

Woodmancote School

**Managing Crises in Schools  
Emergency Management & Emergency Response Plan**

Designated Member of Staff: G Tucker/Premises Committee

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## 1:0 Introduction

An organised, planned and practised approach to managing the response to any crisis (para 2.1) which may affect our school, will result in a more effective response, reducing both the short and longer-term consequences of such an event.

This policy should be read in conjunction with the following documents:

- **GCC Health & Safety Guidance available on [www.gloucestershire.gov.uk/healthandsafety](http://www.gloucestershire.gov.uk/healthandsafety) <https://educnet.gloucestershire.gov.uk/>**
- **Gloucestershire County Council's 'Educational Visits and School Journeys - Guidance for Organisers'**

## 1:1 Aim

To provide guidance to all members of the school community in the management of any crisis which affects the school, whether such an event occurs on or off-site.

## 2:0 Crisis and County Preparedness

### 2:1 What is a Crisis?

For the purpose of this guide a crisis is defined as:

*A sudden, unexpected event that is distressing to pupils, staff and the school community. An incident becomes critical when the disruption is on a scale beyond the normal coping capacity of the school and may require the assistance of the emergency services and/or Gloucestershire County Council.*

This policy cannot deal with all eventualities that might threaten the school environment. A crisis affecting a school can occur both within the school grounds or outside the school premises. The following are examples of events that could trigger emergency procedures:

- A serious accident involving children and school personnel.
- A violent intrusion onto school premises either in person or by means of arson or a bomb.
- Denial of access to school premises.
- The release of a hazardous substance near or on the school site.
- Severe weather such as floods, snow, high winds, extreme storms.

- Events which result in higher than normal absences (eg: infectious diseases such as meningitis or influenza)
- The death or major injury to a child, staff member, governor (whether accidental or otherwise)

Incidents can occur

- During school hours & out of school hours
- On school premises
- When premises are being used for community / extended school activities.
- Within the local community involving pupils from the school
- On school transport
- In another country / part of the UK

## 2:2 Emergency Response Preparedness

**In responding to a crisis the school itself must take the major responsibility for coping with most consequences.** Teachers know pupils well, and after parents, provide the strongest, most trusted adult relationship for younger people. When support from outside agencies is eventually withdrawn, the school will put into place measures to cope with the aftermath.

## 2:3 Key areas of support

The School Emergency Response Team (SERT) would not be expected to handle a crisis alone. Any response to a crisis has to be a combined and co-ordinated operation based on the common objectives of saving and protecting life, containing the emergency and restoring the situation to normality as soon as possible.

In responding to such an incident, support will be available from:

- County Council Education Emergency Response Team (CEERT)
- County Council Emergency Management Service (EMS)
- Education Welfare Services
- Educational Psychology Service
- County Council Media Team
- Winston's Wish
- Faith Communities

Further details on the support that these services provide and contact details are listed in **Annex A: Support Services**.

The emergency services may also be involved in preserving the scene, collecting evidence and carrying out interviews during any subsequent investigation.

Central Government may also become involved if the incident requires repatriation from abroad.

### **3:0 School Emergency Response Plan**

#### **3:1 Response Procedures**

Flexible procedures need to be developed to ensure that an efficient response to a crisis can be achieved. To assist in the process Woodmancote School's emergency response plan is included in **Appendix 1**. The actual response will largely depend on the incident, but some areas for consideration are outlined below.

#### **3:2 Initial Management of an incident**

##### **a) A written log of events (Start log immediately)**

Each organisation or individual involved in the response to a crisis must record all communications and actions taken in a log. The log will serve as a true record of events, aid the compilation of post incident reports and be available for reference during both debriefs and any subsequent inquiries. The log is an important component of investigations following an incident and the requirement for accuracy and legitimacy is very important. An example log sheet is included in **Appendix 1 at Annex F**.

##### **b) Mobilising and Briefing the School Emergency Response Team (SERT)**

A structured response by a trained team of staff members is essential for the effective management of a crisis and returning the school to a normal routine in the aftermath. When a crisis occurs the Head Teacher (or Deputy) needs to mobilise and brief the SERT who will discuss the most appropriate way to manage the situation. Action sheets for SERT members are included in **Appendix 1 at Annex C**.

##### **c) Informing the County Education Emergency Response Team (CEERT) and School Governors**

Gloucestershire County Council's Education Emergency Response Team (CEERT) should be informed as soon as possible after an incident has occurred. The CEERT need to be made aware of an incident, even if it is only for information in the first instance. This is in case the incident has wider implications. CEERT will ensure that other necessary personnel within the County Council are informed of the situation. Similarly the Chair of Governors and the local elected County Councillor will also need to be informed as soon as possible. Contact details for CEERT are included in **Appendix 1, section 4.2**.

##### **d) Obtaining Factual Information**

When an emergency occurs, precise information about what has happened is often unavailable immediately. This is particularly so when the emergency occurs away from school. The first task is to obtain accurate information and relay it to senior leaders

within the school. Clear lines of communication between staff and clear allocations of responsibility are required.

General Action Sheets are included in **Appendix 1, at Annex D.**

#### **e) Information Flow**

Good communication is essential both for the acquisition and sharing of information and for subsequent decision-making. During a crisis, many groups may be telephoning the school, thereby jamming the school's telephone lines. There must be reliable and uninterrupted communication channels in place. The School has a dedicated mobile phone exclusively for outgoing calls during a crisis.

In accordance with Gloucestershire County Council's 'Educational Visits and Journeys: Guidance for Organisers', all party leaders should have an emergency number in which to make contact with a member of the School Emergency Response Team should an incident occur off-site. (See *GCC: Educational Visits and Journeys: Guidance for Organisers*).

#### **f) Informing the Staff**

The rest of the staff will be informed of the situation as soon as possible, preferably at a specially convened staff meeting. When briefing staff about an incident, it is important to provide facts not speculation and be honest if circumstances are not yet known.

#### **g) Informing Pupils**

Pupils should be told simply and factually what has happened. This could be by informing a class at a time or via a special assembly. Their questions should be answered as straight forwardly as possible, staff should not speculate. Siblings / close friends may need to be informed separately depending on the situation. If possible normal routines should be followed. School closures should be avoided.

#### **h) Informing Parents / Guardians**

When something happens it is important that there is good communication with parents / guardians. Wherever possible the parents / guardians of all the children in the school should be informed that the school has experienced an incident and that their child may be upset. Some general points to ensure that information is passed on effectively and sensitively:

- Select appropriate staff to inform the parents / guardians and ensure that they are briefed. (This will be the Headteacher in the first instance, the Deputy Headteacher or the Senior Teacher, Mrs Greening, followed by the Head of Infants and Head of Juniors)
- Communicate with parents / guardians as soon as possible to minimise the spread of misinformation.
- Ensure that you have a list of who is to be contacted and keep a record of those that have been contacted successfully.
- Advise parents / guardians if there is a lot of media interest. Journalists may try to get interviews with parents / pupils.

- Give clear information about any specific instructions that they need to follow. (ie: collect children immediately, follow their normal daily routine etc...)
- If necessary and feasible offer assistance with any arrangements (ie: transport).
- Check that parents / guardians are not left alone in distress, perhaps making suggestions for making contact with relatives or neighbours.
- Offer useful numbers for support or for more information. (ie: emergency helpline, hospital etc...)

The School will have parents' or guardians' contact details in case they need to be contacted in an emergency. These are regularly checked and kept up to date and include home, work and mobile telephone numbers. **A hard copy of the contact list is be kept by a nominated person (G Tucker) in case the school building where the details are normally kept is unavailable.** This applies to when a Residential Trip is occurring.

Advice on **what to include** and **what not to include** in communications with parents / guardians should be obtained through CEERT.

#### **i) Special Educational Needs**

When managing an incident it is important to remember that those affected may have special needs that need to be taken into consideration. The School will already have procedures in place for daily SEN operational purposes and these arrangements should be incorporated into the school's response procedures.

#### **j) Members of Minority Ethnic Groups**

Staff or pupils may have language difficulties and particular religious requirements relating to medical treatment, hygiene, diet and places for prayer. There may also be concern with regards to funeral arrangements for any deceased. The County Council's Emergency Management Service has links with other supporting agencies, which can be accessed via CEERT.

#### **k) The Media**

The media are very quick to react to a situation and will often have learned of a disaster at the same time as the emergency services, and will be on the scene / telephone shortly after. They will expect an instant response to their requests for information and briefings. If their demands are not anticipated, and met, media representatives are likely to add to the confusion as they may use gossip and speculation instead of facts in what they write.

The media can also be of great benefit in acting as an effective channel of public information, safety advice, reassurance and appeal.

The Communications & Media Liaison officer from the school emergency response team will direct all media enquiries to CEERT.

**A Guide to working with the Media is included at Annex B.**

### **l) Expenditure**

Expenditure may be incurred in responding to the demands of an emergency, however financial restraints should not inhibit or dictate the response. Once normality has been restored it should be possible to follow an audit trail to ensure that costs can be identified and allocated to appropriate budgets. As such, it is vital to keep account of all expenditure. Authorisation for expenditure via the Head Teacher who will liaise with CEERT if necessary. An example expenditure log sheet is included in **Appendix 1 at Annex G**.

### **m) Schools as Rest Centres**

In the event of an emergency occurring in the vicinity of the school, but which does not directly affect the school itself, the school may be asked by the Police and Local Authority to act as a temporary rest centre. If requested the school will provide temporary shelter and assistance to those who have been directly affected by the incident. Officers of the responsible District Council will, in co-operation with the school authorities, arrange the management of the rest centre and any transportation requirements until circumstances permit a return to normal routine.

Schools that are designated rest centres for the County are involved in all aspects of the planning process and hold a copy of the plan.

### **n) School Closures**

If there is an emergency that the designated member of staff feel makes the closure of the school essential **at any time of year and for any reason**, they will phone the Emergency Closure Line and discuss it with the Education Planning and Development Team. Contact details for the Emergency Closure Line are included in **Appendix 1, (Section 4.1)**.

**Please note: normal evacuation procedures (if required) should be carried out as necessary.**

### **o) Extended Schools**

Increasingly all schools are being expected to provide a range of services and activities which are often before or after normal school hours or even at the weekends and school holiday periods. Whilst the potential benefits of such provision are all too apparent, there is a need to scope such provision within emergency planning arrangements. Those organising and delivering such provision will need to be familiar with emergency planning arrangements including response procedures and alerting arrangements. Gloucestershire County Council's publication 'Extended Schools: Guidance for School Governing Bodies' covers some important implications for out of hours use of school premises and will form the basis of communication between the school and Woodpeckers.

### **p) Mutual Aid arrangements**

In the event of a crisis, mutual aid agreements with similar establishments within the area can supplement resources when your school's resources may be insufficient to meet demand. Details of any arrangements and agreed procedures to request aid are detailed in our school crisis plan.

### 3:3 Long-Term Management of an incident

At the same time as the initial impact of an incident is being managed the longer-term issues need to be identified and assessed and the necessary measures implemented. Recovery management encompasses the physical, social, psychological, political and financial consequences of a crisis.

Recovery strategies will vary according to the incident, some of the key areas to consider are:

#### a) Staff / Pupil / Parent Welfare Issues

- A thorough assessment of the impact of the incident on the school community is required. This process should help to identify the immediate and longer-term needs of members of the school involved. Clarification of needs will ensure that necessary services can be implemented.
- Acknowledge the incident and provide opportunities to share thoughts, feelings and experiences for all of the school community.
- Provision of advice on where/how professional help is available for any longer-term needs.
- Ongoing assessment and monitoring may need to be undertaken to ensure that support resources are provided for as long as required.
- New staff need to be fully briefed on the incident that occurred and any special arrangements that need to be undertaken. (e.g monitor at risk / vulnerable pupils).

Details on support services are included at **Annex A**.

#### b) Recovery Issues

- A thorough assessment of the physical impact of the incident on the school buildings and resources is required.
- Accurate and co-ordinated information about the incident and the management of the incident should be gathered and collated into a report format. Written logs kept at the time of the crisis will form the basis of this document. In due course a review of the school's response to the incident will allow lessons learned to be considered and crisis response arrangements to be strengthened.
- Financial implications from the incident will need to be assessed and managed. A written log of expenses kept during the management of the incident will need to be included in this. An example Expenses Log sheet is included in **Appendix 1, Annex G**.
- Staffing arrangements may need to be reviewed to ensure continuity of

service delivery.

- Legal issues arising from the incident will need to be managed.
- Liaison and de-briefs with key agencies ie: Gloucestershire County Council, Emergency Services, Health & Safety Executive, PTA etc...
- Regular information sharing and communication with the school community and the media. (ie: Newsletters, press releases, website, forums etc...)

The effectiveness of our school's response to a crisis will largely depend on the validity of the information contained in our plan and the preparedness of our staff to undertake their roles and responsibilities.

Reviewed: January 2016

Signed:..... (Chair of Premises)

Review: January 2017

## SUPPORT SERVICES

A fundamental principle of 'Integrated Emergency Management' is that the emergency services, local authorities, health, voluntary agencies and other partner responders work together to deal with an emergency that threatens the community.

The school may require the support and advice of some or all of the following services following a crisis. The role of these services is to support the efforts of staff and to enable schools to carry out their day-to-day functions in extraordinary circumstances. The Head Teacher and Governing Body retain legal responsibility for what happens to children in the school, and therefore also retains the right to decide who has access to children in the school.

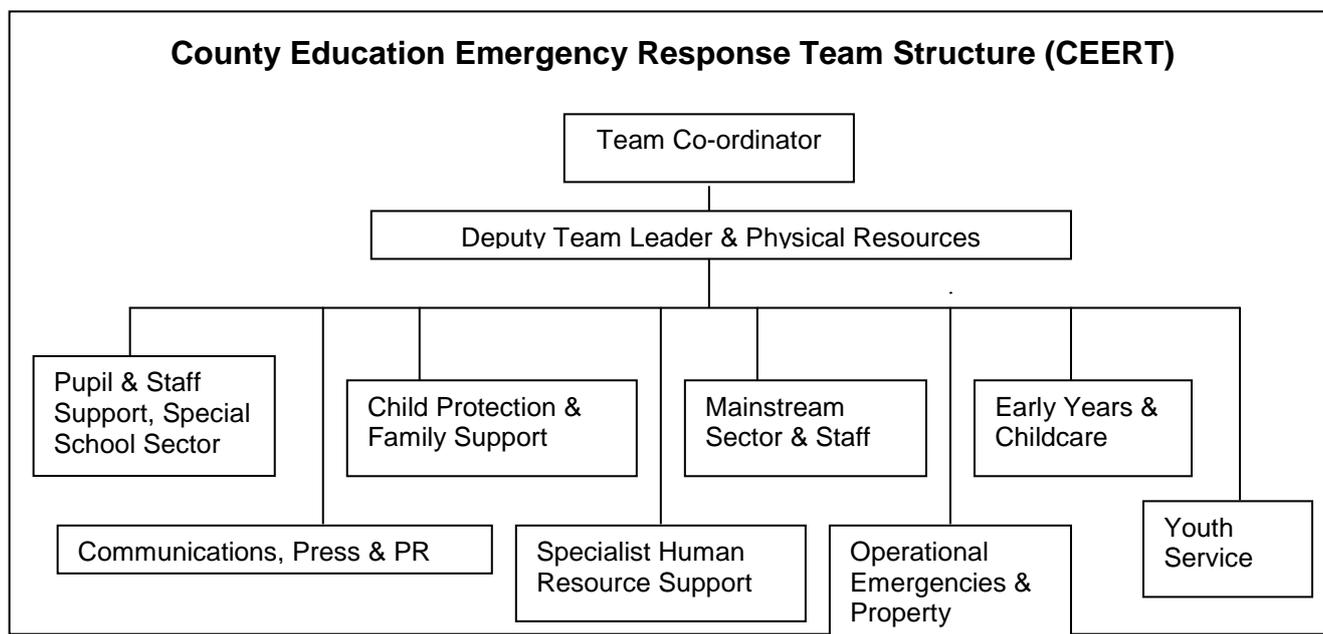
Detailed below are some of the services available to support educational establishments in the event of a crisis.

### County Education Emergency Response Team (CEERT)

The County Council Education Emergency Response Team (CEERT) co-ordinates the care, educational requirements and short and long-term welfare needs of those involved in a crisis within the school community.

The team is led by a manager who is a senior officer within the Education Directorate in the County Council. Team members all receive training and are exercised in their specific roles. In an emergency the CEERT duty officer can be contacted via a dedicated emergency contact number. The duty officer system is operational 24 hours a day / seven days a week. Membership lists and call out procedures for the team are held by the duty officer. **See Appendix 1, section 4.2 for CEERT Duty Officer Contact Details**

**CEERT should be your first point of contact at the County Council. The team will notify other council support services listed below that may be required.**



## **Emergency Management Service (EMS)**

The County Council Emergency Management Service (EMS) co-ordinates the planning, training and exercising within the local authority, in liaison with the relevant external agencies, for a range of potential incidents that may occur.

EMS provides 24hour emergency cover, seven days a week via a duty officer pager system to receive notification of emergencies and to activate and co-ordinate an effective response.

During a crisis existing methods for communicating with schools may become overwhelmed. The school emergency closure line can support this function and in addition EMS has a helpline facility located at Shire Hall and trained volunteers to operate the facility should it be required.

EMS also holds contacts for additional support agencies that may be required and will contact as appropriate.

## **Education Welfare Service**

The role of the Education Welfare Service is, primarily, to support pupils and their families / carers in accessing and gaining maximum benefit from their education. Whilst a significant amount of this work is focussed on promoting attendance, Education Welfare Officers can sometimes play an important part in a pastoral capacity by supporting good home/school links. In some cases home visits may be possible within this context, in an emergency situation.

## **Educational Psychology Service (EPS): Support in the event of a Crisis Involving Educational Establishments.**

As part of the response to a crisis, psychological support to the community is now an expectation from the public. Psychologists have knowledge and understanding about the effects of trauma which may result from an unexpected distressing event.

The EPS aims are:

- To support the management of educational establishments in dealing with the initial shock of a crisis and to re-establish normal routines through initial needs analysis followed by negotiated interventions.
- To offer staff and pupils psychological support at a distressing time.
- To assist in risk assessment of vulnerable young people and staff who may need additional support.

The EPS will provide support if there are pupils or staff who have witnessed or been directly involved in a serious or fatal incident. It may also be involved if, after discussion with CEERT and the school's Head Teacher, the Principal Educational Psychologist

considers that a school is likely to require the service of the EPS because of the nature of events which have occurred.

### **Educational Psychology Service Involvement**

- The Educational Psychology Service will work with schools as part of a co-ordinated response from the Local Authority and other agencies to deal effectively with a crisis.
- The wishes of the school and parents will be respected. The nature and extent of the involvement will vary depending on the nature of the incident and the wishes of those most affected.
- Intervention by the service as a whole will be short-term, dealing with the needs of staff and pupils in the immediate aftermath following a crisis.
- Longer-term support will be referred to an appropriate agency, which may be suggested by the school's Educational Psychologist.

### **Winston's Wish**

Winston's Wish provides support for bereaved children and young people up to the age of 18. The organisation also supports parents and carers. Whether a death was sudden or expected, Winston's Wish works closely with children and families in a variety of practical and creative ways.

The Winston's Wish range of services includes:

- National Helpline for anyone caring for a bereaved child.  
(lines are open Monday to Friday 9am - 5pm. Calls charged at local rate).
- Support Programme for schools
- Group work with bereaved children and their families
- Individual work with bereaved children and their families
- Range of publications and resources
- Tailor-made training and consultancy for professionals.

Winston's Wish can be contacted directly by schools / parents. See **Appendix 1**, section 4:0 for contact details.

### **Faith Communities**

Schools have a range of links with Faith Communities, who can assist in a crisis responding to the needs of those of any faith or none. Schools with no faith community links need to be aware that Ministers may self-present in the event of an incident to offer their support. For the purposes of this policy, the school will look to Woodmancote Church and St Michael's Church for support

The representative from Woodmancote Church may be able to assist with:

- Liaison with Ministers from the home communities of pupils and staff
- Liaison with Ministers of other denominations or faiths
- Support from others trained in pastoral care and CRB (criminal records bureau) cleared to work with children and vulnerable adults.
- Advice and assistance with commemoration or memorial services, on or off school premises.

## **A Guide to working with the Media**

Recent years have seen a rapid advance in telecommunications and information technology capabilities. The media will hear about an incident almost as soon as the emergency services, and will be on the scene and/or telephone shortly after.

Journalists do not go away and if they don't get the facts from you, they will get them from another less reliable source. Not speaking to a journalist does not mean that the story will not be printed - it means that you will not be able to give your version of events.

### **Essential information for dealing with the media in times of crisis.**

#### **Contact the County Council Media Team**

The county council's team's expertise lies in handling the media. Talk to the team and listen to their advice. They will take the job of keeping the media informed while you get on with the business of managing your school, alerting parents and briefing governors and staff.

The media team need to be informed about what is happening so the Head of Children and Young People's Services and relevant councillors can be alerted before they read the headlines.

#### **Be Prepared**

Make sure that whoever answers the phone is aware of what to do if a media call comes.

- Take down the journalist's name and where they are calling from.
- Find out exactly what they want to know & what their deadline is.
- Make sure that the Head Teacher and Chair of Governors are alerted straight away.

#### **What the media can and can't do.**

- They **can** speak to parents as they enter or leave the school - another reason to keep them on your side and informed about what is happening.
- They are trespassing if they enter the school grounds without permission but **can** film from outside.
- Reporters **can't** interview children under the age of 16 without permission from their parents or carer.
- If the enquiry is about a child in care or in court there is a vast amount of legislation to protect their identity. Children who appear in youth court, for example, **cannot** be identified and that includes not naming the child's school. If the case is very sensitive, be especially careful about the information that you supply to the media, parents and your staff. Talk to the media team for guidance.

## **Do's & Don't's**

- **Don't** (ever) say "no comment" or any variation on that theme. It immediately implies that you have something to hide.
- **Don't** get over confident and start saying things that you might regret later.
- **Don't** speak off the record.
- **Don't** speculate.
- **Do** give a holding statement if you genuinely do not have enough information to comment.
- **Do** prepare a written statement to email or fax out to the media on request. It can buy you time before you answer the more detailed questions or can be useful if the issue is sensitive and you don't trust reporters to accurately report your comments.

## **Stress the positives**

Whatever happens there is **ALWAYS** something positive to say, so say it.

- Outline action plans to prevent similar incidents happening again.
- Show you care by telling reporters how you've contacted parents to explain the situation and reassure them.
- Be open and honest - journalists have an uncanny knack of wheedling out the truth.

## **The snowball effect**

Don't be fooled into thinking that your story will go away once you have seen it splashed across the front page of the local newspaper - the nationals may be up on it the next day.

If it is a major and dramatic event don't under estimate the level of media interest. You could have the media descending on your school to grab parents for their views as they pick up their children.

## **Follow through**

When it is all over, assess the damage. It may be appropriate to write a letter to the editor of the local paper if they have got things wrong or failed to allow you a proper chance to give your side.

Maybe there will be an opportunity to right a wrong by coming up with a positive story to counteract the bad - a campaign for a new pedestrian crossing outside the school where the little boy was knocked down; a new school sports prize in memory of the pupil who collapsed on the field; a school fete to raise funds for meningitis research.

Further guidance on handling the media entitled 'Crisis - What Crisis' is available at:  
[www.gloucestershire.gov.uk/educationmedia](http://www.gloucestershire.gov.uk/educationmedia) .

**PERSONNEL WHO HAVE NOT BEEN SO NOMINATED SHOULD NOT SPEAK TO  
THE MEDIA.**

**Woodmancote School**

**Emergency  
Response  
Procedures  
2016-17**

**Amendments**

This Guide will be reviewed by the Premises Committee every 12 months and amended when appropriate to ensure the validity of the information contained within the plan. (See Annex H: Emergency Response Plan: Training, Exercise & Maintenance, for further guidance).

**Record of amendments:**

<b>Date</b>	<b>Amendment No</b>	<b>Name</b>	<b>Initials</b>
Nov 2011	Contact details for staff	G Tucker	GT
Jan 2016	Contact details and relevant information NaCTSO Guidance Note 1/2016	G Tucker	GT
January 2017	Names changed on GB responsibility	G Tucker	GT

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#### **Distribution List**

(Name of plan recipients, organisation and number of copies distributed to each)

Headteacher	G Tucker
Deputy Headteacher	Mrs Sarah Badham
Chair of Premises	Mr Mrak Darwin
Chair of Governors	Mrs Linda Armitage
Senior Leadership	A Greening

Caretaker	Mr Richard Hoyle (Head of Infants)
Playleader Woodpeckers	Mr Rob Evans (Head of Juniors)
Caterers	Maria Holder
Cleaning	Zoe Coltman
	Caterlink

**Note:** A copy of this plan should be kept off-site by a nominated person (G Tucker and **Mark Darwin**) in case access to computers and/or the school building where the details are normally kept is denied.

**Address:** Station Road, Woodmancote, GL52 9HN

**Telephone Number:** 01242 674312

**Head Teacher:** GARY TUCKER  
**Type of School:** Community  
**Pupils:** Mixed  
**No: of Pupils:** 397  
**Age range of pupils:** 4-11  
**Operating Hours:** Core School Hours:

Playground Supervision (Starts)	Start of morning session	Morning Break	Lunch Time	Start of afternoon session	End of School
0835hrs	0845hrs	1030hrs	12 noon	1315hrs	1515hrs

**Extended School Activities:**

Details of extended school activities operated by the school for pupils. Including type of activity, days and times.

*Woodpeckers 8-8.45am and 3.15-6.00pm*

**Keyholders:** Maria Holder 07857295241  
 Sarah Badham 07931 156541  
 GARY TUCKER 01242 521597

**School Term Dates: Attached**  
 Annex A

**School Site Plan:** A detailed site plan is included at **Annex B-1**

Location Map: Showing emergency service access routes is included at Annex B-2.

**2:0 Risk Assessments**

**2.1 School Outings and Activities**

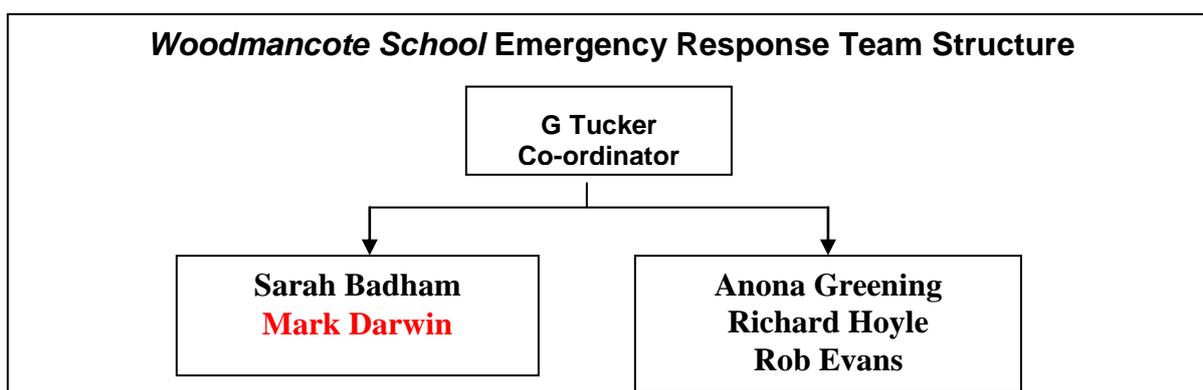
In accordance with Gloucestershire County Council's 'Educational Visits and Journeys: Guidance for Organisers' Woodmancote School undertakes risk assessments for all school trips and activities that it participates in.

The following hard copies of risk assessments are held by Woodmancote School, located in the *Office*

Copies of completed EV Forms (Educational Visit Proposal Form) and Removal Packs for Party Leaders are kept in the school's main office.

### 3:0 Emergency Response Arrangements

#### 3:1 School Emergency Response Team (SERT)



**Annex C:** SERT Action Sheets, lists suggested tasks that need to be undertaken by the above roles in the response to an incident.

#### 3:2 Control Centre Details

List the designated area from which you will co-ordinate the school's management of an incident. For example:

	Designated Location
<b>Control Centre</b>	( Head Teacher's Office)
<b>Reserve</b>	(Activity Room)
<b>Off-site Reserve</b>	St Michael's Centre

See **Annex B** for school site plan

#### 3:3 Emergency Expenditure

In an emergency situation the Chair of Governors has delegated powers to make an urgent decision about the allocation of resources from within the school's delegated budget as long as this is reported to other governors in due course.

Any request for the allocation of additional resources outside of the school's delegated budget will need to be channelled through CEERT's team leader.

### **3:4 Generic Response to on-site / off-site incidents**

The procedures detailed in Fig. 1 & 2 (overleaf) are not exhaustive, the type of response will largely depend upon the incident but they outline the main actions that need to be taken into consideration:

### **3.5 Training & Exercising**

Training for the SERT team will be undertaken on an annual basis in the Summer Term

## ACTIONS: ON-SITE INCIDENT

### SERT CO-ORDINATOR / DEPUTY ACTIVATE SCHOOL (on site) EMERGENCY RESPONSE PLAN

1. **Assess risk and ensure immediate safety and welfare of Pupils, Staff & Visitors**
2. **Contact Emergency Services (999)**
3. **Mobilise & Brief Schools Emergency Response Team (SERT) as required**
4. **Contact County Education Emergency Response Team (CEERT)**
5. **Brief Staff, Governors, Pupils, Parents etc...**



### PLAN INITIAL MANAGEMENT OF INCIDENT

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>◆ Dealing with Enquiries</li> <li>◆ Informing families of those involved</li> <li>◆ Transport</li> <li>◆ Resources/Materials</li> <li>◆ Communication</li> <li>◆ Re-unite Pupil with Parent/Guardian</li> </ul> | <ul style="list-style-type: none"> <li>◆ Media</li> <li>◆ Access Control (Police)</li> <li>◆ Special Needs</li> <li>◆ Cultural / Religious Issues</li> <li>◆ Mutual Aid</li> <li>◆ Business Continuity Management</li> </ul> |
|--|--|



### PLAN LONG-TERM MANAGEMENT OF INCIDENT

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>◆ Security of Site / Preservation of evidence</li> <li>◆ Clear up of affected area of school</li> <li>◆ Support for Pupils/Staff/ Families</li> <li>◆ Acknowledgement of incident</li> <li>◆ Gifts/Cards to persons injured</li> <li>◆ Planning Memorials &amp; Commemorations</li> <li>◆ Restoring normality</li> <li>◆ Public inquiry / Investigation / Legal Implications</li> </ul> | <ul style="list-style-type: none"> <li>◆ Media</li> <li>◆ Business Continuity Management</li> <li>◆ Reputation</li> <li>◆ Attending funerals</li> <li>◆ Discussion Opportunities</li> <li>◆ Monitoring the effects</li> <li>◆ De-briefing &amp; updating plans</li> <li>◆ Financial Implications</li> </ul> |
|--|---|

## ACTIONS: OFF-SITE INCIDENT

### SERT CO-ORDINATOR / DEPUTY ACTIVATE SCHOOL (off site) EMERGENCY RESPONSE PLAN

1. Brief Schools Emergency Response Team (SERT) and mobilise if required.
2. Contact County Education Emergency Response Team (CEERT)
3. Contact Parents / Families of individuals involved in the incident
4. Brief Staff, Governors, Pupils (assembly / class), Parents etc... (Siblings / close friends should be informed separately)
5. Contact any other relevant agencies.

#### PLAN INITIAL MANAGEMENT OF INCIDENT

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>◆ Dealing with enquiries</li> <li>◆ Transport arrangements</li> <li>◆ Resources/Materials</li> <li>◆ Maintaining normality within the school</li> <li>◆ Communication</li> <li>◆ Reunite Pupil with Parent(s)/Guardian(s)</li> <li>◆ Keeping families informed of information / arrangements</li> <li>◆ Advising colleagues at other schools attended by siblings</li> </ul> | <ul style="list-style-type: none"> <li>◆ Media</li> <li>◆ Special Needs</li> <li>◆ Cultural Religious Issues</li> <li>◆ Communication</li> <li>◆ Business Continuity Management</li> </ul> |
|---|--|

#### PLAN LONG-TERM MANAGEMENT OF INCIDENT

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>◆ Business Continuity Management</li> <li>◆ Support for Pupils/Staff/ Families</li> <li>◆ Acknowledgement of incident</li> <li>◆ Gifts/Cards to persons injured</li> <li>◆ Planning Memorials &amp; Commemorations</li> <li>◆ Public inquiry / Investigations / Legal implications</li> <li>◆ De-briefing &amp; updating plans</li> </ul> | <ul style="list-style-type: none"> <li>◆ Media</li> <li>◆ Reputation</li> <li>◆ Attending funerals / Repatriation</li> <li>◆ Discussion opportunities</li> <li>◆ Restoring normality</li> <li>◆ Financial implications</li> </ul> |
|--|---|

#### 4:1 Woodmancote School contact numbers

<b>SCHOOL EMERGENCY RESPONSE TEAM (SERT)</b>		
Note: List who of the contacts are key holders for the school, and for what areas (ie: Whole of school / Science Block only / Arts block only etc...)		
<b>Name</b> <i>Mr Gary Tucker</i>		Work: 01242 674312 Home: 01242 521597 Mobile: 07910199759
<b>Name</b> <i>Mrs Sarah Badham</i>		Work: 01242 674312 Home: 01386 852957 Mobile: 07931 156541
<b>Mr Mark Darwin</b>		Work: Home:01242 461703 Mobile: 07855 253009
<b>Mr Richard Hoyle</b>		Work:01242674312 Home:01684773757 Mobile:07718081446
<b>Mr Rob Evans</b>		Work:01242674312 Home: Mobile:07813733581
<b>Other School Building(s) Contact Numbers</b>		
Activity Room		Extension 29
Woodpeckers		
Kitchen		07956 773551
<b>Emergency Closure Line</b>		
Emergency Closure Line	Gloucestershire County Council	01452 425352
<b>Governing Body</b>		
Chair	<b>Mrs Linda Armitage</b>	01242 673703
<b>Medical</b>		
Local surgery	Greyholme Surgery	01242 675004
	Stoke Road Surgery	01242 674676
NHS Direct		0845 4647
School Educational Psychologist	<b>Sarah Gothard</b>	07801854093
<b>External Clubs (who hire the facilities)</b>		
Woodmancote Cubs		07552613223
Music Junction		07803617734 07803617734
Winston's Wish	Helpline: 0845 20 30 40 5 Email: <a href="mailto:info@winstonswish.org.uk">info@winstonswish.org.uk</a> Website: <a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a>	
Faith Communities	<i>Andrew Hiscock (Woodmancote)</i>	
	Malcom Allen (St Michael's)	

**4:2 County Education Emergency Response Team**

Duty Officer	Tel: 01452 427171*
<i>Note: The CEERT should be the first point of contact at the County Council. The team will notify other appropriate County Council services of the situation.</i>	
<i>*This number will automatically divert to the Duty Officer, out of hours.</i>	

## **Annexes**

<b>Annex A</b>	<b>School Term Dates</b>	
<b>Annex B</b>	<b>Site Plans</b>	
<b>B-1</b>	<b>School Site Plan</b>	
<b>B-2</b>	<b>Location Map (Showing emergency services access route)</b>	
<b>Annex C</b>	<b>SERT Action Sheets</b>	
<b>C-1</b>	<b>Co-ordinator</b>	
<b>C-2</b>	<b>Media / Communications Officer</b>	
<b>C-3</b>	<b>Facilities Officer</b>	
<b>Annex D</b>	<b>General Action Sheets</b>	
<b>D-1</b>	<b>Notification of a Crisis</b>	
<b>D-2</b>	<b>Staff Involved at the scene of a Crisis</b>	
<b>Annex E</b>	<b>School Equipment &amp; Access List</b>	
<b>Annex F</b>	<b>Incident Log Sheet</b>	
<b>Annex G</b>	<b>Expenses Log Sheet</b>	
<b>Annex H</b>	<b>Emergency Response Plan: Training, Exercise and</b>	<b>Maintenance</b>
<b>Annex I</b>	<b>NaCTSO Guidance Note 1/2016</b>	

**B1**

**SCHOOL SITE PLAN**

(A floor plan of the school building highlighting hazardous areas (ie: asbestos, chemical stores), fire exits, access points, evacuation routes, assembly points, utility isolation points and other significant areas such as the designated emergency control centre).

**LOCATION MAP (Showing Emergency Services access routes)**  
Highlighting the location of the school and surrounding area.

## SERT ACTION SHEET

# CO-ORDINATOR

- **Start a personal log of events, decisions taken and times**  
*(See Annex F: Log Sheet Template)*
- **Co-ordinate the school emergency response**  
*(See Fig 1 & 2: Actions on-site / off-site incidents)*
- **Mobilise the School Emergency Response Team, brief them on the situation and allocate tasks**
- **Consider the need to alert other colleagues and external agencies.** *(It is wise to make initial contact with CEERT, even if only for information in the first instance in case the incident has wider implications)*
- **Liaise with CEERT regarding media preparations.**
- **Provide regular briefings to relevant parties as appropriate (ie: staff, governors, pupils, parents)**
- **Organise staff rotas**
- **Monitor the health and safety of school personnel and pupils**
- **Authorise any additional expenditure and keep a log**  
*(see Annex G: Expenses Log Sheet template)*
- **Try to maintain normal routines and timetables within the school as far as possible to minimise disruption.**

## **ACTION SHEET**

### **Notification of a Crisis**

Try and gain as much information as possible:

1. **Identify the caller and their telephone number.**
2. **Start a log noting time, discussion and decisions taken.**  
*(See Annex F: Log Sheet Template)*
3. **Gain as much information as possible about the incident.**
  - Nature of incident
  - Exact location of incident
  - Number of casualties & nature of injuries (if applicable)
  - Time incident occurred
  - What action has already been taken
  - Clarify information received
4. **Check what assistance may be required.**
5. **Check whether other authorities have been notified**
6. **Alert Head Teacher or Deputy**
7. **Respond to instructions given by members of the School/County Emergency Response Team.**
8. **DO NOT speak directly to the media, refer any enquiries to the nominated media & communications officer within the School Emergency Response Team (SERT)**

## **ACTION SHEET**

### **Staff involved at the scene of a Crisis**

1. **Contact the emergency services (if applicable)**
2. **Contact school / designated contact person if out of school hours or at the weekend.**
3. **Explain the situation and give as much information as possible.**
  - Nature of incident
  - Exact Location of incident
  - Number of casualties & nature of injuries (if applicable)
  - Time incident occurred
  - State what action has already been taken
4. **Request any additional assistance required.**
5. **Respond to instructions of the emergency services / School/County Education Emergency Response Team.**
7. **DO NOT speak directly to the media, refer any enquiries to the nominated media & communications officer within the School Emergency Response Team (SERT)**

**INCIDENT LOG**

Incident:

Location of Incident:

Date:

Time:

**Maintain a log below of your actions taken as the incident progresses.**

Date	Time	Event / Action Taken	Reason(s)
<b>Please attach any emails sent and received</b>			

**Name:**

**Signature:**

**Date:**

**Note: Copies of this template should be made so that the expenses log sheets are ready for use if required.**

**EXPENSES LOG SHEET**

Incident:

Location of Incident:

Date:

**Maintain a log below of expenses incurred as a result of the above incident:**

Date	Time	Costs incurred & brief description	Expenses
<b>Please attach to this sheet receipts for any purchases</b>			

Name:

**Annex H**

Signature:

Date:

**Emergency Response Plan: Training, Exercise & Maintenance**

**Staff Training Record**

It is important that all staff involved in the school's response to a crisis are fully aware of the procedures detailed in the schools' emergency response plan. Staff should receive comprehensive training on the emergency plan procedures to ensure that they:

- Know their role
- Are competent to carry out tasks assigned to them
- Have access to available resources and facilities
- Are confident that their colleagues in response are similarly prepared.

Details of any training undertaken by members of the school emergency response team should be recorded in order that a comprehensive list of skills & training can be kept.

*Staff Training Record*

School Emergency Response Team (SERT) Member	Role	Course Title Background to Emergency Management (GCC)	Name of course / exercise	Name of course / exercise	Name of course / exercise
<b>Example:</b>					

## NaCTSO Guidance Note 1/2016

### **Advice to leaders of schools and other Educational Establishments for Reviewing Protective Security**

Following a series of malicious hoax communications to schools across the UK it is important that you are alert, but not alarmed. This is an opportunity for you to review your security plans to confirm that the arrangements you should already have in place are still current and have been tested to ensure staff and students are prepared and confident.

#### **Consider what steps you could take to:-**

- a) reassure your staff, students and parents
- b) review and implement proportionate protect and prepare security planning.

**Bomb threats: Procedures for handling bomb threats.** Most bomb threats are made over the phone and the overwhelming majority are hoaxes, made with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, must be reported to the police.

Dial 999 and police will respond. You should always consider their advice before a decision is taken to close or evacuate.

#### **Guidance on receipt of a bomb threat**

<http://www.cpni.gov.uk/security-planning/business-continuity-plan/bomb-threats/>

#### **Bomb threat checklist**

<http://www.cpni.gov.uk/documents/posters%20and%20checklists/bomb-threat-checklist.pdf?epslanguage=en-gb>

If this prompts you to review your emergency planning, please visit <https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

There is no change to the UK terrorist threat level, which remains at **SEVERE**; meaning an attack is highly likely.