



SCHOOL CRISIS/EMERGENCY MANAGEMENT PLAN/BUSINESS CONTINUITY PLAN

Duncombe Primary School

Sussex Way
Islington London N19 4JA

Reviewed/Ratified by: Governors Premises Committee

Date: 6th February 2017

Next Review Date: February 2018

STATEMENT OF INTENT

The Governing Body and Head Teacher of Duncombe Primary School will work with Islington Council to ensure the effective management of emergency situations so as to minimise, so far as reasonably practicable, the impact on the running of the School and the threat to the safety and welfare of staff, students and the community.

DEFINITION

'An event – or events – usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms the normal responses and procedures and which is likely to have emotional and organisational consequences.'

AIMS

To:

- Create an awareness of the need for planned arrangements to be made.
- Provide re-assurance of the practical help that is available LBI and other agencies, at short notice.
- Develop robust emergency arrangements.
- Ensure that all staff are sufficiently trained and briefed as necessary to ensure the effective operation of the plan.
- Provide support and reassurance to every member of the school community and their families.

SCOPE OF THE PLAN

In School the plan covers:

- A deliberate act of violence, such as the use of a knife or firearm by an intruder
- A school fire, flood or explosion
- A pupil or teacher being taken hostage
- The destruction or serious vandalising of part of the school

Outside School it covers:

- The death of a pupil or member of staff through natural causes or accident
- A transport-related accident involving pupils and/or members of staff
- A more widespread disaster in the community
- Death or injuries on school journeys or excursions
- Civil disturbances and terrorism

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The School will ensure this is a well known and understood process by Regular Review, Revision and Rehearsal

In the event of a School related emergency the proposed actions are outlined here:

INCIDENT OCCURS

Head Teacher or Deputy Head teacher is notified

Head Teacher or Deputy Head teacher rings:

Chair of Governing Body, Dr. Douglas Cowie on 07980 066946 requesting assistance.

OUT OF OFFICE HOURS – Ring as above.

The Chair of the Governing Body:

- Establishes contact with the Head Teacher or Deputy Head teacher.
- Briefs a member of the Press Office.
- Contacts Director of Schools, Mark Taylor and Director of Children's Services, Carmel Littleton who will put Emergency Planning & Resilience Unit on standby.
- Attends site.
- Mobilises Emergency Planning & Resilience Officers as required.
- Requests attendance of Senior Officer if required.

The Chair of Governing Body attends site to:

- Assist/advise Head Teacher/ Deputy Head teacher
- Determine full needs and take action accordingly
- Identify on-site facilities
- Mobilise on-site Support Team (if appropriate)

Emergency Action List

ACTION BY: Head Teacher or Deputy Head teacher

Stage 1 - Initial Actions

- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Then consider whether **Incident** requires involvement of Governing Body.

NB: it is advisable that initial contact be always made with the Governing Body in emergencies in case they have wider significance.

- Establish whom they will contact – Chair of Governors, Dr. Douglas Cowie and Vice Chair of Governors, Marisha Ray.

If during term time

- Unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines & timetables.

If outside term time (or outside school hours)

Arrange for:

- The Premises Manager through School Office Services to open certain parts of the school as appropriate and to be available to respond to requests.
- Immediate School Administration support.
- If possible, dress appropriately when you go into school, in case you are unavoidably drawn into a TV interview.
- If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements. Try to postpone any comment until after the Chair of Governing Body arrives. If you cannot, see Appendix A for some key points to remember.

NB: It is especially important that if names of those who may have been involved in the incident are known **DO NOT** release – or confirm – them to anyone, before those identities are formally agreed and parents are informed.

- If deputising for the Head Teacher try if possible to contact and brief him/ her.
- Inform Chair of Governing Body of incident. He/she should stand by to be available for interview by the Media.
- Call in the designated staff members to form the 'School Emergency Management Team', and nominate one as the On-Site Coordinator to oversee the Team on your behalf.
- Be prepared to receive many telephone calls.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 – Once established

Brief Staff Member acting as On-Site Co-ordinator to oversee the following:

- Arrange for On-Site facilities for member of Governing Body.
- Liaise with any emergency services personnel to record which of them is on site or establish that they are managing that process for their (and other emergency services) staff – Identification badges to be produced as appropriate.
- Agree appropriate identification of staff by using badges
- Expect to see appropriate identification at all times.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephones calls, by ensuring that:
 - a) sufficient help is available to answer the many calls that could be received
 - b) staff maintain records of all calls received,
 - c) brief, but up-to-date prepared statements are available to staff answering phones,
 - d) media calls are directed to the Chair of the Governing Body
 - e) care is taken when answering telephone calls,
 - f) an independent telephone is made available for outgoing calls only, (*a mobile phone can be useful – but remember such messages can be easily intercepted*)
 - g) Staff answering telephones are reminded that some calls could be bogus.
- To arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged).
- Arrange for appropriate psychological support for staff, Families and Emergency Management Team.
- To be aware of how colleagues are coping
- To arrange for all students to be told, in simple terms, at an early stage, ideally in small groups and initially by class teachers, wherever possible)
- To brief Team to discourage staff and students from speaking to the Media?
- To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List. Files can be located in the School Office and on our SIMS Data Base System.

Parent Information

- If pupils are involved, the contacting of parents will be an important early task (remember if it is a major Incident, the parents may well have already heard).
- It may be appropriate to ask the parents to come to the school for a briefing and support. This will need to be done with the utmost care.
- Maintain regular contact with parents.
- If the incident happens away from school seek police advice as to whether parents should travel to the scene, or whether children should be taken home.

Staff Support

- Remember to have regular breaks, and advise others to do so.
- Maintain regular contact with staff (Teachers and office staff). Make a point of seeing that all staff involved know each other's roles & responsibilities.
- Always try to think of something positive to say to staff & respond positively to ideas and suggestions
- Be available to see staff when required.
- Remember some members of staff may be so affected, that they will not be able to help in supporting children
- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support.
- If Incident is away from school, try to dissuade shocked staff from driving parents to the scene.

Stage 3 – Period following the close of the incident

- When appropriate, seek advice local authority and local clergy contacts on special assemblies/funeral/memorial services.
- Prepare full report for the Governing Body.
- Arrange for a member of staff to make contact with any students either at home or in hospital.
- Make sensitive arrangements for the return to school (as appropriate).

Stage 4 – Longer term issues

The effects of some Incidents can continue for years. Thought will need to be given to:-

- Work with Staff to monitor students informally
- Clarify procedures for referring students for individual help
- Be aware that some Staff may also need help in the longer term.
- Recognise and if appropriate, marking anniversaries
- Remember to make any new staff aware of which students were affected and how they were affected.
- Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Remember if the Incident does attract Media attention, it is likely that interest will continue for many weeks.
- Liaise appropriately with effected group to enable them to take part in memorials or gain necessary information.

Administrative Team

Stage 1 – Initial Actions

- Obtain full facts of Incident from Head Teacher or Assistant Head teacher.
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- If coming in from home, remember to bring useful items, such as any keys needed.

Stage 2 – Once established

- Under guidance from School On-Site Co-coordinator, assist the Head Teacher or Assistant Head teacher.

- Work with members of Governing Body, the Head or Assistant Head and School On-Site Co-coordinator as directed.
- Remember the School Office is likely to be the first point of contact for visitors, so exercise caution in making comments
- take especial care when answering telephone calls early on
- maintain a record of calls received
- only give out information from prepared statements that will be made available
- remember that some calls could be bogus

Stage 3 – Period Following Close of the Incident

- As above

POINTS TO NOTE WITH MEDIA INTERVIEWS

- Have another person with you, if possible, to monitor the interview
- If possible, agree an interview format i.e. establish what the interviewer wants to ask.
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't over-elaborate your answers
- Refuse requests for photos or schoolwork of children/staff involved.
- Try to keep a grip on your emotions during interviews-especially if it is TV.
- Most journalists are responsible, but check where interview/camera teams go, when interview is over.

**Appendix A –
School Emergency Management Team Contact & Duties**

Name, Contact Telephone numbers (mobile)	Designation	Role	Responsibilities
Barrie O'Shea 07957 321356	Head Teacher or Dep. Head	Crisis Manager	Direction & coordination as necessary; liaison with the emergency services, the LA, media, staff, parents; allocation of roles to others depending on level of crisis.
Dr. Douglas Cowie 07980 066946	Chair of Governors	Media Liaison	Inform LA; briefed on facts and how the school is responding; keep Local Authority, pupils, parents And staff and community informed.
Hayley Eaton	SEN/Pastoral Care Postholder	Pastoral Care Co- coordinator	Pastoral care for pupils and staff; operational issues as directed; parent/visitor liaison; liaise with Psychological Service, Education Welfare Officer, Social Services and other professional agencies
Linda Marzolini Tina Spencer	Sch. Business Manager Sch. Admin. Officer	Admin. Co- coordinators	Manage incoming calls, gather and disseminate information; identify "safe" areas in school for parents/pupils; liaise with contractors, utilities and repairs/accommodation issues, transport communications, catering arrangements; incident record keeping; collation of message sheets; chasing outstanding "actions", maintenance of master record log.

Appendix A – continued

When making contact with the Governing Body please ensure that you provide as much information as accurately as possible. If you don't know the answer, please say so. You may be asked to repeat the information to ensure that the recipient has fully understood the situation, so that they may activate and coordinate the necessary resources.

Reporting an Incident – Please have as much of this information ready as you can:

- Your name
- The name and address of the School
- Telephone number on which you can be contacted (both landline and mobile if possible)
- Who else may be contacted (and how)
- What has happened
- When it happened
- Where within the premises it happened and how much of the site is affected
- Who has been involved
- Numbers of those affected or injured
- Location of those affected
- Is the danger still on-going?
- What action has been taken so far
- Which emergency services and other responders are already on site
- Details of offsite incident

Appendix C – Emergency Cascades

Staff Emergency Information Helpline

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Staff Contact Numbers

(in larger schools it will be best to break this contact system down into manageable chunks, with no-one being expected to phone more than ten others, e.g. with senior management contacting curriculum heads who then contact those in their own departments)

STAFF CONTACT DETAILS ARE ON OUR SIMS STAFF DATA BASE WHICH IS A CLOUD/WEB BASED SYSTEM AND CAN BE ACCESSED THROUGH ANY COMPUTER BY AUTHORISED PERSONNEL WITH LOGIN AND PASSWORD DETAILS.

AUTHORISED PERSONNEL WOULD BE ALL SENIOR LEADERSHIP TEAM AND ADMINISTRATION STAFF.

Appendix C – Emergency Cascades

Partners and Suppliers and External Contact Details (part 1)

This section contains the contact numbers for partner and supplier organizations and external contacts who could need to be contacted either in response to, or because of, an emergency affecting the school.

SEE SEPARATE SHEET – APPENDIX C

C – Emergency Cascades

Site Users Contact Details

This section contains the contact details for any other organisations that use the school site and which are not already listed above. These would need to be contacted if there was an incident which affected or prevented access to the premises or facilities that they use.

SEE SEPARATE SHEET – APPENDIX C

Parents and Guardians

These contact details are kept separately within the emergency grab bag (see **Appendix D** below).

Contact details contain mobile phone numbers as well as home telephones. Mass text messages may be sent to mobiles.

Where available, these contact details also include alternative numbers for when the primary contacts cannot be reached.

Appendix D – Grab Bag Contents

The school has two pre-prepared grab bags:

The **School Grab Bag** is securely kept in school office, and will be taken outside by School Business Manager or School Administration Officer in their absence in the event of an evacuation of the school.

A **Back up Grab Bag** is held securely off-site at our Premises Company Office (School Office Services) who would use its contents to aid in the recovery process following an incident affecting the school outside of normal school hours.

The Grab Bags contain:

- A copy of this plan including all appendices.
- Site plan of the school including electricity, gas and water supply shut-off points; along with the location of any potentially hazardous materials (this will be given to the emergency services upon arrival to aid their work).
- Message pad and pens.
- Emergency Asthma Kit.
- Basic First Aid Resources.

Maintenance:

These bags are checked monthly and maintained by Kerry Hackett in the School Office.

Appendix E – IT Resilience

SEE SEPARATE SHEET – APPENDIX E