

School Emergency Management Plan



Name of school	Mersham Primary School
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March 2018

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- Emergency Action Lists for Key Staff
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Action to be taken:

In the event of a School related emergency the proposed arrangement is:

INCIDENT OCCURS

Cheryl Chalkley is notified and School Emergency Plan is triggered



Cheryl Chalkley

Ensures child and adult safety and welfare
Clear area if needed / First Aid / Reassurance
Call 999 if appropriate

Call AEO : David Adams 03000 414989 (Office Hours) Or: 07740 184848

Requesting LEA help



OUT OF OFFICE HOURS –

03000 414141 or silent hours, 03000 419191

KCC or other support Property emergency on 24 hour number 03000 419191



The Senior Officer Activated - AEO: David Adams

Establishes contact with the Cheryl Chalkley
Activates response officers to attend the school
(e.g. Communications Experts, Public Relations)



AEO

Organises Support Team Officers as necessary or deploys to school as required

Attends site to:

- Assist/advise Head teacher/ Nominee
- Determine full needs
- Takes action accordingly



Head teacher (or Nominee)

Nominates on-site Co-ordinator

Identifies on-site facilities

Mobilises on-site Team (if appropriate)

Informs Chair of Governors

Emergency Action Sequence

ACTION BY HEAD TEACHER:

Cheryl Chalkley

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. See Appendices for Major Incident Coms Log
- Make every attempt to clarify exactly what has happened.
- Ensure that the Local Authority is informed
- Contact the AEO
- Inform Chair of Governors

If during term time

- Unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines and timetables.
- If outside term time (or outside school hours)
- Arrange for the Caretaker to open certain parts of the school as appropriate and to be available (and responsive) to requests.
- Immediate School Administration support.

Media Attention

If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements.

- Try to postpone Media comment until after the LA's Media Officer arrived.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- If you cannot postpone, see the guidance in Emergency Planning for Kent Schools supporting document for some key points to remember.
- 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.
- Call in the designated staff members to form the 'School Emergency Management Team', and nominate one as the On-Site Coordinator to oversee that 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:-

- Agree appropriate identification of staff by using badges
- 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.
- Ensure staff maintain records of all calls received

- Prepare brief, but up-to-date prepared statements are available to staff answering phones
- Ensure media calls are directed to the Media Relations Officer Murray Evans, 03000 416071 or 07834 051150, murray.evans@kent.gov.uk, Ella Hughes, 03000 416282 or 07738 755491, ella.hughes@kent.gov.uk, Out Of Hours, is through the call centre, 03000 414141 or silent hours, 03000 419191
- Ensure care is taken when answering telephone calls. Consistent messages.
- Acquire an independent telephone for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted
- Remind telephone staff that some calls could be bogus.
- 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.
- Remain aware of how colleagues are coping.
- To arrange for all pupils 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 pupils from speaking to the Media.
- To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

Parents/Carers:

- If pupils are involved, the contacting of parents/carers will be an important early task (remember if it is a major incident, they may well have already heard). It may be appropriate to ask the parents/carers 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/carers.
- If Incident away from school, seek Police advice whether parents/carers should travel to the scene, or whether children should be taken home.

Staff:

- 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

- Seek advice from AEO
- Local clergy contact on special assemblies/funeral/memorial services, if required.
- Prepare joint report with named Senior Officer, for Director of Education.

- Arrange for a member of staff to make contact with any pupils 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 pupils informally
- Clarify procedures for referring pupils for individual help
- Be aware that some Staff may also need help in the longer term.
- Recognising and if appropriate, marking anniversaries
- Remember to make any new staff aware of which pupils 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.

ACTION BY: EMERGENCY MANAGEMENT TEAM

Stage 1 – Initial Actions

- Obtain full facts of Incident from Cheryl Chalkley
- Open and continue to maintain a personal log of information received, actions taken and the time of those events See Appendix 1
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to sensitively inform staff and pupils to provide appropriate support
- Assist class teachers who will undertake classroom briefings
- Arrange special groups for very distressed pupils.

Stage 2 – Once Established

- Under guidance from School On-Site Co-ordinator, assist Cheryl Chalkley
- Work with AEO; the Cheryl Chalkley and School On-Site Co-ordinator as directed.

Stage 3 – Period Following Close of the Incident

As above

This team should comprise: Up to 4 senior members of staff, together with office staff.

ACTION BY: SCHOOL ADMINISTRATIVE ASSISTANTS

Stage 1 – Initial Actions

- Obtain full facts of Incident from 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-ordinator, assist the Head teacher (or Nominee)
- Work with AEO; the Head teacher (or Nominee) and School On-Site Co-ordinator as directed.
- Remember the School Office is likely to be the first point of contact for visitors, so exercise caution in making comments
- Concerning incoming telephone calls
- 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

Major Incident Communications Log

Issue:				
Date / Time	Method of Contact *	To / From	Concerning	Initial

- *
T Telephone
E Email
V Verbal (face-to-face)
L Letter
F Fax

Recording a Bomb Threat

Your name Time and Date of Call
Number at which call was received (your extension number)

Questions to ask

Where is the bomb right now?	
When is it going to explode?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you place the bomb?	
Why?	
What is your name?	
What is your address?	
What is your telephone number?	

About the caller

Sex of Caller? Male Female Nationality Age

Threat Language

Well spoken Taped Foul Incoherent Irrational

Message read by threat maker

Caller's voice

Excited Calm Crying Angry Nasal
 Clearing throat Stutter Rapid Deep Slurred
 Disguised Lisp Slow Hoarse Laughter
 Familiar Who did it sound like?
 Accent Which accent?

Background sounds

Street noises House noises Crockery PA System
 Office machinery Animal noises Motor Booth
 Factory machinery Static Clear Voices
 Reception good/bad Payphone Music Children playing

Other
give details

Any other remarks

Signature: _____ Date: _____

Strategies for Continuity of Services

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Use of temporary staff e.g. Supply Teachers, Office Staff etc.	Phone HLTA to cover teachers. If not available use Supply Agencies. Admin staff to cover each other, if finance arrange with KCC to cover
b.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave.	Contingencies in place
c.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> • Larger class sizes. • Use of Teaching Assistants, Student Teachers, • Virtual Learning Environment opportunities. • Pre-prepared educational materials that allow for independent learning. • Team activities and sports to accommodate larger numbers of pupils at once. 	Contingencies in place
d.	Using mutual support agreements with other Schools: emergency secondments.	
e.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	
f.	As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to less impact on local and wider economy	

	Arrangements to manage loss of technology / communication / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Back-ups of key school data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc.	Key school data is backed up remotely by EIS. Asset register paper version is also kept off site
b.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	Facilities available if required
c.	Flexible lesson plans.	
d.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	
e.	Contact the utility company responsible or appropriate repair contractor.	
f.	Emergency lighting.	Installed
	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Using mutual support agreements with other Schools.	Use of CARE Foundation Trust to provide alternative arrangements
b.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises.	Work closely with local church – possible use of church hall
c.	Virtual Learning Environment opportunities.	
d.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	
e.	Off-site activities e.g. swimming, physical activities, school trips.	
f.	Stagger lessons across break times and lunch to maximise use of available space, and extend the school day to expand the time available in classrooms.	

	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Pre-identified alternative suppliers.	Variety of suppliers available
b.	Ensuring all external providers have business continuity plans in place as part of contract terms.	
c.	Insurance cover.	
d.	Using mutual support agreements with other schools.	Use of CARE Foundation Trust

RECOVERY AND RESUMPTION

Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the school as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of staff and pupils.	Depending on the nature of the incident, the School Emergency Management Team may need to consider the use of Counselling Services.	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the SEMBCP is no longer in effect. Via email and text message service All parents, Governors and LA to be informed	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with staff (and possibly with pupils). Complete a report to document opportunities for improvement and any lessons learnt.	The incident de-brief report should be reviewed by all members of the School Emergency Management Team to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	<input type="checkbox"/>
5.	Review this SEMBCP in light of lessons learnt from incident and the response to it.	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan are read by all members of the SEMT.	<input type="checkbox"/>

SITE INFORMATION

Utility Supplies	Location	Notes/instructions
Water	On the top of the bank in the Dell	
Electricity	In Science cupboard	
Heating	Electric. Oil shut in white cabinet by Year R playhouse	

Internal Hazards	Location	Notes/instructions
Asbestos	Identified in asbestos file. Located in main office	
Chemical Store (s)	Cleaning materials in kitchen and locked cleaner's room (Yr R boys toilets) Petrol stored in metal container in shed at bottom of field.	

Pre-designated areas	Location	Notes/instructions
SEMT briefing area	Internally – Head Teacher's office Externally – Assembly point A	
Media briefing area	Internally – Head Teacher's office Externally – Assembly point A	

EVACUATION

Signals	
Signal for fire evacuation	Continuous alarm bell
Signal for bomb evacuation	Continuous alarm bell
Lockdown	Code red, red, red via walkie talkies.
Signal for all-clear	Headteacher

Assembly points - fire evacuation	
Fire evacuation assembly point A	Playground to rear of school premises

Assembly points - bomb evacuation	
Bomb evacuation assembly point B	Field to rear of school premises

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school).

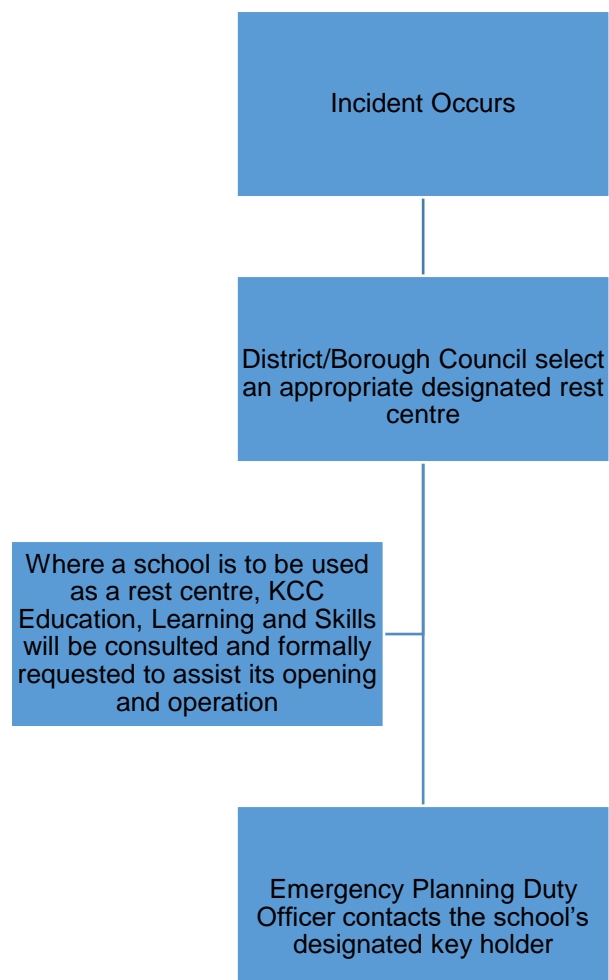
Pre-identified buddy school / place of safety / rest centre	
Name of premise	Church Hall (St John the Baptist Church – Mersham)
Type of premise	Church Hall
Contact name and details of key holder(s)	Liz Richardson on 01233 503000 Judy Hawkins on 01233 502746 Key also in the red grab bag
Address	
Directions / map	Turn right from the school and right again.
Est. travel time (walking, with pupils)	5 minute walk from school
Est. travel time (by coach, with pupils)	1 minute
Capacity (inc. sleeping)	Not applicable
Facilities / resources	Heating, toilet facilities, kitchen facility
Notes	Temporary assembly area for children to wait until collected by parents/guardians

School Closure	www.kentclosures.co.uk
Email	Available from Headteacher or Office Manager
Password	

REST CENTRE

is a designated rest centre.

Activation arrangements



Key Holders – Contact Details

Name & Title	24hr Telephone Contact	Email	Address
Cheryl Chalkley Headteacher	07795 515753	headteacher@mersham.kent.sch.uk	Mersham Primary School
Clive Turner Caretaker	07984873876		
Steve Dewey Office Manager	07903 253291		
Sally Anne Hanson	07506 126303		