

Lanesfield Primary School



School Continuity Plan /Emergency Management Plan

2019-2021

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Definition

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

AIMS

To:-

1. Create an awareness of the need for planned arrangements to be made.
2. Provide re-assurance of the practical help that is available from the Local Authority and other agencies, at short notice.
3. Recommend the need for each school to develop complementary emergency arrangements, in line with the enclosed draft plan.
4. Pass on advice based upon previous experiences.
5. Give guidance on other source of information and help.

SCOPE OF THE PLAN

In School

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

Outside School

- The death of a pupil or member of staff through natural causes or accidents
- 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

In respect of school trips and visits guidance is available from the DfES good practice guide Health & Safety of Pupils on Educational Visits.

The Local Authority Support Team

Activation

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

INCIDENT OCCURS

Mrs. Rollinson or Site Manager is notified



Mrs. Rollinson or Site Manager **rings:**

Meredith Teasdale Director of Education Office Hour 01902 554100

Requesting LEA help



OUT OF OFFICE HOURS 01902552999

Central Control Contacts a

'LEA EMERGENCY SUPPORT TEAM'



The Senior Officer Activated:

- Establishes contact with the Mrs. Zoe Rollinson (or Site Supervisor)
- Activates 'First Response Officers' as per contact list, to attend the school (e.g. Communications Experts, Public Relations and an LEA Team Co-Ordinator.)



LEA Team Co-Ordinator

- Puts Support Team Officers on Standby
- Attends site
- Mobilises Supports Team Officers as required

Senior Officer

Attends site to:

- Assist/advise Headteacher/ Nominee
- Determines full needs
- Acts accordingly



Headteacher or site supervisor

- Nominates on-site Co-Ordinator
- Identifies on-site facilities
- Mobilises on-site Team (if appropriate)

Emergency Action List

ACTION BY:- Mrs Z Rollinson

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 'Local Authority Support Team' NB it is requested that initial contact be always made with the Local Authority in emergencies in case they have wider significance.
- If so, contact one of the single point contact numbers listed on page 11.
- Establish whom they will contact. Check this includes the Education Committee Chair.

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 Site Manager to open certain parts of the school as appropriate and to be available (and responsive) to requests.
 - Immediate School Administration support.
- Think about what you are wearing 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 Media comment until after the LA's PR Officer arrived (who will be part of the 'Local Authority Support Team'). If you cannot, see Appendix 2 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 Headteacher, try if possible, to contact and brief him/her.
- Inform Chair of Governors-
 - of Incident and, if appropriate, of involvement of 'Local Authority Support Team'.
 - they should standby 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 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: -

- If 'Local Authority Support Team' has been activated, arrange for On-Site facilities for the Team.
- Agree appropriate identification of staff by using badges
- Expect to see identification of Local Authority Support Team Officers.
- 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 –
 - sufficient help is available to answer the many calls that could be received (The Local Authority Support Team will be able to assist with a 'Help-Line')
 - staff maintain records of all calls received
 - brief, but up-to-date prepared statements are available to staff answering phones
 - media calls are directed to the LA's PR officer
 - care is taken when answering telephone calls
 - an independent telephone is made available for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted
 - telephone staff 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.
- To be 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:

- 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 Incident away from school seek Police advice whether parents 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
- Recognize 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.

'Local Authority Support Team'

- Maintain liaison with 'Local Authority Support Team' Senior Officer for duration of Incident.

Stage 3 – Period following the close of the incident

- When appropriate, seek advice from 'Local Authority Support Team' and local clergy contact on special assemblies/funeral/memorial services.
- Prepare joint report with named Senior Officer, for Director of Education.
- Arrange for a member of staff to contact 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.
- Recognize 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.

Emergency action list

ACTION BY: - EMERGENCY MANAGEMENT TEAM

Stage 1 – Initial Actions

- Obtain full facts of Incident from Mrs. Zoe Rollinson
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- 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 Mrs. Zoe Rollinson or Site Supervisor
- Work with LA Support Team the Mrs. Zoe Rollinson (or Site Supervisor) 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.

Emergency action list

ACTION BY: - ADMINISTRATIVE ASSISTANTS

Stage 1 – Initial Actions

- Obtain full facts of Incident from Headteacher
- 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 Headteacher (or Nominee)
- Work with LA Support Team the Headteacher (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

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 overelaborate 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 team go, when interview is over.

Contact List

The names and telephone numbers of organisations and individuals who may be useful to the School in an emergency:

Organisation	Name	Telephone No.
Lanesfield Primary School	Mrs. Zoe Rollinson	01384 558950 07533145272
Lanesfield Primary School	Site Supervisor	01384 558950
Director of Education	Meredith Teasdale Meredithteasdale@wolverhampton.gov.uk	01902 554100
Emergency out of hour number		01902 552999