loss of a member of staff the school should liaise with the RBWM Human Resources Team) in respect of pension entitlements for the family of the deceased. The HR team will also deal with the necessary correspondence including a letter from the Director to the family of the deceased where this is appropriate.

Where the deceased is a teacher, the school may also need to make arrangements for other staff to cover their classes, arrange for temporary or supply teachers, and for making a new appointment to the post. The Human Resources team can also assist with this.

In addition, the school need to consider how to deal with the family of the deceased, working with the Police Family Liaison Officer, the staff, pupils, parents, and the wider school community.

Where the deceased or their family are from a minority or ethnic group, the school should ensure that staff understand and are sensitive to their cultural needs.

The school will immediately establish a line of communication with the family of the deceased and agree with the family what information can be released about how the person died and what happened. (Via the Police Family Liaison Officer) The school will also consult with the family about what the school is doing and will respect the wishes of the family concerning any arrangements including involvement by the family. In the same way the school will respect the wishes of the family about involvement by the school in any arrangements being made by the family e.g., for the funeral.

Staff will be notified straight away. They may also need to be briefed about what the school is doing, take time to prepare themselves to handle questions from pupils and parents, and to monitor pupils for any signs of emotional trauma. Arrangements will also be made to notify ancillary staff such as nursery, admin, catering and cleaning staff etc. at the appropriate time in an appropriate way. Staff may themselves be affected by the bereavement, and the Headteacher will talk to them collectively and individually over the coming days/weeks/months, monitor them, and ensure they receive the necessary support if they are unable to cope e.g., bereavement counsellors, obtainable via the Human Resources team. Chair of Governors and governing body may also have a role in monitoring the Headteacher and staff for signs of stress.

It is important for the school to carefully manage the way the news is given to pupils, which will be in a controlled way. Time will be taken to plan how to break the news to pupils, what to say, and who will say it. Ideally this will be by the Headteacher at morning assembly followed up by class time in tutor groups. Pupils will need to be told what has happened and how everyone is feeling about it. It may also be appropriate to tell them why it happened, and younger pupils may need to be re-assured that it will not happen again, and it will not happen to them. It may be necessary to explain to pupils that the school is grieving/mourning the loss of the individual, what this means, how this makes us feel, that this is a natural process we all go through, what will be happening in school because of this, and how they can participate. It may be important for pupils, and especially younger pupils, to then be with the teachers and staff who they are familiar with so that they can feel safe to talk and share about how they feel about what has happened. This follow-up time is important to enable teachers to provide reassurance, answer individual questions and provide guidance to the class group about how they should be feeling, that it is alright to feel sad, or not to feel sad, and how to respond to what has happened. Bereavement is a normal part of human experience and while it may be very sad, it is important not to over-play it, or make pupils feel traumatised or distressed. Pupils may also need some practical way to focus how they feel about what has happened, and the establishment can provide ways to do this, e.g., writing cards, making floral tributes, planting a tree of remembrance, a plaque, a book of condolence, a book of remembrance, a special assembly, a memorial service etc. An appropriate quiet area could be set-aside in the school for pupils to come to talk to staff about what has happened. The school may take advice from the Education Psychology Service when planning how to handle the pupils in this situation.

The Headteacher may need to write a letter to parents to inform them about what has happened and concerning any arrangements that have been made. If the deceased is a member of staff, parents may need to know what arrangements the school is making to provide staff to cover their classes. In addition, the Headteacher and staff may need to make themselves available before/after school for parents and others to talk to. A follow up letter may be required to notify parents about subsequent events and arrangements e.g., special assembly, memorial service etc.

The wider school community will also need to be notified and involved in an appropriate way. They may also be able to provide useful support e.g., the PTA, extended school providers, early year's providers, voluntary organisations, local churches, faith groups etc. and anyone who has links with the school. The school's website and newsletter could also be used to carry the news.

In cases of bereavement many people feel the need to express their feelings about what has happened, by sending cards, flowers, money or other items to the school, unless they are specifically told not to.

Cards could be put on a special pin board/display, forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance. They will not be thrown away because this might hurt the sender's feelings.

The school may need to designate a suitable place for people to put flowers where they are visible and can be perused. It may be appropriate to make them into a floral tribute but ensure that flowers that may arrive later can also be included otherwise people may feel that their contributions have been rejected. Pupils could help with displaying/arranging the flowers. Remember flowers will quickly perish without water, and even with water flowers may wilt and become unattractive in time. But disposal of flowers may also be a contentious issue, and they will not be just thrown away. The school may need to adopt a policy for this e.g., the flowers to be used at the funeral, or taken to the cemetery, or another appropriate location at an appropriate time. This may be an opportunity to discard any wilted stems, remake the floral tribute or make them into wreaths. The small cards sent with the flowers may also contain written messages, and these could be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.

Items such as toys or photographs could also be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.

Books of condolence or remembrance could be forwarded to the bereaved family at an appropriate time.

N.B. the family of the bereaved may not want to be bombarded with cards, flowers or other items, so the establishment will always ask first before forwarding these to the family.

A clear written record of money received, and donors will be maintained by the school and the money will be used for the purpose for which it was given. Money given for the family of the deceased will be passed on to them or donated to a charity instead if they prefer, and the school will respect their wishes. In the case of multiple bereavements, the school will carefully consider a policy on how such money will be distributed. The school will take specialist advice if it is considering setting up charitable trusts.

It will not be necessary to provide helplines for counselling in respect of a single bereavement, however this may be appropriate in respect of multiple fatalities or where the incident involved violence. Where individual pupils or staff appear to be more seriously affected, bereavement counselling assistance can be obtained from the Human Resources team for staff, and the Education Psychology Service for pupils as required. See APPENDIX L.

The school will consider seeking help and advice from external organisations where appropriate.

3.8 EARTHQUAKE

A major earthquake is not likely to happen in the UK, but after the recent small tremors in the Winchester, Gloucester and Rutland, here are some important points to consider:

If one or two people are in the room, the safest place to be is under the door frame.

With a class of children, ask them to take cover under their desks and cover their faces with their arms to protect against falling objects.

Once initial shocks have ceased check the building for damage

If the building appears to be damaged, consider evacuating part or all of the building and contact the Building Services immediately.

3.9 FIGHTS BETWEEN PUPILS

To be read in conjunction with the schools existing behaviour management policies.

Further and detailed information can be found within the Education Act 1996 (Chapter II Punishment and Restraint of Pupils, 550A Powers of members of staff to restrain pupils.) This should be read in conjunction with the schools existing behaviour management policies.

In summary, this states that there are a variety of situations in which reasonable force may be appropriate to control or restrain a pupil, including where action is necessary in self-defence or because there is immediate or imminent risk of injury to an adult or child. However, there are circumstances when staff may not intervene, for example when dealing with an older pupil or physically larger pupil; in these circumstances other pupils will be removed, and assistance sought from colleagues and the police.

3.10 FIRE

Detailed and specific information on fire and evacuation procedures can be found in Code of Practice 012 Fire Management.

Stratham Tree Clinic – 01415576800 or 01483361123

3.11 FLOODING

Call the Headteacher/ Acting Assistant Head Teacher/ SBM

If the flooding comes from leaking or burst pipes or tanks, switch off the stop-tap, isolate the tanks and switch off any heating and hot water plant e.g., boilers and hot water cylinders that are fed from it.

In the event of a main water pipe burst call the water company.

If water threatens electrics, switch off the power at the incoming mains.

Monitor the situation.

If necessary, evacuate the area

If flooding worsens, evacuate the whole buildings. During heavy rain, find a suitable building to house the staff and pupils.

In situation of major flooding, the RBWM will provide guidance and assistance, contact the Building Services Manager.

RBWM Health and Safety Advisor Daniel Houston – 01628 796641

3.12 GAS LEAK

If you smell gas, or suspect there is a gas escape, you will immediately do the following:

- Open all doors and windows.

- Call Headteacher, School Business Manager and Site Controller
- Shut off the gas supply at the meter control valve (if you know where it is).

If gas continues to escape, Evacuate the establishment and call National Grid Gas Emergencies– **0800 111 999** (This is a 24 hour emergency line) and immediately inform the RBWM Health and Safety

3.13 HEATING FAILURE

This is covered within the Workplace (Health Safety and Welfare) Regulations 1992 and there are no changes to be made because it is a school.

Areas where there is a lower-than-normal level of physical activity because of sickness or physical disability. These areas include sick rooms and isolation rooms, but never other kinds of sleeping accommodation = 21° C

Areas where there is a normal level of physical activity, such as classrooms, exam rooms, libraries and areas for private study = 18° C

All washrooms, sleeping accommodation and circulation spaces. This temperature standard applies also to areas where there is a higher-than-normal level of physical activity, perhaps because occupants are engaged in physical education. Such areas might include gyms and drama workshops = 15° C

Thermometers should be available to enable temperatures to be measured throughout the establishment but need not be provided in each room.

In the event of a failure of the heating system the Headteacher/ Acting Assistant Head Teacher will contact the Site Controller / Equivalent Person who will ascertain the cause of the failure and try to get the system working.

Where establishment buy into the LA's reactive/planned maintenance service The Building Services Manager should also be notified. The Building Services Manager may decide to nominate a professional heating engineer to help resolve the problem. Where establishments do not buy into the LA reactive/planned maintenance service they may wish to seek the advice of an independent professional heating engineer.

Where the above temperatures cannot be maintained in the occupied parts of the establishment, then the Headteacher/ Acting Assistant Head Teacher will consider whether any of the following actions may be appropriate:

- Take the affected areas out of use
- Provide temporary heaters (N.B. this should be subject of a risk assessment by the Headteacher as there may be hazards such as high surface temperatures, naked flames or fumes from bottled gas depending on the types of heaters to be used.
- Close the establishment.

3.14 HEATWAVE

A heatwave is a prolonged period of excessively hot weather, which may be accompanied by high humidity. The trigger temperatures for the Southeast of England are 31 degrees C during the day or 16 degrees C at night.

The Department of Health issues a heatwave plan for the UK. The core elements of this plan are:

- A Heat-Health Watch system operating from 1 June to 15 September, based on Met Office forecasts, which will trigger levels of response from the Department of Health, local authorities and other bodies.
- Advice and information issued by the Department of Health directly to the public and to health and social care professionals before a heatwave is forecast and when one is imminent.

The heat wave alert level can be found at.
<http://www.metoffice.gov.uk/weather/uk/heathealth/>

The establishment will take precautions to ensure that those at risk are protected from the effects of the sun including:

- Mitigating/minimising exposure
- Providing access to clean drinking water
- Encouraging the wearing of sun hats/sun block
- Communicating this to parents

3.15 HOSTAGE SITUATION

Do not try to intervene or be a hero

Co-operate and follow the instructions of the hostage taker

Alert Emergency Services and RBWM as soon as possible.

Try to remain calm and spread calmness. The children are likely to copy your behaviour

Isolate the hostage area by evacuating other pupils or through lock-down procedure

If possible, account for everyone in the school, including all pupils, children, young people and staff, visitors, contractors etc. in order to identify who might be being held hostage

On arrival of emergency services, provide them with the information and with copies of the establishment locality plans.

3.16 INDUSTRIAL EMERGENCY NEAR ESTABLISHMENT

For example, a chemical fire or chemical spill creating hazardous fumes or smoke

Be aware of the direction of the wind and how this may affect the school

Contact the emergency services and RBWM Health and Safety 01628 796641 and follow their instructions

This may include pupils, children, young people and staff remaining in the school and closing all doors and windows to minimise inhalation of fumes

Be prepared to Shelter or implement the Establishment Evacuation, Migration and Closure Plans.

3.17 LIGHTNING STRIKES

If pupils, children, young people and staff are outdoors, avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others.

If you think anyone is at risk of being struck, inform them to drop to their knees and bend forward. DO NOT LAY FLAT.

If in a building, instruct them to move away from windows and do not touch metal structures or phones and computers.

3.18 MISSING CHILD / ABDUCTION / RUNAWAY

Where a child is thought to have been abducted immediately call the Police and Children Services.

Where a child is missing the Headteacher will alert relevant staff in the school and initiate a search of the grounds and buildings including all cupboards, sheds, play equipment etc.

Consideration will be given to the individual circumstances and the child's records e.g., whether the child has ever gone missing before or whether the child has a record of leaving the school without permission.

Contact will be made with the child's family to see whether child is with them.

Where the child's behaviour record indicates a history of running away then contact the Educational Psychology Service and Children's Social Care team – 01628 683150.

Where staff are available and where it is reasonable to do so, the areas adjacent to the establishment or where the child is known to frequent should also be searched.

3.19 OFFENSIVE WEAPONS / SHOOTINGS

An offensive weapon is defined as 'any article made or adapted for causing injury to the person or intended by the person having it with them for such use by them.' This includes knives and guns but could also include hand tools or even pencil sharpener blades where these are being used or threatened to be used in an offensive manner.

There are a number of special exceptions which permit the carrying of knives:

- For religious reasons (e.g., Sikh's kirpan)
- As part of a national costume (e.g., Scottish highland dress)

As a general rule, the Police should be called to deal with any incident believed to involve a weapon. An assessment should be made of the seriousness of the incident to help the Police make their own judgement on the nature and immediacy of the response.

There may be exceptional circumstances where staff may decide that immediate action is required before the Police arrive, where possible de-escalation processes should be used, wherever possible the child or person suspected of possessing a weapon should not be confronted in front of others. Preferably two or more members of staff should be present and attempts to obtain the weapon should not be made.

Where there is reasonable belief that a child or young person may be carrying an offensive weapon, it might be appropriate for members of staff to ask a child or young person to hand the weapon over willingly or search a child or young person who agreed to co-operate. Such action comes within a member of staff's authority to discipline a child or young person. However staff are under no obligation to search a child or young person themselves. The Police are empowered to undertake a search where a child or young person declines to co-operate.

Where the person suspected of carrying an offensive weapon is not a registered child or young person at the school or where an incident involving a child or young person takes place outside the school premises, any search will be undertaken by the Police.

Members of staff may on occasion take possession of a knife or other weapon brought into the school. In possession of such an item and depending on the circumstances, the school should make arrangements to secure it and either surrender it to the Police immediately or arrange for it to be removed by the parent/guardian if deemed appropriate to do so.

Some other points to note following any such incident would include completion of appropriate documentation, such as the violent incident report form etc. debriefing process, staff/child, young person counselling and support processes.

3.20 OFFSITE ACTIVITIES

Please refer to the Schools Off-Site Activities Policy

3.21 SEVERE WEATHER

Severe weather can include deep or persistent snowfall heavy rain, storms etc.

Upon receipt of a severe weather warning from the LA, or on their own initiative the Executive Headteacher/Head of School will consider the following possible actions:

- Circulate the warning or situation to key staff
- Decide to close the school in advance where this seems sensible
- Monitor the weather conditions as they deteriorate
- Alert the Site Controller to review heating settings and to make arrangements for frost protection and the gritting of roads and footpaths on site

The Headteacher/ Acting Assistant Head Teacher/SBM in consultation with the Chair of Governors and others as appropriate, will decide to close the school when the weather conditions make it dangerous or impossible for people to travel to school at which point, they will initiate the schools closure procedures.

3.22 SEXUAL ASSAULT / ABUSE

Call first aider to the scene. Call the Police using the 999 number.

Provide support in a private area with 2 familiar staff members present taking into account their gender (do not leave the child or young person with a lone adult).

Secure scene/evidence/ record information.

Do not wash the victim's body or clothes (as you may be destroying important evidence needed by the police).

3.23 SICKNESS / INFECTIOUS DISEASE

For the full list of diseases that are notifiable and the actions to be taken see paragraph 4.10 within this document.

3.24 TERRORISM

The Home office holds primary responsibility for counterterrorism in the UK, and the Security Service (M.I.5) holds detailed information on the current threats to national security. M.I.5 provides relevant advice as these threats change and any specific advice will be passed on to schools via RBWM who work closely with Thames Valley Police.

It is not possible to plan for every eventuality, but the following measures will be used to enhance general security and reduce the incidence of crime on the site:

- *Security on site will be regularly reviewed and risk assessments will be employed to identify vulnerabilities.*
- *Security will be included in the briefs for any new building works.*
- *Security and security awareness will be represented at a senior level on the establishment management team.*
- *Good basic housekeeping will be maintained with public areas kept clear, tidy and well-lit.*
- *Access points through the boundary and into the school buildings will be kept to a minimum and kept locked at certain times*
- *Staff, contractors and visitors will be issued with passes.*
- *Parking will be controlled and vehicles kept away from the buildings.*
- *Appropriate physical security measures will be employed e.g., locks, alarms, CCTV surveillance and lighting*
- *When recruiting staff or hiring contractors, identities will be checked and references sought.*
- *Access to confidential information and IT systems will be restricted and controlled.*
- *The Schools Emergency Plan will be regularly reviewed and tested.*

The school also has a role in responding to terrorist events whether or not the school has been directly affected. Children and young people may react to media coverage of events at home or abroad in different ways, including being frightened by news and images of conflict and destruction.

The school will seek to prevent tensions arising between pupils, from different ethnic backgrounds or religions, by challenging crude stereotyping and facilitating discussions based on accurate information in a safe environment in which children and young people can explore their understanding and come to terms with their fears.

3.25 THREATENING/ SUSPICIOUS PERSONS

Dependent upon the circumstances, staff may feel able to approach and dissipate any threatening situation. However, there are also likely to be circumstances whereby it is immediately obvious that a person will not be approached or challenged and the principles of Lockdown may apply.

Call the Police.

Notify them of the identity of the individual, where this is known, or give them a description and if possible, their vehicle registration number.

3.26 TRESPASS / INTRUDERS

Schools are not public places and members of the public have no legal right of access. Any person who enters without permission is therefore a trespasser and may be asked to leave.

Trespass is not a criminal offence, but a matter that may be pursued through the civil courts.

However, any person who is present on school premises, including playgrounds and playing fields, without lawful authority, and causes nuisance or disturbance is guilty of a criminal offence, and may be liable on conviction to a fine under Nuisance or Disturbance on School Premises Section 547 of the Education Act 1996. They can be removed from the premises by the police, and the school should call the police in such cases.

The schools security strategy is that nobody (including governors, staff and pupils) has an unrestricted right of access to the school premises, except those who have a statutory right to enter for certain purposes (e.g. OFSTED and Health & Safety Executive inspectors).

Security procedures are in place to reduce the incidence of trespassing, including:

- Visitors, contractors and suppliers must book in and out of reception, wear visitor's badges. They will be accompanied by a member of staff at all times while on site unless permission is given for them to be unaccompanied.
- Access around the site is restricted by the provision of fences and gates.
- This access is controlled by locking and unlocking the gates and external doors at certain times (8:40 am – 8:55am and 3:00pm and 3:10 pm).
- The school is protected by an intruder alarm (*insert details of the alarm system, coverage and arrangements for remote monitoring*)
- (*Insert details of any other security features e.g., CCTV, lighting or card readers*)

The school policy is that persons not wearing visitor's badges will be challenged and asked why they are on site. If they have no good reason to be on site, they will be asked to leave.

Where trespassing becomes a recurring problem, the following additional measures will be considered:

The Headteacher (in consultation with FCAT and governing body) can issue notices to be posted at the entrances to the school site. Such notices will, of course, be welcoming, but will clarify the terms on which people may enter.

Those who have a broad permission to enter (i.e.: staff, pupils, contractors, out-of-hours users) will be informed, by letter, of the limitations both in terms of time and place as to their permission to enter the premises.

Such arrangements may not, of course, deter a determined intruder, but they leave no doubt that the school's premises are private and thus provide a clear basis for treating as a trespasser any person who enters the premise without permission.

Legal action may ultimately be considered in consultation with FCAT.

Where Headteacher is seeking to exclude a parent from school premises, the parent will be afforded the opportunity to provide a written reason why they will not be excluded before a decision is made by the Headteacher/ CEO and Chair of Governor.

3.27 UNSAFE STRUCTURES

Evacuate the building if necessary.

Call the Headteacher/ Acting Assistant Head Teacher

Move away from the building if very serious.

Contact RBWM Building Control

Contact the Health and Safety Advisor

Consider activating the Schools Closure Plan

3.28 UTILITY FAILURE

This could be a failure of the power, water or gas supplies.

In the event of a power failure teaching staff should stay in the classroom with the children until further instructions are given.

Staff who are not teaching should immediately report to the main office.

The Headteacher/ Acting Assistant Head/ SBM Teacher should contact the utility company and establish a timescale for reinstating the supply.

Depending on the timescale for reinstating the supply the Headteacher/ Acting Assistant Head Teacher should decide whether or not to close the school for the rest of the day or for a longer period.

Where the failure is due to damaged mains e.g., a burst water main, if possible, shut off the supply and contact RBWM Building Services immediately.

4 PLANS

4.1 BUSINESS CONTINUITY PLAN

a) There are four stages in Business Continuity Planning as follows:

1. Identify Key Business Activities (select from the following list by deleting those not applicable)
2. Assess the potential impact on the organization from potential emergencies/incidents
3. Identify Business Continuity Measures required

4. Put in place an Action Plan to implement the Mitigation Measures

- b) The following template has been provided as an example of a School Business Continuity Plan. This is not meant to be inclusive, and each school should amend and adapt to suit its own particular circumstances.

SCHOOL BUSINESS CONTINUITY PLAN

KEY BUSINESS ACTIVITIES	EMERGENCY /INCIDENT	IMPACT	BC MEASURES	ACTION PLAN
Teaching & Learning	Loss of a Building, e.g., due to fire, flood, major utility failure etc.	High impact from the start	<ul style="list-style-type: none"> • Temporary accommodation • Temporary utilities • Space at other schools • Bldgs & Contents Insurance • Loss of resources • School closure (if reqd) • On-line learning 	<ul style="list-style-type: none"> • Liaison with Council (Head) • Council/utility companies (SBM) • Reciprocal arrangements (Head) • Policies in place (SBM) • E-Archiving policy (SBM) • Closure Plan (Headteacher/AAH) • E-learning plans (Phase Leaders)
Teaching & Learning	Loss of Key Staff, e.g., due to unforeseen illness, bereavement or death	Medium impact after the first week	<ul style="list-style-type: none"> • Cover by other staff • HR Service from Council • Supply teachers • Bursar cover • Help from other schools • Executive Headteacher/Head of School replacement 	<ul style="list-style-type: none"> • Timetabling arrangements (Head Teacher) • Buy back from Council (SBM) • List of suitable teachers (SBM) • Council insurance (SBM) • Reciprocal arrangements (Head) • HR service from Council (Chair)
Teaching & Learning	Loss of ICT, e.g., failure of broadband, server crash, telephone system goes down etc.	Medium impact from the start	<ul style="list-style-type: none"> • Temporary provision • Alternative supplier • Hard copy learning resources • Assessment & Records • Help from other schools 	<ul style="list-style-type: none"> • Temp arrangements (Phase Leaders) • Procurement of (SBM) • Transfer to hard copy (Teachers) • Transfer to hard copy (Teachers) • Reciprocal arrangements (Head)
Teaching &	Loss of Key Supplier,	Low	<ul style="list-style-type: none"> • Alternative 	<ul style="list-style-type: none"> • Procurement of (SBM)

Learning	e.g., school meals service	impact within a week	supplier <ul style="list-style-type: none"> Temporary arrangements Cooking at other schools 	<ul style="list-style-type: none"> Cold food purchased (SBM) Reciprocal arrangements (Head)
Reputation	School's response to emergency Incident poorly managed	Medium impact within a week	<ul style="list-style-type: none"> School Emergency Plan Training & Exercising Plan Good links with Council 	<ul style="list-style-type: none"> Plan in place (Headteacher/ Acting Assistant Head Teacher) Training & Exercising (Head) Close liaison (Headteacher/ Acting Assistant Head Teacher)
Reputation	Loss of confidence by parents	Medium impact within a week	<ul style="list-style-type: none"> Good Communications Plan Consistent messages given Media managed 	<ul style="list-style-type: none"> Communications Plan (Head/CEO) Close liaison with Council (Head) Pro-active approach (Head & Chair)
Add others as required		Format RAG		

4.2 CLOSURE PLAN

- a) The school has a closure plan in place for use in the event of severe weather, an emergency or unforeseen situation.
- b) Parent/guardian contact details are maintained and regularly updated by (insert name/s).
- c) Where these are held on a computer database, a regular print-out will be made and a copy kept in the Admin Grab Bag.
- d) The following plan to be followed in the event of a School Closure:

Initiate the School Closure Plan	
<ul style="list-style-type: none"> Assemble the School Emergency Management Team Gather the information, assess the situation and decide what to do Chairman of Governors to approve closure, then notify CEO/LA 	Headteacher
<ul style="list-style-type: none"> Notify all staff when the School Closure Plan will be activated Nominate staff to deputise for those staff in the Plan who are absent. Organise/ instruct staff to assist where appropriate. Make and initiate appropriate arrangements for anyone who is disabled, vulnerable or has special needs. Liaise with the CEO/LA if additional staff/resources are required 	Acting Assistant Headteacher
<ul style="list-style-type: none"> If appropriate contact School Governors and/or PTA to come to assist the school 	Chair Gobs
Provide Information to Parents/Guardians	
<ul style="list-style-type: none"> If there is time draft a letter to parents/guardians informing them why the school has closed, when it is expected to re-open, or if this is unknown refer them the where/how they can obtain further information Be visible/accessible when parents/guardians collect their children 	Headteacher

<ul style="list-style-type: none"> • Print/copy/distribute letters for teachers to give to pupils to give to parents/guardians 	<i>SBM</i>
<ul style="list-style-type: none"> • Laminate copies of the letter and fix them to the external notice boards at the school gates 	<i>Site controller/Office</i>
Inform People that the School is Closing	
<ul style="list-style-type: none"> • Contact Parents/Guardians • Request local radio stations to broadcast announcements – see Communications • Notify caterers, cleaners, contractors and other site users • Cancel after School clubs • Notify School Crossing Patrollers and Midday Meals Supervisors • Cancel relevant bookings and lettings • Inform absent staff • Notice to be placed on the school website 	<i>Admin Team</i>
<ul style="list-style-type: none"> • Request the LA to contact/notify the following if applicable: <ul style="list-style-type: none"> ○ Home-School transport ○ LA grounds maintenance contractor ○ Notice to be placed on the Council website 	
Pupils are Collected by their Parents/Guardians	
<ul style="list-style-type: none"> • Inform pupils and supervise them until their parents collect them • Only release pupils to custodial parent/guardian or person pre-designated by parent/guardian as an authorised contact. • Keep log that includes the name of the pupil, the name of the person collecting the pupil, and the date, time and purpose for collection. • Persons picking up pupils will present positive proof of their identity, if not known to staff. • Make a risk assessment before allowing, and record of all the children who have walked home on their own, as they normally would. 	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> • Be visible/accessible when parents/guardians collect their children 	<i>Headteacher</i>
Before you Leave	
<ul style="list-style-type: none"> • Leave an appropriate message on the school ansaphone 	<i>Admin Team</i>
<ul style="list-style-type: none"> • Make appropriate arrangements for the care of any pets/animals • Secure the School buildings and site after everyone has left 	<i>Site controller</i>

- e) The RBWM guidance in the event of a School closure

To All RBWM Schools:

SCHOOL CLOSURE PROCEDURES

1. Inform the Chair of Governors – 01344 622840 or 07738163702
2. Inform the Council:
 - During office hours (08.00 to 18.00)
 - Telephone **01628 683 800**
 - Outside office hours (18.00 to 08.00)
Telephone **01753 853517 option 1**
 -
3. Inform parents as early as possible to avoid un-necessary disruption. This could include:
 - Using the Local Radio Stations
 - BBC RADIO BERKSHIRE broadcasts on 104.1, 104.4, 95.4, 94.6 FM & DAB, Telephone 0118 946 4200 (0700 –1900), Code word is PUBLIC SERVICE. You will be asked for your DfE number. (8683335)
 - HEART broadcasts on 97.0, 102.9, 103.4 FM, telephone 0118 945 4400 (available between 0500 and 1800 on weekdays), You will be asked for your DfE number. (8683335)
 - Jack fm (was READING 107) broadcasts on 107.0 FM, telephone 0118 986 2555, Code word is CREATION
 - Updating the school's website -Admin
 - Updating the schools Ansa phone message- Admin
 - Email where this is available - Admin
 - By letter if this is appropriate – Admin/Head Teacher

The Council will also post the details on its website and keep them updated in response to your calls. The weblink is <http://www.rbwm.gov.uk>

There should be further guidance on coping with Severe Weather in your School Emergency Plan.

Please note, unless RBWM is informed that your school is closed, we will assume that the school is open.

4.3 COMMUNICATIONS PLAN

a) General Principles to be followed by the school in all communications in an emergency:

- Information will be verified, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed, and based on hearsay or second hand.
- Information will be true. False information can be misleading, cause distress and be subject of accusations/litigation at a later date.
- Information will be consistent with what has been previously released.
- Information will be consistent with what has also been released by RBWM

b) Means of Communication

- The school will consider which methods of communication are appropriate for the particular emergency situation. Telephone is likely to be the principal means of communication in an emergency, but the following is a list of other possible means of communication:
 - Local Radio – see previous page.
 - Television – contact via the RBWM Communications Team
 - Newspapers – contact via the RBWM Communications Team
 - E-Mail
 - Fax
 - Telephone
 - Mobile Phone
 - Letter By Post
 - Letter By Pupil
 - Handouts
 - Posters
 - Notice Boards
 - Leaflets Door to Door
 - Text Messages
 - Ansaphones/Voicemail
 - Call Centre
 - Conference Call
 - Video Conference
 - Restricted Meetings
 - Open Meetings
 - School Web Site
 - Council's Web Site - contact via the RBWM Communications Team

c) Contact the RBWM if any additional staffing/resources are required to help with communications

d) Communicating with the LA

- RBWM should be contacted in the event of an emergency incident in accordance with the Initial Response procedures above.

RBWM EMERGENCY CONTACT NUMBERS		
DURING OFFICE HOURS Monday to Friday 8 am to 6 pm	Customer Service Centre	01628 683 800
OUTSIDE OFFICE HOURS	Control Room	01753 853517 option 1

- RBWM maintains a 24/7/365 Emergency Duty Officer (EDO) rota, so that there is always a senior manager available to support schools in an emergency situation.

- The EDO will assist the school in evaluating the information gathered, assessing the response level and in implementing the initial response.
- Most of the emergency situations that occur are minor in nature and are dealt with by schools with little or no support from the EDO. However, in more serious situations the EDO will also provide the liaison between the school and the other departments of the RBWM e.g., the RBWM Communications Team, relieving the school from the task of communicating and organising, freeing up the school to concentrate on its internal situation.
- Where the situation demands, the Director of Children's Services will form an RBWM Emergency Management Team comprising of other senior managers within the department, to support the school in dealing with the emergency.
- Where Schools require emergency support in the form of additional staffing resources the LA can mobilise its staff from their other departmental duties to work in support of the school either on site or from the Council's offices. All school staff are subject of DBS checks.
- The RBWM can also assist the school to locate additional teaching staff to be made available from supply contacts or from other schools where this is required.
- Where the emergency involves the wider community e.g., a major fire, or incident involving evacuation of parts of the Borough, RBWM has its own Emergency Plan. If this happens RBWM will provide the link between the Council's Emergency Operations Centre (EOC) and the school, relaying the requirements of the Borough's emergency response to the school and keeping the EOC apprised of the school's situation and progress.
- It is essential that there will be good liaison between the school and RBWM if the above arrangements are to work properly.

e) Communicating with Parents

- In an emergency situation the school will need to ensure that they are communicating efficiently with parents in order to allay fears and minimise panic or disruption. Parents need for communication should be managed so as to ensure they do not distract emergency services and school staff from doing their jobs.
- Some points to bear in mind when communicating with parents:
 - The school will understand and appreciate the feelings parents for the safety and well being of their children in an emergency situation.
 - The school will remain person focused rather than purely process focused.
 - The school will be sensitive, honest and caring.
 - Communication with parents/guardians will be drafted and delivered in an informative and re-assuring manner,
 - The school will not seek to down-play serious issues – give them the facts.
 - The school will treat parents of the injured as individuals, not members of a group
 - Parents will hear important facts from the school before they are released through the media.
 - The media can move very fast so the school will react quickly to events as they unfold.
 - The school will also consider how to communicate with parents, but also consider how parents will communicate with the school:
 - Telephones manned by people are preferable to recorded messages on ansaphones or voicemail, as this will just make anxious parents go elsewhere for information.
 - Additional staff may be required to staff telephones.
 - Separate telephone lines may be required to handle incoming calls so as to free up other lines for the school to make outgoing calls to manage the emergency.
 - Additional telephone lines may be required at short notice via BT.
 - Mobile phones may be used but arrangements will be made for recharging batteries.

- In a serious situation a separate help line could be established by the LA Customer Services to deal with incoming calls. This would also take some of the pressure off the school, but the school will keep the help line updated with accurate information.
- A telephone cascade system may be an appropriate way of circulating urgent information as it prevents one person having to make many phone calls. Each family who is called can phone one or two others. Telephone cascades are only as reliable as the weakest link so the cascade will include feedback to the school from each chain of the cascade so that the school will know that the message has got through. Cascades will not be used to communicate sensitive information e.g., concerning casualties as this information will come direct to parents from the school.
- Wherever possible, letters will be sent to parents, possibly to be sent home with pupils at the outset of the incident, as this might reduce the number of subsequent incoming enquiries:
 - Explaining what has happened
 - Reassure them that the school and LA have emergency planning procedures in place to deal with incidents
 - Indicating how long it could last
 - Explaining where/how they can obtain further information
- The school will pre-draft letters that could be immediately available to be used in the event of having to activate the School Evacuation, Migration or Closure Plans.
- Some elements of the press and media may be unscrupulous and unethical in their methods, including trespassing and posing as parents or others to obtain information. Identities will be verified before any authorised information is given out by the school.
- The school will provide a means for parents and members of the public to contact them outside normal hours by including reference to the LA's Forestcare emergency call centre number (see above) on their answerphone, by posting this on the external school notice boards and on the school's website.
- Parent contact details are maintained and kept up to date by (insert name) and copies are kept in the Admin Grab bag/s

f) Communicating with the Media

• **ALL PRESS AND MEDIA ENQUIRIES SHOULD BE REFERRED TO THE RBWM COMMUNICATIONS TEAM, WHO WILL DEAL WITH THE PRESS AND MEDIA ON BEHALF OF THE SCHOOL ON 01628 796220**

- The school will liaise closely with the Communications Team, who will assist the school to deal with the media in the event of an incident, including drafting press releases and statements, organising press conferences and dealing public requests for information.
- The school will prepare general prospectus-type information about the school in advance of any emergency. Having this information ready to give to the media could take the pressure off the school when they are in an emergency situation.
- The school will aim to create and maintain a positive relationship with the media, because in some emergency situations the media can help the school by giving out important information messages.
- Local radio stations already provide assistance in communicating details of school closures, but they, and the other media (television, newspapers etc.) may also have a role to play in ongoing

communication in an incident, e.g., in helping to get messages across to parents, neighbours and other stakeholders.

- The school will therefore consider taking a pro-active approach, scheduling press conferences etc. as required. This may also reduce the ad hoc demands from the press and media for information.
- The school will not release photographs to the press without first obtaining written permission of parents, pupils and adults who may appear in the photos. All photography will be in accordance with the school's own policy and RBWM Guidelines.
- The school will appoint a dedicated media spokesperson
- This will be (insert name here – this would normally be at a senior level i.e., Executive Headteacher/Head of School or Chairman of Governors)
- The Spokesperson's role will include:
 - Speaking for the school to give information and reassurance.
 - Liaising with the Communications Team on behalf of the school
 - Approving press releases and statements on behalf of the school
 - Giving short media briefings/interviews organised by the Communications Team
 - Dealing with internal communication issues within the school.
- Other staff will not deal with communications/media as they may not be in possession of all of the current facts or may have information that has changed. This could lead to unnecessary concern or anxiety amongst staff, parents and the public.
- The school Spokesperson will be given coaching/briefing by the Communications Team on how to communicate with the media, but the following points will be considered:
 - Follow the General Principles laid down at the beginning of this section
 - Select an appropriate location to speak to the media with adequate lighting, quiet and with a suitable background.
 - Ensure that furniture is appropriate, e.g., tables and chairs, lectern etc. If the media are standing then stand, if they are sitting then sit but try to keep any cameras etc. from looking down on you.
 - The updated Initial Contact – Information Gathering section may be an appropriate format for providing information about the incident
 - If information is lacking, explain that more details will be made available as soon as possible.
 - Prepare your one or two key messages – your 'must points'.
 - Try to have a smart appearance
 - Set a calm tone from the beginning.
 - Speak clearly, calmly and slowly
 - Keep eye contact.
 - Always start with expression of condolences or concerns for any victims and their families.
 - Do not be afraid to show emotion but try not to break down
 - Do not speculate about the cause of any incident
 - Do not place blame for the incident.
 - "The incident is under investigation by the Police/Fire Service/Health & Safety Executive".

- “That question will have to be referred to the Police/Fire Service/Health & Safety Executive”.
- The spokesperson will not confirm numbers of any injured/dead – this will be a matter for the emergency services.
- State that appropriate follow-up services are being provided for students, staff and parents by internal and external resources (if true).
- Show that you are in control of the situation and doing everything you possibly can to minimise the consequences (if true).
- Counter or deny dangerous rumours if you know they are untrue.
- Use the three P’s if this is appropriate: Pity, Praise and Promise, e.g. ..“this has been a terrible incident which has had a profound affect on everyone in the school...our thoughts are with”“...there has been a tremendous response from staff in the school who are working with ... to ..., and I would like to thank the emergency services...”“...the school will be co-operating fully with ... to find out what happened and to ensure that this will not happen again...”
- Remember, be sure of your facts before releasing any details – once a ‘fact’ is in the public domain, there is no going back.
- The school will keep a record of what the spokesperson says publicly, so that this is available in the event of a subsequent inquiry.

g) Communication with Pupils

- The school will ensure pupils are kept up to date with the emergency as it unfolds
- Communication with pupils will be in an appropriate manner so as not to cause distress or upset
- Face to face verbal communication will be used by staff who are known and trusted by the pupils (make reference here to who will do this and how it will be achieved, this is best done by their regular teachers)

h) Communicating With Staff and Governors

- Staff and Governors will be kept up to date with the emergency as it unfolds
 - Line management in the school is the most appropriate method of communication in most instances.
 - All communication with school governors will be channelled through the Chairman who will approve all information before it is sent out.
- A telephone cascade system will be used to circulating urgent information as it prevents one person having to make many phone calls. Each member of staff who is called can phone one or two others. Telephone cascades are only as reliable as the weakest link so the cascade will include feedback to the school from each chain of the cascade so that the school will know that the message has got through. This could be a way of assembling a group of responders much more quickly. (make reference here to any cascade system in use, who will keep it updated, how and when it will be tested and include the cascade information as a supplementary APPENDIX. if a cascade system is not in place, then give details of who will be responsible for keeping staff in the picture, and how this will be achieved)
- Staff will be instructed not make statements or give information to the press or media unless authorised to do so by the Headteacher/CEO. This is because they may not be in possession of all of the current facts or may have information that has changed. This could lead to unnecessary concern or even panic amongst staff, parents and the public.
 - Individual staff at school or outside school may be approached by the press or media and put under direct pressure to answer questions. However, all staff will be made aware not to answer questions and not let themselves be tricked or pressurised into giving out information.

- Staff and Governor contact details are maintained and kept up to date by Admin/Clerk to Governors.

i) Communication with Radio Stations

For communication with the three local radio stations please refer to paragraph 4.13 of this document

j) Translation and Interpretation

- Where an emergency situation requires support for translation or interpretation e.g., an emergency with an offsite visit in another country or involving a deaf person, the school will make use of the Communications Team.:

4.4 CONTACT DETAILS

a) Parents and Guardians.

A list of contact details for parents and guardians should be maintained by the school. It is suggested that this list should include:

- *Child's Name, Class, Date of Birth,*
- *Parent/ Guardian 1 Name, address, telephone, e-mail*
- *Parent/ Guardian 2 Name, address, telephone, e-mail*
- *Other persons who are authorised to collect the child from school Name, address, telephone, e-mail*

b) School Governors.

A list of contact details for the school governors should be maintained by the school. It is suggested that this list should include:

- *Name, role, committees, address, telephone number, e-mail address, any relevant skills/expertise that may be of use to the school in an emergency e.g., language skills*

c) Staff.

A list of contact details for the staff should be maintained by the school. It is suggested that this list should include:

- *Name, Post held, address, telephone numbers, e-mail address, any relevant skills/expertise that may be of use to the school in an emergency e.g., counsellor, special needs*

d) RBWM Contact Details

OUTSIDE OFFICE HOURS

All of the Council's Services can be contacted outside office hours via Tinkers Lane Control Room on 01753 853517 option 1

DURING OFFICE HOURS

Business Support - 01628 796367

Emergency Planning Officer:

- | | | |
|-----------------------------------------------|-----------------------|--------------|
| • Borough Emergency Planning Officer | Darren Firth | 01628 796861 |
| • Out of Hours call Tinkers Lane Control Room | 01753 853517 option 1 | |

Other Functions:

- | | | | |
|-----------------------------|------------------------------|------------------|--------------|
| • Home to School Transport | Transport Co-ordinator | Lynne Penn | 01628 796481 |
| • Communications Team | Communications Manager | Louisa Dean | 01628 796410 |
| • Building Group | Head of Building Surveyors | John Soper | 01628 796255 |
| • Customer Services | Customer Service Centre | | 01628 683800 |
| • Human Resources | HR Business Partners | Kate Jaques | 01628 685810 |
| • Health & Safety | Health and Safety Advisor | Phil West | 07786 190153 |
| • ICT Support | ICT Services Manager | Rocco Labellarte | 01628 796553 |
| • Finance Team | Finance Officer | Pal Chana | 01628 685828 |
| • Special Needs | SEN Manager | | 01628 796776 |
| • Education Psychology | Senior Psychologist | Alison Croissick | 01628 796688 |
| • Curriculum and Assessment | Service Leader | Simon Evry | 01628 796534 |
| • Property Manager | Property & Admissions | Ann Pfeiffer | 01628 796364 |
| • Environmental Health | Environmental Health Manager | Steve Johnson | 01628 683555 |
| • Public Health | Head of Public Health | Rutuja Kulkarni | 01628 683532 |

4.5 BEREAVEMENT,

In the event of the death of a pupil or member of staff, the school should immediately inform the Head of Children Services who will notify and alert the relevant RBWM staff of the death.

The following should be regarded as a checklist of possible responses to bereavement.

- With the loss of a member of staff the school will liaise with the RBWM Human Resources Business Partners (see 4.5 (d) for contact details) in respect of pension entitlements for the family of the deceased. The HR Business Partners will also deal with the necessary correspondence including a letter from the Director to the family of the deceased where this is appropriate.
- Where the deceased is a teacher, the school may also need to make arrangements for other staff to cover their classes, arrange for temporary or supply teachers, and for making a new appointment to the post. The RBWM HR Business Partners can also assist with this.

- In addition, the school will consider how to deal with the family of the deceased, working with the Police Family Liaison Officer, the staff, pupils, parents and the wider school community.
- Where the deceased or their family are from a minority or ethnic group, the school should ensure that staff understand and are sensitive to their cultural needs. Responses to death and the beliefs and rituals surrounding it vary across different cultures and religions. Teachers and professionals need to be aware of these differences, which include dress, hair, food, emotional reaction and funeral customs. What may seem disrespectful in one culture may be a mark of respect in another. This could be incorporated into the curriculum so that children as well as staff are respectful of these differences.
- The school should immediately establish a line of communication with the family of the deceased and agree with the family what information can be released about how the person died and what happened. (via the Police Family Liaison Officer) The school should also consult with the family about what the school is doing and will respect the wishes of the family concerning any arrangements including involvement by the family. In the same way the school should respect the wishes of the family about involvement by the school in any arrangements being made by the family e.g., for the funeral.
- Teaching staff should be notified straight away. They may also need to be briefed about what the school is doing, take time to prepare themselves to handle questions from pupils and parents, and to monitor pupils for any signs of emotional trauma. Arrangements should also be made to notify ancillary staff such as nursery, admin, catering and cleaning staff etc. at the appropriate time in an appropriate way. Staff may themselves be affected by the bereavement, and the Executive Headteacher/Head of School should talk to them collectively and individually over the coming days/weeks/months, monitor them, and ensure they receive the necessary support if they are unable to cope, e.g., bereavement counsellors, obtainable via the RBWM HR Business Partners (contact details above in 4.5 (d)). The Chair of Governors and governing body may also have a role in monitoring the Head Teacher and Senior Leadership Team and staff for signs of stress.
- It is important for the school to carefully manage the way the news is given to pupils, which will be in a controlled way. Time will be taken to plan how to break the news to pupils, what to say, and who will say it. Ideally this should be by the Headteacher at morning assembly followed up by class time in tutor groups. Pupils will need to be told what has happened and how everyone is feeling about it. It may also be appropriate to tell them why it happened, and younger pupils may need to be re-assured that it will not happen again, and it will not happen to them. It may be necessary to explain to pupils that the school is grieving/mourning the loss of the individual, what this means, how this makes us feel, that this is a natural process we all go through, what will be happening in school because of this, and how they can participate. It may be important for pupils, and especially younger pupils, to then be with the teachers and staff who they are familiar with so that they can feel safe to talk and share about how they feel about what has happened. This follow-up time is important to enable teachers to provide reassurance, answer individual questions and provide guidance to the class group about how they should be feeling that it is alright to feel sad, or not to feel sad, and how to respond to what has happened. Bereavement is a normal part of human experience and while it may be very sad, it is important not to over-play it, or make pupils feel traumatised or distressed. Pupils may also need some practical way to focus how they feel about what has happened, and the school can provide ways to do this, e.g., writing cards, making floral tributes, planting a tree of remembrance, a plaque, a book of condolence, a book of remembrance, a special assembly, a memorial service etc. An appropriate quiet area could be set-aside in the school for pupils to come to talk to staff about what has happened. The school will take advice from the RBWM Education Psychology Service when planning how to handle the pupils in this situation (contact details as above 4.5 (d)).
- The Headteacher may need to write a letter to parents to inform them about what has happened and concerning any arrangements that have been made. If the deceased is a member of staff, parents may need to know what arrangements the school is making to provide staff to cover their classes. In addition, the Headteacher and staff may need to make themselves available before/after school for parents and others to talk to. A follow up letter may be required to notify parents about subsequent events and arrangements e.g., special assembly, memorial service etc.

- The wider school community may also need to be notified and involved in an appropriate way. They should also be able to provide useful support e.g., the PTA, extended school providers, early year's providers, voluntary organisations, local churches, faith groups etc. and anyone who has links with the school. The school website and newsletter could also be used to carry the news.
- In cases of bereavement many people feel the need to express their feelings about what has happened, by sending cards, flowers, money or other items to the school, unless they are specifically told not to.
- Cards could be put on a special pin board/display, forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance. They should not be thrown away because this might hurt the sender's feelings.
- The school may need to designate a suitable place for people to put flowers where they are visible and can be perused. It may be appropriate to make them into a floral tribute, but ensure that flowers that may arrive later can also be included otherwise people may feel that their contributions have been rejected. Pupils could help with displaying/arranging the flowers. Remember flowers will quickly perish without water, and even with water flowers may wilt and become unattractive in time. But disposal of flowers may also be a contentious issue, and they will not be just thrown away. The school may need to adopt a policy for this e.g., the flowers to be used at the funeral, or taken to the cemetery, or another appropriate location at an appropriate time. This may be an opportunity to discard any wilted stems, remake the floral tribute or make them into wreaths. The small cards sent with the flowers may also contain written messages, and these could be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.
- Items such as toys or photographs could also be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.
- Books of condolence or remembrance could be forwarded to the bereaved family at an appropriate time.
- N.B. the family of the bereaved may not want to be bombarded with cards, flowers or other items, so the school should always ask first before forwarding these to the family.
- A clear written record of money received and donors will be maintained by the school, and the money will be used for the purpose for which it was given. Money given for the family of the deceased should be passed on to them or donated to a charity instead if they prefer, and the school should respect their wishes. In the case of multiple bereavements, the school will carefully consider a policy on how such money will be distributed. The school will take specialist advice if it is considering setting up charitable trusts.
- It will not be necessary to provide helplines for counselling in respect of a single bereavement, however this may be appropriate in respect of multiple fatalities or where the incident involved violence. Where individual pupils or staff appear to be more seriously affected, bereavement counselling assistance can be obtained from the HR Business Partners for staff, and the Education Psychology Service for pupils as required. See above 4.5(d)
- The school should consider seeking help and advice from external organisations where appropriate (see section 7).
- Please also refer the sections below on Communicating, and Recovery.

4.6 EVACUATION

- a. Detailed and specific information on fire, bomb threats and evacuation procedures can be found in COP 12 Fire Management – Section 6 and 8 with the Fire Safety Logbook in Appendix F

SCHOOL EVACUATION PLAN

This plan is for the evacuation for the School buildings in the event of an emergency.

(Insert responsible individuals in right hand column e.g.)

If the Fire Alarm Sounds	
<ul style="list-style-type: none"> • Call the emergency Services • Initiate an action log 	<i>Admin</i>
<ul style="list-style-type: none"> • Notify the LA and request additional staff/resources if required • Notify the Chairman of Governors and other site users 	<i>Headteacher</i> <i>School Business Manager</i>
<ul style="list-style-type: none"> • Nominate staff to deputise for those staff in the Plan who are absent • Organise/ instruct staff to assist where appropriate. • Make and initiate appropriate arrangements for anyone who is disabled, vulnerable or has special needs. 	<i>Acting Assistant Head teacher</i>
<ul style="list-style-type: none"> • If appropriate contact School Governors/PTA to come to assist the school 	<i>Chair Govs</i>
Gather the Resources You Will Need	
<ul style="list-style-type: none"> • Bring your mobile phone/charger and your copy of the School Emergency Plan 	<i>All</i>
<ul style="list-style-type: none"> • Bring the Admin Grab Bag: Hard copies of class registers, essential pupil information, contact lists for CEO, parent/guardians, staff, governors, safe havens & LA, pens & paper, visitors book, site hazard register, site and floor plans, fire drawings, spare copies of the School Emergency Plan 	<i>Admin</i>
<ul style="list-style-type: none"> • Bring the Emergency Laptops/chargers: with e-copies of the above 	<i>School Business Manager</i>
<ul style="list-style-type: none"> • Bring class registers and pens • If there is time, make the children bring their coats and lunch boxes 	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> • Bring the School Grab Bag and distribute the contents to staff/pupils as necessary: high visibility tabards, torches, disposable rain ponchos, disposable foil blankets, spare batteries, umbrellas, mobile phone charger/s 	<i>Site controller</i>
<ul style="list-style-type: none"> • Bring the First Aid Grab Bag/s: first aid kits, water, biscuits, children's medications & instructions for use 	<i>Admin</i>
Evacuate the Buildings	
<ul style="list-style-type: none"> • If there is time, switch off electrical equipment and close windows. • Evacuate the buildings via the designated fire exits • Form up by classes/groups at the designated assembly point. 	<i>All</i>
<ul style="list-style-type: none"> • If the assembly point is covered by smoke or too close to the fire, designate the backup assembly point to be used. 	<i>Head Teacher</i>
<ul style="list-style-type: none"> • Inform pupils what is happening • Take a class register and send a report to the Head of School. • Supervise the children 	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> • Check the Visitors Book, account for any visitors, contractors and suppliers • Report to the Head Teacher 	<i>Admin</i>
<ul style="list-style-type: none"> • Ensure the whole School is accounted for. • Initiate appropriate action to locate/report missing individuals. • No-one is to re-enter the buildings unless it is safe to do so. • Report to the Headteacher 	<i>Phase Leaders</i>
<ul style="list-style-type: none"> • If appropriate, shut off power and gas supplies if it is safe to do so. 	<i>Site controller/ School Business Manager</i>
Fire Fighting	
<ul style="list-style-type: none"> • Only fight the fire if it is safe to do so, and never alone. 	<i>All</i>
Handover to the Emergency Services	
<ul style="list-style-type: none"> • Handover to the Emergency Services and follow their instructions • Report any persons still in the buildings, or who are unaccounted for. • Handover copies of the site and floor plans, site hazard register and fire drawings to the Fire & Rescue Service 	<i>Headteacher</i>

Manage the Situation	
<ul style="list-style-type: none"> • Assemble the School Emergency Management Team • Gather the information, assess the situation and decide what to do. • Consider activating the School Migration/Closure Plans. • Notify the CEO/ LA, request additional staff/resources if required 	<i>Headteacher/ Acting Assistant Head Teacher</i>

4.7 SCHOOL EXAMINATIONS

- a. Where emergencies interrupt or disrupt public examinations and national tests, for example a fire alarm sounding, in such cases a test administrator will:
 - Stop the clock. If the problem can be dealt with in a straightforward way, for example, if it is an audible disturbance that can be stopped, the test can be restarted and the pupils given the correct remaining time to complete the test.
 - If necessary, follow their normal school policy for evacuating a building, seeking to uphold the integrity of the tests.
 - The test will continue as soon as possible. All pupils will be given the correct amount of time.
- b. The Headteacher/ Acting Assistant Head Teacher or senior teacher should make a note of the incident and the times at which the test was stopped and restarted.
- c. If the problem cannot be dealt with in a straightforward way, the Executive Headteacher/Head of School or senior teacher should contact the RBWM Assessment Coordinator for advice (see contact details in 4.5 (d) above). If they are not available, for end of Key Stage tests, the school should contact the National Curriculum Tests helpline on 0300 303 3013 for advice.
- d. Where possible, pupils will remain in the test room while the problem is being resolved. They will be supervised at all times and not allowed to talk to one another.
- e. Major disruptions during public examinations will be reported to the relevant examination board.

4.8 FIRST AID

Guidance on first aid, including the number of first aiders and first aid boxes required can be found in COP 13 First Aid

Advice from the DfE

First Aiders

- First aiders must complete a training course.
- At school, the main duties of a first aider are to:
 - give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at school_
 - when necessary, ensure that an ambulance or other professional medical help is called.

Appointed Persons

An appointed person is not a first aider but someone who:

- takes charge when someone is injured or becomes ill
- looks after the first aid equipment, e.g., restocking the first aid container
- ensures that an ambulance or other professional medical help is summoned when appropriate.

There are no rules on the exact numbers of first-aid personnel required in a school, but the Health and Safety Commission has issued guidance on numbers of first-aid personnel based on employee numbers. This is referred to in the DfE Guidance on First Aid for Schools (available from DfE ref DFEE 20025- 2000).

The Department recommends that for the purpose of assessing first aid personnel numbers, pupil numbers as well as employee numbers be considered. The minimum requirement is that an appointed person must take charge of the first aid arrangements.

Employers must make a judgment based on their own particular circumstances and a suitable and sufficient risk assessment. Governing bodies and Executive Headteacher/Head of Schools should consider the likely risks to pupils and visitors as well as employees when drawing up policies and deciding on the complement of first aid personnel.

First-aid Containers

There is no mandatory list of items for a first aid container. However, the Health and Safety Executive recommend that, where there is no special risk identified, a minimum provision of first aid items would be:

- a leaflet giving general advice on first aid
- individually wrapped sterile adhesive dressings (assorted sizes)
- sterile eye pads
- individually wrapped triangular bandages (preferably sterile)
- safety pins
- medium sized individually wrapped sterile unmedicated wound dressings
- large sterile individually wrapped unmedicated wound dressings
- pair of disposable gloves.

A school's first aid procedure should identify the appointed person (see above) responsible for examining the contents of first aid containers. These should be checked frequently and restocked as soon as possible after use. There should be extra stock in the school and items should be discarded safely after the expiry date has passed.

To help you do this we have included a table (overleaf).

Record Keeping

Headteacher/ Acting Assistant Head Teacher/ First Aider should ensure that records are kept of any first-aid treatment given by First-aiders and appointed persons. This information should also be logged on the incident report form. It is good practice for these records to include:

- the date, time and place of the incident
- the name and class of the injured or ill person
- details of the injury/illness and what first aid was given

- what happened to the person immediately afterwards
- the name and signature of the first-aider or person dealing with the incident.

In an emergency, the Headteacher/ Acting Assistant Head Teacher/CEO in charge should have procedures for contacting the child's parent/named contact as soon as possible. It is also good practice to report all serious or significant incidents to the pupil's parents, e.g., by sending a letter home with the pupil or telephoning the parent.

4.9 INFECTIOUS DISEASE PLAN

The following diseases are notifiable (Ref: RBWM Health Protection Team Annual Report April 2005).

Acute infectious hepatitis	Measles
Acute encephalitis	Meningococcal septicaemia
Acute meningitis	Mumps
Acute poliomyelitis	Plague
Anthrax	Rabies
Botulism	Rubella
Brucellosis	Severe Acute Respiratory Syndrome (SARS)
Cholera	Scarlet fever
Diphtheria	Smallpox
Food Poisoning	Tetanus
Haemolytic uraemic syndrome	Tuberculosis
Infectious bloody diarrhoea	Typhoid fever
Invasive group A streptococcal disease	Typhus
Legionnaire's disease	Viral haemorrhagic fever (VHF)
Malaria	Whooping cough

In the event of an occurrence of a notifiable disease or serious illness in the school, the Executive Headteacher/Head of School will notify the LA (see 4.5) who will:

- alert the RBWM Emergency Planning Officer, Health and Safety Advisor and Environmental Health Officer
- arrange for the appropriate health professionals to become involved and give advice
- where necessary will circulate information to other schools to minimise the risk of the disease or illness spreading
- alert the RBWM Communications Team to assist the school with media enquiries
- alert the school meals catering contractor, where this is relevant
- consider requests from the school for additional support (e.g., staffing or finance).
 - a The nature of the advice given by the health professionals will depend on the type and seriousness of the illness, and whether it is an isolated case or an incident involving multiple cases. But in general terms it will include guidance to the school on what the health authority will do, what the school should do, and what advice should be given to parents.
 - b In respect of written guidance on dealing with medical emergencies and specific diseases and illnesses please refer to *Guidance on Infection Control and Communicable Diseases in Schools and other childcare settings* published by Public Health England.

- c The school will manage the incident by:
 - nominating a member of staff to liaise with the other parties.
 - guided by the health professionals, provide information to parents/guardians and other site users advising them of the incident, of the action the school is taking and what action parents and families need to take.
 - keeping suitable records of current, new and suspected pupil cases including ages and numbers by class, date of commencement of illness, details of any other family members known to be affected and when the symptoms ended.
 - keeping similar records in respect of members of staff and other site users.
 - following the advice of the health professionals by implementing relevant control measures required to minimise the risks of spreading the infection which could include:
 - ⇒ instigating any additional cleaning/disinfection regimes where required.
 - ⇒ applying any necessary 'exclusion' of cases to prevent the spread of the disease or illness.
 - ⇒ ceasing use of drinking water fountains, water play, cooking lessons where food is consumed.
 - ⇒ temporarily closing school kitchens.
- d The response to a more widespread serious communicable disease or illness such as a flu pandemic will be likely to be managed by the Department of Health advised by the Public Health England at a regional or national level. RBWM will receive medical advice and instructions from the government as the situation develops and will pass these on to schools. In such a situation it is unlikely that action would be required on the part of individual schools, as all schools in the Borough will be likely to be equally affected and the advice and guidance issued would be likely to apply to all.
- e Experience has shown that some parents may decide to keep their children away from school if they believe they are at risk of becoming ill, despite medical advice or guidance to the contrary. The school will ensure that any medical advice passed on to parents is in written form and simple to understand. See section on Communication.

Separate advice and guidance will be issued in the event of an outbreak of avian or pandemic flu.

4.10 LOCKDOWN PLAN

See Lockdown Policy

4.11 MIGRATION PLAN

- a. In certain circumstances, it may be necessary to vacate the site and relocate pupils and staff to an alternative location for safety reasons, for example, during bad weather, or in the event of smoke from a nearby fire making the assembly areas untenable.
- b. The school should develop reciprocal arrangements with other nearby schools and suitable organisations to provide options for safe havens to which the school could migrate in an emergency. The locations to be close by to enable migration on foot along safe routes, available during school hours, and to provide suitable and safe accommodation.

- c. There will be more than one safe haven preferably in different directions from the school to allow for migration in more than one direction.
- d. The designated safe havens are: *St Marys School*
- e. Because migration may not be without hazards e.g. very young children crossing roads, the situation will be subject of a risk assessment by the Headteacher/ Acting Assistant Head Teacher, and migration will only be undertaken if the risks of staying exceed the risks of going, or if instructed to do so by the emergency services.
- f. The School Migration Plan is set out as follows:

SCHOOL MIGRATION PLAN

This plan is for the evacuation of the whole School site and moving to a place of safety.

Initiate the Migration Plan	
<ul style="list-style-type: none"> Assemble the School Emergency Management Team Assess the situation, only migrate if the risks of staying exceed the risks of going, or if instructed to do so by the emergency services Decide which Safe Haven is the most suitable and ensure it is available, notify them the school is coming Consider activating the School Closure Plan 	<i>Headteacher/Acting Assistant Head Teacher</i>
<ul style="list-style-type: none"> Notify the LA, request additional staff/resources if required Request the LA to organise transport if there is time 	<i>SBM</i>
<ul style="list-style-type: none"> Notify all staff when the School Evacuation/Migration/Closure Plan will be activated, the mode of transport and to which Safe Haven. Nominate staff to deputise for those staff in the Plan who are absent. Organise/ instruct staff to assist where appropriate. Make and initiate appropriate arrangements for anyone who is disabled, vulnerable or has special needs. Liaise with the Safe Haven/LA if additional staff/resources are required 	<i>Headteacher/Acting Assistant Head Teacher</i>
<ul style="list-style-type: none"> Inform the Police, LA, Chairman of Governors and other site users when the School Migration Plan will be activated, mode of transport and to which Safe Haven. Check the Visitors Book and send away all visitors, contractors and suppliers. Initiate an action log 	<i>SBM</i>
<ul style="list-style-type: none"> If appropriate contact School Governors and/or PTA to come to assist the school 	<i>Chair Govs</i>
Dispatch an Advance Party to the Safe Haven	
<ul style="list-style-type: none"> Take copies of the School Emergency Plan, mobile phones/chargers and laptops. On arrival at the Safe Haven make arrangements for the arrival of the school, including reception and directions, accommodation, toilets, catering, disabled access, special needs, Safe pick-up points for parents collecting children. Liaise with the Safe Haven/LA if additional staff/resources are required. Prepare to activate the School Closure Plan 	<i>Admin Staff</i>
At the designated time activate the School Evacuation Plan	
	<i>Headteacher/Acting Assistant Head Teacher</i>
When the Evacuation is complete, activate the Migration Plan	
	<i>Headteacher/Acting Assistant Head Teacher</i>
<ul style="list-style-type: none"> Inform the pupils what is happening If transport is available, travel in class groups with at least 2 adults per class If transport is not available, form up into a column by class groups with youngest (slowest walking) children at the front of the column. Walk in column by class groups to the Safe Haven. Keep together and take care crossing roads. If parents/guardians join the column while en-route encourage them to walk with the column to the Safe Haven. Children will only be released to parents/guardians en route if their identity is known. Keep a register of children who are collected by their parents/guardians en route. 	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> Secure the School buildings and site after everyone has left, and report the site as secure to the Executive Headteacher/Head of School Make appropriate arrangements for the care of any School pets/animals 	<i>Site controller</i>
On arrival at the Safe Haven	
<ul style="list-style-type: none"> Proceed as directed by the Advance Party 	<i>All</i>
<ul style="list-style-type: none"> Take a class register and send a report to the Head of School Keep the children under supervision and engaged in appropriate activity 	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> Ensure the whole School is accounted for, initiate appropriate action to locate/report missing individuals and report to the Executive Headteacher/Head of School. 	<i>Headteacher/Acting Assistant Head Teacher</i>
<ul style="list-style-type: none"> Remain at the Safe Haven until it is safe to return or activate the School Closure Plan 	<i>Headteacher/Acting</i>

<ul style="list-style-type: none"> • Liaise with the Safe Haven/LA if additional staff/resources are required • Be visible/accessible when parents/guardians collect their children 	<i>Assistant Head Teacher</i>
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4.12 RADIO STATION CONTACT DETAILS

- a. Local radio stations may have a role to play e.g., publicising details of school closures, and/or late openings. Once a decision is taken to close, you should contact the 3 local radio stations below, initially by phone with a follow up email, if possible, with information for broadcasters about establishment closure or partial closure on each day of closure, there is no need to call them to announce re-opening on subsequent days.

BBC Radio Berkshire	0118 946 4200	radio.berkshire.news@bbc.co.uk
Heart	0845 2702456	news1029@heart.co.uk
Jack FM	0118 986 2555	www.jackfmberkshire.com

- b. You should provide them with the following information:
- Relevant password for each radio station (Up to date passwords can be obtained from the RBWM Communications Team)
 - The name of your establishment
 - The area in which your establishment is based
 - The degree of closure – which years are affected etc.
 - Give an indication as to how long the establishment will be closed
 - If it is open but there are significant restrictions, please give details e.g., no meals, no heating, warm clothing required etc.

4.13 SHELTER PLAN

Emergencies may very occasionally arise when it is safer for the members of a school to remain within the school building beyond normal school hours. These would be very rare indeed, e.g., a factory fire with hazardous fumes or a terrorist attack.

- In these situations it is essential that all doors and windows be kept shut. All appliances, such as extractor fans and air conditioning, will be switched off.
- Senior staff will wait for the all clear from the emergency services. If telephone lines are down or busy, listen to the radio or TV. It may be necessary to maintain this situation for several hours, or even overnight. In very extreme circumstances it will be safer for children to be kept in the school for a long period even without food and blankets.
- The emergency services will advise on appropriate public warning/informing messages to be considered for advising parents and guardians. The emergency services will provide assistance.
- Where appropriate, notify the RBWM Home to School Transport team (see contact details in 4.5 page 44) and any after-school users.

4.14 SPECIAL AND ADDITIONAL NEEDS

People with special needs and/or disabilities may be more vulnerable to the effects of an emergency, and the school will ensure that suitable and sufficient arrangements are made to identify and meet those special needs or consequences of the disability as it devises and implements its response to the emergency.

- a. The key principles that will be followed are:
 - Establish who has been affected by the incident
 - Of those identify who has special needs and/or a disability
 - Understand their needs in the given situation
 - Identify what additional resources may be required
 - Make the arrangements for these to be provided
 - Ensure these are administered/delivered to the point of need
- b. The following may be applicable to the incident in question – pupils in any of these categories may require higher supervision ratios and extra support e.g., non-teaching assistants. Particular attention will be given to ensuring those with special educational needs and/or disabilities are made aware of and understand instructions and advice.
 - Physically disabled requiring specialist facilities e.g., vehicles with lifts, ramped access to buildings, accessible toilets.
 - Those with hearing impairment requiring communication support e.g., visual reinforcement of spoken announcements, signers, induction loops, text phones, hearing aid batteries, specialist ICT.
 - Those with visual impairment requiring additional support e.g., braille, guiders, and guide dogs.
 - Non-English speakers requiring interpreters
 - Those with speech and language difficulties who may need communication support.
 - Those with social communication difficulties which may include those with autistic spectrum disorders, including Asperger's Syndrome, who may have cognitive difficulties, impaired social awareness, and require supervision and support with communication.
 - Those with behavioural/ emotional/ social difficulties requiring higher supervision ratios extra support e.g., non-teaching assistants.
 - Those with learning difficulties who may need help understanding instructions.
 - Very young children requiring transport, higher supervision ratios, reassurance and more sensitive handling.
 - Those on special diets and vegetarians requiring specialist catering.
 - Those with medical conditions requiring medication or special treatment.
 - Elderly people with limited mobility requiring transport.
 - Looked after children where there may be joint responsibility e.g., between foster parents and a local authority requiring additional consultation.
- c. Where pupils have statements these should be consulted to determine the nature and extent of their special needs by Class Teachers.

- d Where *the* mainstream school plan is inappropriate or does not meet the needs of specific individuals, compatible personal plans will be provided for example a Personal Evacuation Plan, for a physically disabled person to evacuate the building in such a way that gets them quickly out of the building without compromising their safety or the safety of others. The school will take advice from the RBWM SEN Manager and the Health and Safety Advisor (see contact details in 4.5 page 40) to determine whether personal plans are required and what they should include.

5. AFTER THE EVENT

5.1 GENERAL PRINCIPLES

- a. The recovery process and timescale following a critical incident will vary depending on the circumstances.
- b. In a serious recovery situation, the school will inevitably rely heavily on expertise and guidance from the RBWM and outside organisations and agencies.
- c. Emergency incidents may impact on one or more of the following:
- People
 - Buildings
 - ICT systems
 - Supply chain
 - Resources
 - Reputation
- d. The impact on people is the most important

5.2 PEOPLE

- a. The school will:
- Identify who has been affected by the incident.
 - Understand how they have they been affected by the incident.
 - Identify what support they need to fully recover.
 - Ensure that this support is provided.
- b. People who may have been affected by the incident could include:
- Pupils
 - Teachers
 - Headteacher/Acting Assistant Head Teacher
 - School governors
 - Parents
 - Relatives
 - Friends
 - Pupils who may not have been directly affected
 - Other staff in the school e.g., admin staff, cleaners, caterers
 - Helpers
 - Recovery personnel e.g., counsellors, emergency service personnel

- Neighbours
 - Bystanders
 - The local community
 - Those in the RBWM School community
 - Those who have already suffered over loss or tragedies in the past
- c. People may have been affected in numerous different ways:
- Physical injuries
 - Shock and mental trauma
 - Grieving for the injured and affected
 - Loss or bereavement
 - Fear
 - Stress
 - Exposure to carnage and destruction
 - Sympathy
 - Anger
 - Sadness
 - Depression
- d. Identifying how each person has been affected and ensuring they get the support they need to recover may be a lengthy process. The school will commit to engage and work closely with the LA, Educational Psychology service and other appropriate agencies.
- e. At the Time of the Event
- Speeding recovery and minimising the impact of an event begins at the time of the event. At the time of the event, the school will:
 - ⇒ Stay people focused
 - ⇒ Be honest
 - ⇒ Be sensitive
 - ⇒ Give people information and choice
 - ⇒ Not over-protect parents/staff from facts
 - ⇒ Understand and appreciate the feelings parents for the safety and well being of their children in an emergency situation.
 - Establish lines of communication as quickly as possible – see above Communicating in an Emergency
 - Do not leave a recorded message on the school phone unless it is directing parents to a help line where they can talk to someone.
 - Set up support mechanisms quickly. The LA can assist with a helpline so people can talk to someone.
 - Keep staff informed as the situation develops by debriefing staff and pupils before they go home wherever possible.

f. Within 24-72 Hours

- Identify who has been affected by the incident
- Begin the process of assessing how they may have been affected (recognise that this may require specialist expertise and seek assistance from the LA and relevant organisations/agencies)
- Hold briefing meetings for staff/students/parents.
- Arrange counselling as needed.
- Provide opportunities for staff, pupils and parents to talk about the incident.
- Provide support to staff and helpers.
- Continue to brief and debrief all relevant persons when they arrive at school and before they go home.
- Restore normal functioning and service delivery as soon as possible.
- Plan re-integration of pupils/staff.
- Keep parents informed.
- Headteacher/Acting Assistant Head Teacher will consider writing a letter to all parents and students from the heart, letting them know they can express emotions and asking what they need from the school. Act on the responses.
- Undertake statutory reporting of accidents.

g. Within the First Month

- Remain people focused
- Work with the LA and relevant organisations/agencies to ensure people affected by the incident are receiving the support they need to recover
- Consult and remain sensitive to wishes of victims' families.
- Continue to understand and appreciate the feelings parents for the safety and well being of their children in an emergency situation.
- Encourage parents to participate in meetings to discuss students' welfare and changes post-incident.
- In a major emergency keep any helpline for parents, staff and students open.
- Keep counselling available for students and staff, and if necessary for parents too.
- Set up a room, on or off-site for regular meetings of support groups. This may need to be kept available for a significant timescale.
- Actively encourage after counselling support. Target and seek out children/staff that may need help.
- Talk about victims sensitively but do not fail to mention them.
- Consult with families over memorial services, charity, and use of money sent/donated.
- All pupils to be given opportunity to expand themselves emotionally, e.g., through music, art, writing and drama.
- Arrange/attend condolences/memorial service, visits to the family if appropriate.
- Encourage parents to participate in meeting to discuss students' welfare.

- Identify behavioural changes and the possibility of post traumatic stress disorder and refer to Health contacts for mental health services.
- Monitor progress of hospitalised staff or students.
- Monitor mental and physical health of all helpers.
- Review emergency response (lessons learned) and policy and procedure.
- Consider symptoms of stress and what actions to take if levels of stress are adversely affecting staff or pupils.

h. In the Longer Term

- Consider the effectiveness of the support provided to help those affected by the incident recover. If this is not working, then work with the LA and/or relevant organisations/agencies to re-assess the situation
 - Monitor staff and students for signs of delayed stress and the onset of post-traumatic stress disorder – refer for specialised treatment.
 - Continue to communicate with families of victims and respect their wishes.
 - Provide ongoing support if needed.
 - Consider including grief as a topic in the personal development, health and physical education because it is a key learning area.
 - Plan for and be sensitive to the disturbing influences e.g., subsequent anniversaries, inquests and legal proceedings.
 - Access specialist support if needed.
 - Ensure information is passed on to relevant parties as to the incident and its impact on the individual. When the pupils move school, ensure the destination school will continue to monitor and provide support if needed.
- i. The school will consider whether there are any individuals who may require additional support on an ongoing basis and will refer them to the LA Educational Psychology Service.

5.3 BUILDINGS

- a. The RBWM Head of Property and Admissions and Building Services will provide support to the school in respect of damage to or loss of school buildings.
- b. Types of support that may be required include making safe damaged buildings, provision of temporary services (heating, water, hot water, power, telephone, gas etc.), provision of temporary accommodation, designing replacement buildings, construction project management etc.
- c. In the case of partial loss of school premises – can areas of the school still be used in an attempt to minimise disruption?
- d. The risk of losing a building will be mitigated by ensuring that Fire Risk Assessments and adequate Security procedures are in place. (*insert details*)

5.4 ICT SYSTEMS

- a. The RBWM ICT Services Manager provide support to the school in respect of damage to or loss of ICT systems.
- b. The risk of losing key data will be mitigated by backing up copies of key data on the cloud, via ICT Support.

5.5 SUPPLY CHAIN

- a. The RBWM Head of Property and Admissions and Procurement Team will provide support to the school in respect of loss of key elements of the supply chain. SBM has contacts safely stored on cloud.

5.6 LESSONS LEARNT REVIEW

- a. After any incident you should conduct a debrief.
- b. Consider:
 - What happened?
 - How did you respond?
 - What worked well?
 - What didn't work?
 - What made the situation worse or hampered your response?
 - How would you respond next time?
 - What could be done to minimise the chance of such an incident occurring again in the future?
 - What changes need to be made to plans, procedures, environment, etc.?
 - What materials or equipment do you need?
 - How does this impact on your response and preparedness for other incidents?
 - What things could you do to minimise the chance of other incidents occurring in the future?
 - Who is going to be responsible for making any changes?
 - How are you going to monitor that these changes have taken place?

6. TRAINING AND EXERCISING

- 6.1 Training activities for emergency plans and response activities should be conducted on a continuous basis for all pupils and staff. Training should be revised as necessitated by plan changes or experience in actual events. Remember to be inclusive, as everyone has a role in an effective emergency plan. The records of training should be maintained and monitored to ensure that the information is current
 - a While certain portions of the emergency operations plan may need to be practiced on a more frequent basis, the categories of training fall into two basic categories:
 - Generalised knowledge for students, faculty and staff
 - ⇒ Potential disaster.
 - ⇒ Warning signals, emergency instructions and appropriate “instant survival techniques.”
 - ⇒ Evacuation routes, staging areas, reception centre/shelter locations.
 - ⇒ Availability of personal and group counselling and support following a disaster.

⇒ Updates in the emergency plan that affect the total population of the setting.

- Specialised knowledge

⇒ Specific duties and procedures assigned to staff to fulfil responsibilities in the emergency plan.

⇒ Local emergency operations plan integration/coordination.

⇒ Consider adding First Aid and Cardiopulmonary Resuscitation into the student's curriculum as well.

- b Settings should carry out their own training. All Settings practise fire drills but Settings should also consider practising lockdown procedures and bomb threats with pupils and staff. In addition, Settings should consider having training sessions with all staff to familiarise them with the Emergency Plan and the Settings procedures for different emergency scenarios.

7. APPENDICES/FURTHER INFORMATION

References / Further Information

Yule H and Gold A, Wise Before the Event: Coping with Crisis in Schools. ISBN 0 403319 667.

Poland, S and McCormick, J.S. Coping with Crisis: A Quick Reference.

Poland, S and J.S. McCormick, Coping with Crisis: Lessons Learned.

Compton, M, Jupiter's Children, Liverpool University.

Daisy's Dream - Document on child bereavement forwarded to your Setting.

CONTACT DETAILS

OUTSIDE ORGANISATIONS AND AGENCIES

Utility Infrastructure Companies (NB these companies manage the distribution infrastructure including pipes/cables/meters, they may not be the same companies who supply utilities.		
Electricity	Scottish & Southern emergency number	0800 0727282
Water	South East Water (out of hours), or	0333 0000 365
	South East Water (Office hours)	0333 000 0002
Gas Leak	Transco emergency number	0800 111 999
Emergency Planning		
The Emergency Planning Society	professional body for all those professionals with an involvement in emergency planning, crisis and disaster management https://www.the-eps.org/	01347 821972
Royal Society for the Prevention of Accidents	https://www.rospa.com/school-college-safety/teaching-safety/whole-school-approach/safety-disaster-management	0121 248 2000
Emergency Planning College	Provides training and resources http://epresilience.com/	01347 821406
DfE	https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings	
Department of Health & UK Resilience	NHS contingency plans and advice on preparing for specific types of disasters and attacks – list of government agencies http://www.gov.uk/government/organisations/	
Preparing for Emergencies	Government website has information on how you can help yourself and others in emergencies. http://www.preparingforemergencies.gov.uk/index.shtm	
Health and Safety		
Health & Safety Executive	Provides advice and information about health and safety in the education sector. http://www.hse.gov.uk	01256 404100
Royal Berkshire Fire and Rescue Service	http://www.rbfrs.co.uk	
DfE (login required)	https://services.signin.education.gov.uk/?SystemId=S2S&Status=LoggedOut	
CLEAPSS (Consortium for Local Authorities Provision of Science Service)	http://www.cleapss.org.uk email: science @cleapss.org.uk	01895 251496
Offsite and Hazardous Activities		
DfE	http://www.education.gov.uk/aboutdfe/advice	

RBWM Health and Safety	For all Health and Safety issues in schools. Daniel.houston@achievingforchildren.org.uk	01628 796111 07786190153
Offsite Activities Service	Approves offsite activities at schools on behalf of the RBWM and provides advice and guidance. E-mail paul.bowen@achievingforchildren.org.uk	01628 784247 or 0779916634
Emotional Support		
The Samaritans (helpline)	Voluntary agency providing 24-hour support for people feeling depressed, isolated or in despair http://www.samaritans.org	0845 790 9090
Women's Aid Federation (helpline)	Voluntary agency providing support and temporary refuge for people threatened by violence or abuse http://www.womensaid.org.uk/	
Daisy's Dream	child bereavement organisation – e-mail at info@daisysdream.org.uk www.daisysdream.org.uk	0118 934 2604
Disaster Action	A charity set up in 1991 by survivors and bereaved people from major disasters http://www.disasteraction.org.uk/	01483 799 066
Homicide		
Cruse Bereavement Care (bereavement line)	Voluntary agency providing a support service to anyone who has been bereaved http://www.cruse.org.uk/	0808 808 1677
The Compassionate Friends (helpline)	Support for bereaved parents and their families by those similarly bereaved http://www.tcf.org.uk/	0345 123 2304
Support after Murder and Manslaughter (SAMM)	Voluntary agency providing support to families bereaved by homicide http://www.samm.org.uk/	0121 472 2912 Txt – 07342 888 570
Crimes against Children		
Bullying UK	Life online help and advice for parents and children http://www.bullying.co.uk/	0808 800 2222
ChildLine (24-hour free helpline)	Voluntary agency providing a telephone counselling service for children and young people in danger and distress. http://www.childline.org.uk	0800 1111
Domestic Violence (Thames Valley Police)	The Police offer a wide range of support and action to victims of domestic violence https://www.thamesvalley.police.uk/advice/advice-and-information/daa/domestic-abuse/	
Kidscape	Voluntary agency working to promote children's safety and prevent child abuse and bullying http://www.kidscape.org.uk/	
NSPCC (24-hour child protection helpline)	Voluntary agency working to prevent child abuse and neglect http://www.nspcc.org.uk/	0800 800 500
Reunite (International Child Abduction Centre)	Voluntary agency working to reunite abducted children with their custodial parent http://www.reunite.org/	0116 255 6234
Victim Support	Helping people cope with the effects of crime http://www.victimsupport.org/	0808 1689111

Date: 18.11.21.

This policy is to be reviewed tri-annually. Next Review date 1.11.24.

Policy to be the responsibility of the Resources Committee