



# **Emergency and Business Continuity Plan**

## DOCUMENT CONTROL

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## **1. INTRODUCTION**

Emergencies can and do happen and an organisation's ability to respond appropriately in emergencies depends on the forethought and planning that has already taken place. Further to the Civil Contingencies Act 2004, it is the responsibility of all public bodies to set in place emergency plans for the continuity of their service. The Local Authority (LA) considers it best practice that schools should have appropriate and effective emergency plans.

This document is designed to provide guidance to Head Teachers, Governors and staff in developing a suitable plan.

Whilst this document focuses on schools, the same principles can be applied to Children's Centres.

## **2. SCOPE**

This document applies to all staff employed within schools, including teachers and school support staff.

## **3. EMERGENCIES IN SCHOOLS**

While it is not possible to plan for every eventuality that might arise, incidents are grouped into three levels:

- Level 0 – Localised Incidents
- Level 1 - Localised Emergencies
- Level 2 - Major Community Emergencies

Levels 1 and 2 are distinguished by how wide-spread their possible effect may be and the action that needs to be taken, not necessarily their potential severity.

While the LA response and coordination is likely to take effect on the two higher levels only – *localised emergencies* and *major community emergencies*, it is considered worthwhile to include Level 0, since initial action taken is likely to be similar and recognition needs to be given to the unforeseen.

### **3.1 Level 0 - Localised Incident - Disruptive to routine but not an immediate threat to life or well-being.**

An incident that can be dealt with locally and may, at most, require a limited closure of the school and includes limited disruption without involving risk to the well-being of individuals. Some support from the LA or other agencies may be necessary, and some incidents may require formal notification to the Local Authority (LA).

Examples (not exhaustive):

- Severe weather problems
- Services – power, gas, water cut off
- Failed heating system
- Flooding or other weather damage
- Fallen trees
- Minor earthquake tremor
- Water leak
- Vandalism
- Local industrial action
- Notifiable infectious outbreak.
- Travel or flight restrictions preventing normal return of school group from UK or overseas trips
- ICT failure or disruption including:
  - Internet Connectivity outage
  - Email system not working
  - Theft of servers or major parts ICT infrastructure
  - Malicious (Virus, Denial of Service, hacking etc.) attack on ICT systems
  - Website down
  - Telephone Services not working (possibly linked to Internet service)

### **3.2 Level 1 - Localised Emergency - Localised emergencies may include any unexpected event which is likely to disrupt the normal functioning of the**

## **school.**

These are more likely to be critical incidents involving a real threat of, or actual injury or death, where urgent and significant local authority and other agency support are needed.

### **Examples: In School**

- A deliberate act of violence, such as the use of a knife, firearm or other weapon/implement
- A school fire or laboratory explosion/release of toxic chemicals/substances
- A pupil or teacher being taken hostage
- The destruction or serious vandalising of part of the school
- Fire
- Gas leak.

### **Outside School**

- The death of a pupil or member of staff through natural causes or accidents
- A transport-related accident involving a large number of pupils and/or members of staff or resulting in death or serious injury
- Death or serious injuries on school journeys or excursions
- Civil disturbances and terrorism
- Large clusters of localised human to human viral infection which will trigger concerns of a likely epidemic.

### **3.3 Level 2 - Major Community Emergencies - Major emergencies may affect whole communities and typically involve Islington Emergency Planning Department**

A serious incident in the local community which could have a significant impact on the school. School closure may be necessary dependent on the nature and proximity of the emergency. Islington Council's Emergency Planning Team will be involved in such incidents.

#### **Examples:**

- Serious road or rail accident or spillage
- Aircraft crash
- Factory explosion
- Terrorist action
- A more widespread disaster in the community
- A Flu epidemic or viral infection leading to national alert

As part of Islington Council's response to a major emergency certain schools and colleges have been identified as Emergency Rest Centres (ERC) for the temporary care of those made homeless by disaster. Such emergencies, and associated communications, will be coordinated through the emergency services (999) and Islington Council's Emergency Planning Team.

In the event of such an emergency, take necessary action locally and contact the Emergency Planning on 0207 527 2000.

This guidance supplements and updates advice contained in the Islington Emergency Planning Guidance. The main purpose of the guidance is to confirm communication arrangements between education establishments, including schools and children's centres, and the Authority in the event of an emergency.

## **4 SCHOOL EMERGENCY PLAN (SEP)**

### **4.1 Scope of the School Emergency Plan (SEP)**

Schools should plan to manage a range of potential threats, incidents and emergencies which are then documented in the School Emergency Plan (SEP), (see template, [Appendix 1](#)). This would include making a written assessment of the specific risks affecting the school and identifying any hazards which pose a particular risk, such as the proximity to an industrial estate, river or major road/transport hub, as well as taking account of other potential risks, such as;

- A violent intrusion onto school premises by malicious persons, either in person or by means of arson or explosive device
- Destruction or vandalism of part or whole of the school
- The school building becoming unsafe as a result of fire or flooding
- Severe weather
- Death of a pupil, member of staff or governor
- An epidemic
- Serious incidents on educational visits
- The release of hazardous substances near or on the school site.

Other events may also be deemed to be emergencies in schools because of the impact they have on teachers, pupils or other staff, sometimes for protracted periods of time:

- An incident in the community which is seen or experienced by pupils or staff
- An incident affecting relatives of pupils and which is known about within the school
- An incident involving allegations within the school
- An incident affecting a nearby or comparable school.
- Industrial action

Additional procedures for dealing with these types of emergencies should be accounted for in the SEP.

## **4.2 The Principles of an Emergency Response**

There are typical tasks and actions that a school may need to undertake to manage a localised incident or emergency (Level 0 and Level 1), as well as supporting activity elsewhere during a major community emergency (Level 2).

The SEP should make it clear who will undertake each task for a range of possible scenarios.

The Head Teacher, or pre-agreed nominee, is responsible overall for the school's response to an emergency, however they should be supported by the School Emergency Management Team (SEMT).

The SEMT should consist of senior staff that are appropriately trained and willing to take key roles in an emergency, such as; communications, welfare, media management and resources, supported by admin and caretaking staff or facilities manager. Identifying these key staff members and delegating roles in advance will save time should an emergency occur.

To provide resilience during periods of absence of the primary designated member or during a protracted incident each member of staff nominated to take a key role in the SEP should so far as practicable also have an appointed deputy.

However, whilst the SEMT will coordinate the necessary actions at local level to minimise further risk as a result of an emergency, the LA and external services can be called upon at any time to provide help, advice and support to enable schools to carry out their day-to-day functions in extraordinary circumstances.

In smaller schools, it may not be possible to nominate a full SEMT and most roles will be taken by the Head Teacher or nominee, with support from the office staff or caretaker. In these circumstances, it is particularly important to contact the LA and report the incident as soon as possible.

Islington Council Emergency Planning Team have dedicated staff who can offer support and guidance, in conjunction with the LA Business Continuity Plans which set out clear procedures and protocols for dealing with emergencies. These plans detail how the emergency services, local authority, health authority, voluntary agencies and other organisations work together to mitigate the effects of any emergency that threatens the community.

## **4.3 Roles and Responsibilities**

It is important that all staff involved in the school's response to an emergency are made fully aware of the procedures detailed in the SEP, and **appropriate training** should be

provided to ensure that staff know their role, are confident to carry out tasks assigned to them and have access to available resources and facilities.

The school response to any incident or emergency can be divided into three distinct stages and the roles and responsibilities at each stage will vary: ([Appendix 2](#))

- 1) Initial Actions
- 2) Ongoing actions once the incident/emergency response is established
- 3) Actions following the close of the incident/emergency, leading to restoration of normality, reoccupation of premises etc.

The role of the Head Teacher/Principal (or nominated deputy) is to agree/authorise implementation of the SEP and maintain senior oversight of the SEP is maintained in line with the strategic aims. Once implemented, the role of the Head Teacher/Principal is to maintain liaison with Local Authority, Civil Emergency Services, and School Governors.

A senior member of staff should be appointed to act as SEP Coordinator to maintain day to day supervision of the SEMT. Other members of staff will be designated to other roles, answering to the SEP Coordinator.

A list of suggested roles and responsibilities and required actions is also included at [Appendix 2](#). This list is not exhaustive but is designed to allow Head Teachers/Principals to focus on issues relevant to their establishment. Roles can be combined or separated further according to staff availability.

There is also a number of Emergency Job Cards which can be found at Appendix 9 which schools may find useful when assigning roles and responsibilities.

#### **4.4 Training.**

It is essential that all staff designated as members of the SEMT, and deputies, receive appropriate training to enable them to perform their respective duties effectively and efficiently.

#### **4.5 Grab Bag contents**

A grab bag contains all the information and guidance that may be of use during a disruption. Grab bags should be stored securely; but easily accessible taking into account it will contain personnel information.

There should be at least two grab bags each located in different parts of the school e.g. one in the school office and one out of the main building, in case the building becomes inaccessible.

The content of a grab bag can become heavy and cumbersome so you should avoid filling



it with unnecessary items. Paper documentation should be together and you may want to consider a wheelie bag however a back paper is preferable.

The contents of the grab bag should be regularly checked and updated. A nominated person should be responsible for maintaining the grab bag e.g. Business Manager or School Secretary.

Suggested contents of a grab bag can be found at [Appendix 7](#).

## **5. ADDITIONAL INFORMATION**

### **5.1 Media**

In the event of any incident or emergency involving schools media interest, whether local or national, can be anticipated.

It may be useful to prepare a number of 'holding statements' which have been agreed in advance with the Islington Corporate Communication Team. This will allow some form of media release to be made and gain time for the Head Teacher and staff to understand exactly what has happened before a fuller statement is made.

See [Appendix 5](#) for further guidance.

### **5.2 Severe Weather**

This document is intended to provide advice and guidance to schools in preparing emergency plans to deal with severe weather conditions which may result in school closures. School severe weather contingency plans should be prepared well before the bad weather season so that all staff, parents / guardians and pupils understand them. (See [Appendix 6](#))

It is therefore important that contingency plans are developed according to the local requirements of the individual establishment. Plans should include arrangements for issues such as roles and responsibilities, communication and media management, as well as how information about potential school closures and re-opening will be communicated to pupils, staff and parents.

### **5.3 School Closures**

The decision to close the school is usually made by the Head Teacher and Governors having sought confirmation from the LA.

School closures should be avoided where possible but where it is unavoidable, for health and safety reasons or staffing issues, consideration should be given to the

contacting procedures for parents and school transport. The procedures for school closures should be detailed in your SEP.

See [Appendix 6](#) for further guidance.

#### **5.4 Insurance Claims**

Where schools have local authority property owners insurance then they are covered against the following events: fire, lightning, explosion, aircraft, riot and civil commotion, malicious persons, earthquake, storm, flood, escape of water, impact own vehicle, sprinkler leakage, theft, breakage of fixed glass, escape of oil, aerials breakage, subsidence, ground heave and landslip, accidental damage.

Further advice on insurance matters can be obtained from Islington Risk and Insurance Sections or by contacting Steve Walsh ([steve.walsh@islington.gov.uk](mailto:steve.walsh@islington.gov.uk))

#### **5.5 Lockdown Procedures**

Schools should also consider the Lockdown Procedures when considering emergency plans. Lockdown procedures should be a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff, pupils and members of the public.

A Guide on developing Lockdown procedures has been developed to complement this document and can be found on Fronter and IRIS.

## Appendix 1

### School Emergency Plan

<b>Yerbury Primary School, Foxham Road London N19 4RR Tel #0207 2726580</b>	
<b>Corner of Foxham Road and Yerbury Road, behind Whittington Park from Holloway Road</b>	
<p>The AIM of this school emergency plan is to describe how the school will respond to an emergency in order to save lives, minimise the risk of injury to the school community in the event of a potential or actual life-threatening emergency and mitigate the effects of the event to the school community.</p>	
<p>The OBJECTIVES of the school emergency plan are:</p> <ul style="list-style-type: none"> <li>• To describe the locality in general, especially with regards to key locations.</li> <li>• To describe the school geography in detail, especially with regards to key locations.</li> <li>• To identify key responders (and deputies) including the School Emergency Management Team (SEMT).</li> <li>• To identify possible hazards and identify appropriate strategies for managing the response.</li> <li>• To identify potential triggers for plan activation.</li> <li>• To identify how the SEMT Team will communicate with the extended school community.</li> <li>• To identify the immediate actions of the responders and school community.</li> <li>• To identify key locations relevant to the implementation of the plan.</li> <li>• To identify a training and exercise schedule.</li> </ul>	
<b>Person responsible for updating this plan:</b>	Victoria Osbourne
<b>Critical School Contact information: (Name and 24 / 7 contact details).</b>	See table below

Key holder	Name	Status	Mobile phone
✓			
✓	Cassie Moss	Head Teacher	0797 664 9194
✓	Mitch Doyle	Premises Manager	07956 395 896
✓	John	SOS	07951 235 461

## YERBURY PRIMARY SCHOOL EMERGENCY TEAM Contact information

Job Title	Work Tel	Home Tel	Mobile	Time taken from home to work
Contact Islington Council 24 hours contact Tel. No	0207 527 2000			
Headteacher - Cassie Moss	0207 272 6580		07976 649 194	30 mins
Deputy Head - Liz Read	0207 272 6580		07966 938 350	90 mins
Assistant Head - Liam Frost	0207 272 6580	0208 245 3445	07740 191 051	30 mins
Assistant Head - Margaret O'Neil	0207 272 6580	0208 444 4385	07528 443 519	30 mins
SBM - Victoria Osbourne	0207 272 6580	0203 674 1709	07884 074 166	20 mins
SAO - Heidi Bimpbong	0207 272 6580	0208 525 9199	07949 941 202	60 mins
AO - Lorraine O'Keefe	0207 272 6580	0207 359 1192	07399 589 042	20 mins
Chair of Governors - Mary Durkin	Isle of Wight: 01983 856 196	0207 713 5855	07807 135 815	
Vice chair of Governors - Amy Cook			07768 099 850	
Premises Manager - Mitch Doyle	0207 272 6580		07956 395 896	Lives on site
Mark Taylor - Director of schools & young people's services in cases of <b>serious emergency</b>	0207 527 5881			
EWS - Alison Smith - Manager Admissions and Child out of School - <b>serious injury or fatality of a pupil or safeguarding of a young person</b>	0207 527 7251			
Asset management - Tom Louvre - <b>for property related issues</b>	0207 527 5540			
Governing body services - Mervin Ellis - <b>for matters relating to complaints about the school</b>	0207 527 5786			
School improvement lead - Anthony Doudle	020 7527 3387		07715 557 074	

**Teacher to Parents –**  
**www.teachers2parents.co.uk**  
**Username : emailteacher123**  
**password : school123**

<p align="center"><b><u>Plan Activation</u></b></p> <p><b>The plan will be activated under the following circumstances.</b></p> <p>This plan can be activated by the following named persons.</p> <p>Headteacher: Cassie Moss</p> <p>Or nominee: Liz Read</p> <p>Or nominee: Victoria Osbourne</p> <p>Or nominee: Margaret O'Neill</p> <p>Or nominee: Liam Frost</p> <p>Or nominee: Mitch Doyle</p>		<ul style="list-style-type: none"> <li>• On activation of the fire alarm</li> <li>• On receipt of a telephone call by the emergency point of contact.</li> <li>• On being informed of a bomb threat.</li> <li>• On being informed of an external threat.</li> <li>• On being informed of an intruder within the school.</li> <li>• On being informed of a sudden illness in the school</li> <li>• On receipt of information that the Head Teacher considers the plan</li> </ul>		
Date of Issue:	23/3/17	Date of next review:	23/3/18	
Version Number:	Version 1			
Number of staff employed at school		Number of pupils on roll		
Are accurate names, addresses, and Telephone numbers held for staff, governors and pupils?	Yes	Contact details last updated:	Continuous update	
Who is responsible for updating the contact details?	The office			
How will Parents be kept updated on progress of the incident/emergency?	Cascade details: email/ website <b>Teacher to Parents:</b> <b>www.teachers2parents.co.uk</b> <b>Username : emailteacher123 password : school123</b>			
How will Parents be kept informed of School closures and re-openings?	Cascade details: email/ website			

<p>The following addresses / contact details of important local institutions in the school neighbourhood:</p>	<p><b>Police Station : Open Tues-Fri 1.00pm - 9.00am</b> 284 Hornsey Rd, London N7 7QY  <b>Tel : 999</b></p> <p><b>Fire and Rescue Station:</b>  262-268 Hornsey Road N7 7QT  <b>Tel : 0208 555 1200</b>  <b>Emergency : 999</b></p> <p><b>Hospital:</b>  The Whittington Hospital  Magdala Ave, London N19 5NF  <b>Tel : 020 7272 3070</b></p> <p><b>GP Surgery:</b>  Northern Medical Centre  580 Holloway Rd, London N7 6LB  <b>Tel : 0203 817 3975</b></p> <p><b>Tufnell Park Primary School</b>  Dalmeny Road  London N7 0HJ  <b>Tel : 0207 607 4852</b></p>
<p>Who holds copies of the Emergency Plan?</p>	<p>Cassie Moss, Liz Read, Victoria Osbourne, Margaret O'Neill, Liam Frost, Mitch Doyle</p>
<p>Are contact details for contact details for outside agencies including the LA current and readily available?</p>	<p>Yes, in Emergency Plan</p>
<p>State the location of the following, it may be useful to attach a site plan to this plan:</p>	
<p>Water cut off valve:</p>	<p>Main stop cock for mains in whole building: back playground, man holes, outside kitchen</p>
<p>Gas mains valve:</p>	<p>In boiler house</p>
<p>Electric meter:</p>	<p>Outside office in big cupboard in corridor</p>
<p>First incoming telephone point:</p>	<p>Staffroom – accessible outside window following building works (Mitch to check)</p>
<p>What are the pre-planned arrangements for the following:</p>	

<b>Rendezvous Points (RVP) for CES /external agencies:</b>	Front playground
<b>Evacuation routes (avoiding CES RVPs):</b>	Front school gates Back school gates
<b>Assembly points (avoiding CES RVPs):</b>	Front playground, facing away from the building. Evacuation: Tufnell Park Playing Fields – if unable to return to school building within 30 mins, Tufnell Park Primary School
<b>Disabled evacuation routes (avoiding CES RVPs):</b>	Nearest exit
<b>What are the pre-planned arrangements for the following (attach written arrangements to this Plan if required):</b>	
<b>Loss of premises:</b>	Short term arrangements, 1 or 5 days: Pupils stay at home Long term arrangements, over 1 week: Use vacant property owned by LBI
<b>Loss of water supply:</b>	Short term arrangements, 1 or 5 days: Close school/ pupils stay at home Long term arrangements, over 1 week: Use vacant property
<b>Loss of electric supply:</b>	Short term arrangements, 1 or 5 days: Close school/ pupils stay at home Long term arrangements, over 1 week: Use vacant property owned by LBI
<b>Loss of gas supply:</b>	Short term arrangements, 1 or 5 days: Close school/ pupils stay at home
<b>Loss of Communications:</b> <small>Examples may include; text</small>	May not close school. Use communication that is not down. If all down, position staff at gates/ entrances at start of day and tell parents to take children home. Keep any children who come to school alone. Signs on gates/ key locations.
<b>Deliberate act of violence:</b>	Call police – take advice
<b>Bomb threat or act of terrorism:</b>	Call police – take advice



<p><b>Death or serious injury at school or on excursion:</b></p>	<p><b>Pupil:</b> Call the ambulance service and the parent, inform staff, parents, local authority and governors.  <b>Staff or Governor:</b> call the ambulance service and family of person, inform staff, local authority, governors and tell community.  <b>Visitor or Parent:</b> call the ambulance service and family of person, inform staff, local authority, governors and tell community.</p> <p><b>Immediate Action:</b></p> <ul style="list-style-type: none"> <li>• Deal with the immediate emergency</li> <li>• Call emergency services</li> <li>• Call first aider</li> <li>• Clear site of other pupils</li> <li>• Contact family of injured person</li> <li>• Start event log</li> <li>• Headteacher to call Contact Islington on 0207 527 2000</li> <li>• Headteacher to agree media action with the Media Team, Communications Department on 020 7527</li> </ul>
<p><b>National Industrial Action – examples may include; Utilities, Fuel or Transport, Staff</b></p>	<p>Risk assess if safe for school to open.</p> <p>Seek advice from LA or police if more than 2 days.</p> <p>Always inform Chair of Gov if school is closed.</p>
<p><b>Large clusters of localised human to human viral infection – likely Epidemic</b></p>	<p>Risk-assess and get advice from Environmental Health Manager:  Michelle Webb #0207 527 3852  Check Public Health England guidance.  Possible lock-down following advice or close school.  Email all parents.</p>
<p><b>What are the pre-planned arrangements for the following Severe Weather Events (attach written arrangements to this Plan if required):</b></p>	
<p><b>Flooding:</b></p>	<p>Go to <a href="http://www.environment-agency.gov.uk/floodline">www.environment-agency.gov.uk/floodline</a> to view the flood map for your area and access information and advice on writing a</p>
<p><b>Heat wave:</b></p>	<p>Parents to send chn in with hats, sunblock, bottles of water. Keep chn in building if necessary. Consider closing school if necessary. Follow advice from LA.</p>
<p><b>Snow:</b></p>	<p>Salt is kept in back playground in container/ bin near kitchen entrance  Salt bin also kept outside fire gates at the front.</p> <p>List the site pathways and areas requiring salting: <b>All pathways around entrance &amp; exit areas.</b></p>

**Arrangements for the management of young people and staff involved in visits and off-site activities(attach written arrangements to this Plan if required):**

<b>Off-site visits Information</b>	24 hour access to information about off-site group's e.g. Evolve (web based) or paper information about the visit
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**What processes are in place for continued learning during a prolonged Emergency (attach written arrangements to this Plan if required):**

<b>Electronic teaching i.e. School learning platform:</b>	Use website & email as means of communication. Seek LA advice.
<b>Alternative school premises:</b>	Liaise with LA re: school with capacity or any vacant LA building.
<b>Other sources:</b>	As above.

**What are the pre-planned arrangements for safeguarding pupils and adults at Risk during an emergency?**

<b>Vulnerable Children</b>	These are known by staff. Follow school procedures.
<b>Pupils / Staff with Disabilities</b>	Follow PEEPs plans – under the office table if needed

**Make an assessment below of any other identified potential emergencies or specific hazards which pose a particular risk to your school and plan how you will deal with incident arising from them:**

<b>Emergency Hazard</b>	<b>Emergency Plan</b>
Fire	Follow fire procedures
Level 1 & 2 emergencies	Follow Lock Down procedure

INSERT AN ADDITIONAL SHEET TO THE DRAFT SEP - A 'LANDSCAPE' TABLE WITH 5 COLUMNS:

- Column 1 – Role title;
- Column 2 – Primary Role Holder Name;
- Column 3 – Contact details;
- Column 4 – Deputy to primary role holder Name;
- Column 5 – Contact details.

## Appendix 2

### Roles and Responsibilities

Role No.	ROLE	RESPONSIBILITIES
1	<b>Head Teacher/Principal (or Deputy)</b>	<ol style="list-style-type: none"> <li>1) Agree/authorise implementation of the SEP.</li> <li>2) Once implemented, to maintain liaison with Local Authority, civil emergency services (at senior level) and School Governors.</li> <li>3) Ensure senior oversight of the SEP is maintained in line with the strategic aims.</li> <li>4) Agree with LA Communications Staff/Governors a series of press holding statements.</li> <li>5) Give press briefings (as required).</li> <li>6) Appoint member of school admin as personal loggist/record keeper.</li> </ol>
2	<b>School Emergency Plan Coordinator</b>  (Business Manager or another senior member of staff)	<ol style="list-style-type: none"> <li>1) To undertake coordination of the SEP in accordance with Head Teacher/Principal's direction.</li> <li>2) Coordinate call-out/appointment of designated staff.</li> <li>3) Liaise with LA regarding support required.</li> <li>4) Notify civil emergency services, as required, that the SEP has been implemented (and why).</li> <li>5) Ensure a member of admin staff is appointed to maintain formal log of decisions made and rationale (including issues considered and rejected and why).</li> </ol>
3	<b>Media /Communications Officer</b> <b>#0207 527 2307</b> <b>#07769163303 (out of hours only)</b>	<ol style="list-style-type: none"> <li>1) Agree with Head Teacher/Principal appropriate media strategy/media briefing schedule.</li> <li>2) As incident/emergency progresses, agree press releases with Head Teacher/Principal and LA/CES (where appropriate).</li> <li>3) Ensure Head Teacher/Principal is properly briefed in advance of each scheduled press briefing.</li> <li>4) Maintain control release of press statements as per briefing schedule</li> </ol>
4	<b>Parents/Pupils Liaison Officer</b>	<ol style="list-style-type: none"> <li>1) Maintain contact with parents and pupils throughout the incident/emergency.</li> <li>2) Ensure parents and pupils receive appropriate briefings (<b>before</b> scheduled media briefings).</li> <li>3) Ensure parents and pupils are made aware of closure/reopening timings.</li> <li>4) Post incident, consider return to normality issues, memorial services, where appropriate.</li> <li>5) Maintain liaison with transport providers re: school bus timetables etc.</li> </ol>
5	<b>Facilities</b>	<ol style="list-style-type: none"> <li>1) As directed by SEP Coordinator, open school</li> </ol>

	<b>Manager/Caretaker</b>	<p>premises/specific areas within the school as required.</p> <ol style="list-style-type: none"> <li>2) Ensure school premises remain fit for purpose.</li> <li>3) Maintain utilities throughout the incident/emergency.</li> </ol>
<b>6</b>	<b>Welfare Officer</b>	<ol style="list-style-type: none"> <li>1) Monitor all staff and persons involved in SEP are coping with pressure/tasks</li> </ol>
<b>7</b>	<b>Admin/Support</b>	<ol style="list-style-type: none"> <li>1) Provide admin support/loggist to Head Teacher/Principal.</li> <li>2) As directed by SEP Coordinator, to undertake support functions, e.g. loggist/record keeper.</li> <li>3) Ensure telephones are properly staffed.</li> <li>4) Control access to school premises of all visitors.</li> </ol>

### Appendix 3 – ACTIONS TO BE TAKEN

Stage	Action Required	Who is responsible
Stage 1 – Initial Actions	Agree/Authorise implementation of Emergency Plan	Head Teacher or Deputy or nominee
	During term time consider whether to close the school, however unless there is overwhelming pressures, this should be avoided and you should endeavour to maintain normal routines and timetables.	Head Teacher or Deputy or nominee
	Notify Governors: Mary Durkin: #07807 135 815 Amy Cook: #07768 099850	Head Teacher or Deputy
	Implement Emergency Plan and initiate call-out (if outside school hours)/appointment of Emergency Plan role holders	Head Teacher or Deputy or nominee
	Open, and continue to maintain, a log of all factual information received, actions taken/rationale (including actions considered and discounted and why) and the time of those events ( <a href="#">see appendix 10</a> )	Office
	Make every attempt to clarify exactly what has happened	Head Teacher or Deputy or nominee
	Consider whether incident requires involvement of Local Authority Liaison Officer (It is requested that initial contact always be made with the Local Authority in emergencies in case they have wider significance) <b>Contact: #0207 527 2000</b>	Head Teacher or Deputy or nominee
	Establish who will be the main point of contact throughout the incident and notify Local Authority of the details	Head Teacher or Deputy or nominee

Stage	Action Required	Who is responsible
	Identify any other telephone lines not generally known to the public, mobile or direct lines, which could be used for outgoing calls in an emergency as the main school number may quickly become jammed.	School Business Manager
	In the event of a power failure, a powered switchboard system may not work, but a telephone plugged directly into the first telephone point coming from the exchange should provide a useable line. The location of this telephone should be identified in the plan – <i><b>in staffroom, under window</b></i>	Premises Manager
<b>Outside of term time consider</b>	Arrange for the Premises Manager to open certain parts of the school as appropriate and to be available and responsive to requests	Head Teacher or Deputy
	Arrange for immediate school administration support	School emergency plan coordinator
	Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview	Head Teacher or Deputy
	If the incident does attract media attention, postpone media comment until after the council's communications officer is consulted. <b># 0207 527 2307/ out of hours: #07769 163 303</b>	Head Teacher or Deputy
	It is especially important that if names of those who may be involved in an incident are known DO NOT release – or confirm – them to anyone, before those identities are <u>formally</u> confirmed and parents are informed.	HT

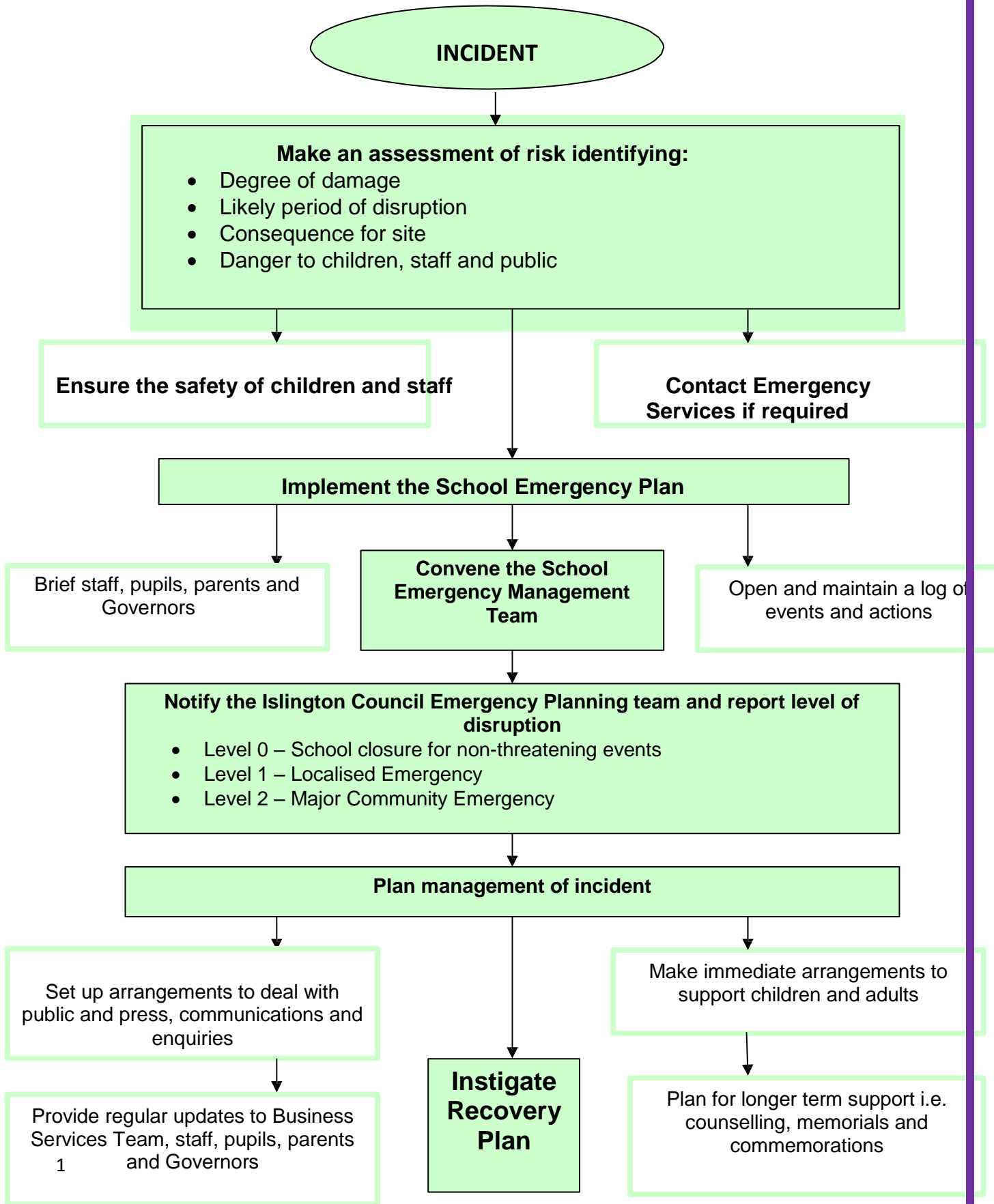
Stage	Action Required	Who is responsible
<b>Stage 2 – Once incident is established</b>	Brief Deputy or nominee on regular basis	Head Teacher
	Set up arrangements to manage visitors – arrange for their names to be recorded	Office
	Agree appropriate identification of staff by using badges	Office
	Set up arrangements to enable accurate information to flow into and out of the school	School Business Manager
	Ensure that staff manning phones maintain records of all calls received	School Business Manager
	Media calls are directed to the HT or nominee	Office
	Arrange for staff not just teaching staff to be called in and, if necessary, briefed at an early stage.	Head Teacher or Deputy or nominee
	Arrange subsequent briefings at least twice per day for 10 minutes	Head Teacher or Deputy or nominee
	Monitor how staff/colleagues are coping under pressure	Assistant Heads
	Pupils should be informed as soon as possible, if in term time, in small groups by an adult who is familiar to them by giving accurate, factual information	HT/ Dep to delegate to teachers
	In cases of a tragic incident the contact the Education Psychology Service who will be able to provide advice on the best way to inform pupils	Head Teacher or Deputy or nominee



Stage	Action Required	Who is responsible
	Brief School Emergency Management Team (SEMT) and all staff and pupils not to speak to the media	Head Teacher or Deputy or nominee
	To arrange, if appropriate, for SEMT members to each have access to the Next of Kin list	Head Teacher or Deputy or nominee
<b>If pupils are involved</b>	Notify parents if pupils are involved in an incident, (if it is a major incident the parents may well have already heard, so it may be appropriate to ask the parents to come to the school for a briefing and support)	Head Teacher or Deputy or nominee
	Maintain regular contact with parents	School Business Manager
	If incident is away from school, seek police advice whether parents should travel to scene, or whether children should be taken home	Head Teacher or Deputy or nominee
	Ensure staff have regular breaks	AHTs
	Maintain regular contact with all staff	AHTs & SBM
	Maintain contact with the local authority liaison officer for the duration of the incident	Head Teacher or Deputy or nominee
<b>Stage 3 – Period following the close of the incident</b>	If appropriate seek advice from local authority emergency planning team and local clergy on special assemblies/funeral/memorial services	Head Teacher or Deputy or nominee
	Prepare report which should be a joint report if other agencies are involved	Head Teacher or Deputy or nominee
	Arrange for a member of staff to make contact with any pupils either at home or in hospital that have been affected	AHTs
	Make sensitive arrangements for the return to school	AHTs

Stage	Action Required	Who is responsible
<b>Stage 4 – Longer term issues</b>	Work with staff to monitor pupils informally	AHTs
	Clarify procedures for referring pupils, mark anniversaries	Head Teacher or Deputy or nominee
	Remember to make any new staff aware of which pupils were affected and how they were affected	Head Teacher or Deputy or nominee
	Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset with the school	Head Teacher, SLT & SENCO

**APPENDIX 4 – KEY TASKS AND ACTION FLOWCHART**



## Appendix 5 – MEDIA BRIEFINGS

**#0207 527 2307 / out of hours # 07769 163 303**

The media are a fact of life and whether you like them or not they will be present at any incident or emergency and have to be accommodated. The media can be a very useful ally in ensuring your messages reach a wider audience but conversely, if they feel you are not being entirely honest and open with them they may take the matter into their own hands and become intrusive and possibly fill any gaps with speculation which can be counter-productive.

Following the initial holding statement, the media will expect regular briefings. To avoid the media intruding onto school premises it would be helpful if a pre-arranged media centre, off-site, is identified in conjunction with the Local Authority to which the media can be directed and a schedule of planned briefings published.

You should ensure that, so far as practicable, Governors, staff, parents, pupils and other persons connected with the school and involved in the incident or emergency are made aware of the content of any briefing before the media. There can be few more distressing moments for any parent than to hear details of an incident involving their child from the media rather than from the school authorities.

### **Media interviews - Points to note**

Formal and informal media interviews should only be given by the nominated member of staff, who will have received appropriate training.

Do not allow the media onto the school premises or give them access to the children unless there is a specific reason and permission and consents are in place. In most serious cases, the Police are likely to take the lead when dealing with the media, and offer some protection against media intrusion.

Ensure that pupils, staff, governors and parents are given accurate, up-to-date information at regular intervals, in advance of any media release wherever possible, and encourage them not to speculate or to encourage rumours.

Further considerations should be:

- 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 team go, when interview is over.
- Ensure you remove any microphones which you may have been wearing for any interview and avoid 'off-camera' comments.

## Appendix 6 – SEVERE WEATHER

### Preparing for a Severe Weather event.

These guidelines are intended to inform schools of procedures for dealing with exceptional and emergency closures during severe weather. School closures disrupt children's education therefore schools should plan for severe weather on the assumption that they will generally stay open wherever possible, with closure always considered as the last resort.

School severe weather contingency plans should be prepared well before the bad weather season so that all staff, parents / guardians and pupils understand them.

They should contain:

- General information, such as how to contact pupils' families and staff.
- Maintaining stocks of salt or grit.
- Identifying which walkways or areas need to be kept clear to allow people to get around the premises safely. (*Provided staff follow the guidance provided by Islington Council, act in a responsible manner and do not create additional hazards they will be covered by the Islington Council Public Liability insurance*).
- Know how many staff members need to get in for the school to operate safely, if not to deliver the full normal curriculum.

It is therefore important that contingency plans are developed according to the local requirements of the individual establishment. Plans should include arrangements for issues such as roles and responsibilities, communication and media management, as well as how information about potential school closures and re-opening will be communicated to pupils, staff and parents. Points to remember when remaining open during Severe Weather:

Remaining open during severe weather may increase risks arising from less supervision, longer journeys to and from school, minor slips and bumps, etc. There may be practical steps you can take to manage these increased risks, for example:

- Reducing the extent to which children have to move between school buildings for different lessons.
- Bringing some classes together in the hall to ensure adequate supervision.
- Ending the school day early so that children do not get home too late (while making arrangements for children who cannot get collected by parents until later).

*When severe weather coincides with public examinations, every effort should be made to remain open for examination candidates, even if the rest of the school is closed.*

### **Points to remember when making the decision to close during severe weather:**

Closing a school is never an easy option. In taking a decision to close a school, the safety of pupils, staff and visitors is of paramount importance.

The decision to close is delegated to school governing body and head teachers who will know local weather and ground conditions, and the likely impact of the weather on the numbers of staff and pupils who will be able to get into school.

However before making the decision to close, the head teacher, in conjunction with the governing body should undertake a risk assessment and decide if there is significant risk of severe injury, ill health or inability to comply with relevant legislation which would then lead to their decision to close part or all of the school.

If the Council receives a severe weather warning this will be communicated to schools by e-mail. This does not mean that your school has to close. The decision to close must be assessed individually by each school and may relate to whether children live within walking distance or where most pupils travel by public transport.

The attendance of many pupils will depend on road conditions and the decision of transport providers whether or not to operate. Schools should liaise with transport contractors before making any decision as this will provide information on how many pupils to expect if the school remains open.

If the school decides to close, the contractors must be notified as soon as possible. However if this decision is made after school buses have begun their journey to school, it is important to remember that bus contractors arriving at school with the pupils on board are under no obligation to take pupils home again immediately. School staff must remain at school to supervise the pupils remaining on site until contractors can take them home.

In timing the decision, it will be important to balance the likely accuracy of weather forecasts against the benefits of early decisions to help parents and staff plan ahead; in many cases, decisions will however need to be taken in the hours immediately before the start of the school day. However it may sometimes be necessary for schools to close during the day; for example, if the weather is deteriorating and children may not be able to get home later.

Once the decision to close the school has been reached it will be necessary to communicate this message as promptly as possible to all relevant parties, including the local authority, local radio stations and any transport services.

School should have a variety of methods to get information to parents, staff and pupils about closures and re-opening.

These could include:

- Posting notices on the school gates
- Messages via the local media

- School and LA websites
- Staff telephone cascade
- Parent telephone cascade
- Text messaging, social networking sites such as Twitter!

### **Staff Attendance**

Many members of staff will live some distance away from their schools and transport difficulties may prevent them reaching their school, however in the event of schools being closed to students, staff are still expected to report for work, unless notified differently by the head teacher.

Head teachers should, in consultation with governors, staff, trade unions and professional associations, take into account, among other factors (including the well-being and family needs of staff); how/where staff could best support the school's approach to remote learning.

### **Supporting Learning during School Closure**

Prolonged school closures could seriously affect children's education and schools have a '*legal duty to provide education at school or otherwise*' for children who for any reason, may not for any period, receive suitable education unless such arrangements are made for them".

Schools should ensure that a reasonable level of education is provided for all children if pupils are unable to attend schools due to school premises being closed to students during term time.

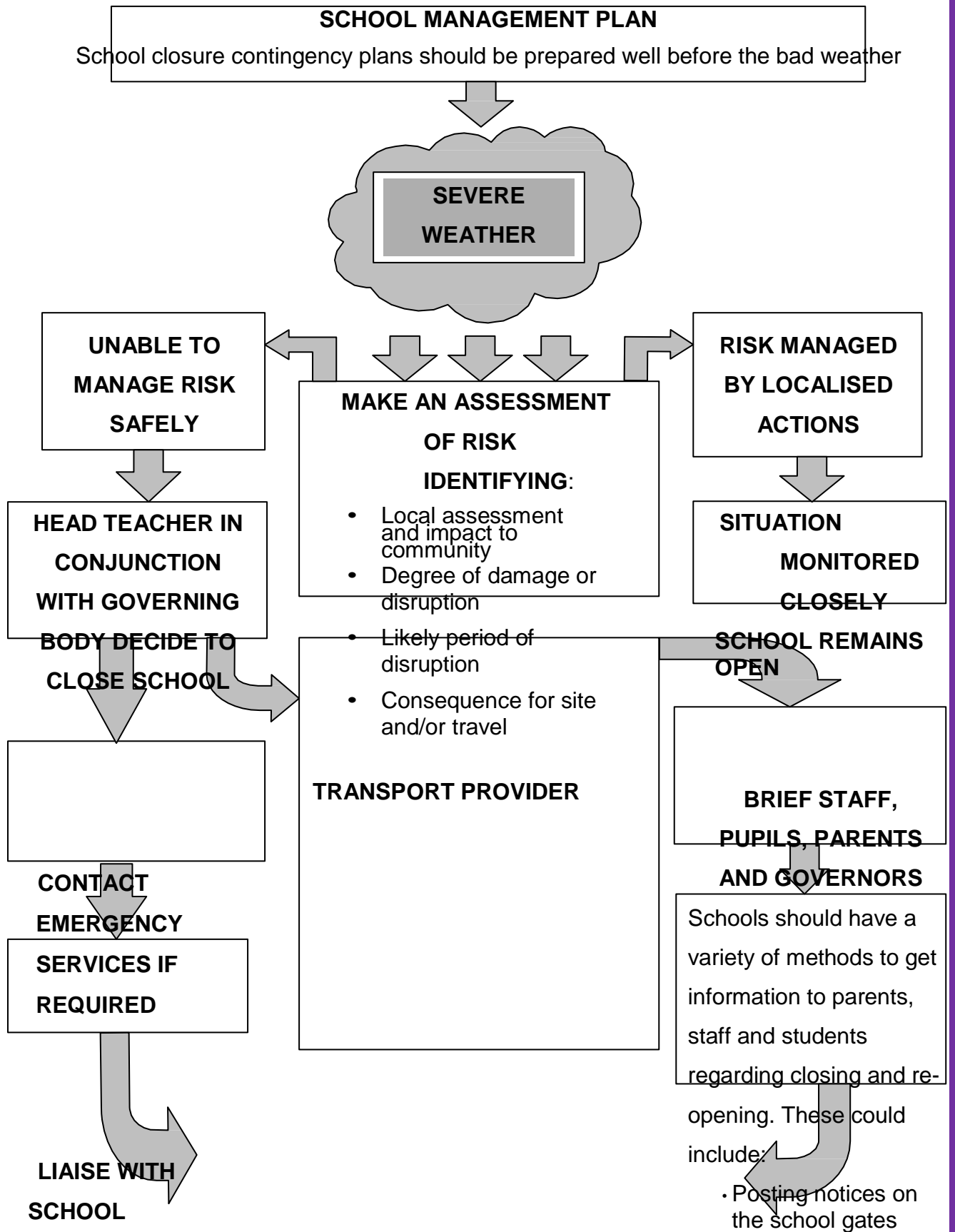
In cases where schools decide to close for a temporary period it may be possible to support pupils' learning during the closure, though the extent to which this will be possible will vary from school to school and may depend on the length of the closure.

In considering this issue, schools need to take account of:

- a. The accuracy of contact details they have for pupils and their families;
- b. The proportion of children who have access to the internet and e-mail at home, and whether the school's IT systems allow those pupils with IT facilities to access the school's own systems from home;
- c. Security and child protection issues; for example, the personal addresses, e-mail and telephone details of staff should not be made available to pupils or their parents.



# Severe Weather School Closure Flow Chart



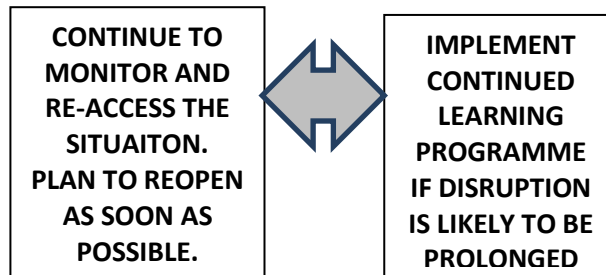
- Messages via the local media
- School websites
- Staff telephone cascade
- Parent telephone cascade
- Text messaging
- Islington Council website

**REPORT SCHOOL  
CLOSURE TO LOCAL  
AUTHORITY**

?

**INFORM LOCAL RADIO  
STATION RADIO ?**

**Phone:.**  
**Email:**



## **Appendix 7 – SUGGESTIONS FOR CONTENTS OF A GRAB BAG**

### **Recommended items**

- School plans or drawings
- Log books, pens and blank paper
- School inventory
- Evacuation details and locations of evacuation points
- Alarm
- Copies of other key documentation e.g. insurance policies
- Contact information (this should ideally be kept in a folder in a sealed envelope so that it can only be opened at the time of disruption)
  - Pupil records, names, addresses and contact numbers
  - Information on pupils or staff with specific medical requirements
  - Parental contact details
  - Staff contact details
  - Governing body contact details
  - Islington council contact details
  - Transport providers
  - Utility company details

### **Useful items to consider**

- Torch and batteries
- Multi purpose phone charger
- Notepads and pens for log keeping
- First aid kit
- Mobile phone

## Appendix 8

### Emergency Contact Information

Islington Emergency Planning	020 7527 2000
Corporate Health and Safety	020 7527 2230
Education Welfare	020 7527 5833
Education Psychology	020 7527 5783
Schools HR	020 7527 5677
Children's Services Reception	020 7527 5768
Risk and Insurance	020 7527 4262
Transport and Depot Manager	020 7527 5501
Health and Safety Executive	0845 3000 9923
British Transport Police	0800 40 50 40
The Foreign Office	020 7270 1500
Environment Agency	0800 80 7060
Met Office Weather Call	09014 722062
Gas	0800 111 999
The Samaritans	08457 909090
Teacher Support Network	08000 562 561

### **CONTRACTORS & SUPPLIERS CONTACT DETAILS**

Organisation	Name	Telephone Number
Electricity Supplier	Southern Electrics	0800 975 1532
Gas Supplier	Corona Energy National Grid in case of gas escape	08442 646 464 0800 111 999
Water Supplier	Castle Water	01250 718700
Head of Health & Safety - Islington Council	Donna Lewis	0207 527 2230 07826 904 481
Security Supplier	N/A	N/A
Building Services Consultants	N/A	N/A
Cleaning Company	Schools Office Services	0207 281 1587 / 0207 281 1470 John O'Neill Mob : 07951 235 461
Police	Central Police	101
Local Hospital	The Whittington	0207 272 3070
Transport for London	TFL Helpline	0843 222 1234
Locksmiths	Franchi Plc	0207 607 2200
Link Schools (place of safety)	Tufnell Park Primary School	0207 607 4852

## Appendix 9

### JOB CARD: INCIDENT MANAGER

**PRIMARY FUNCTION:** Coordinates the school response to the incident and manages the school team.

<b>REACT</b>	Establish a basic overview of the incident	
	Determine if blue light services are required	
	Determine whether to evacuate/invacuate premises	
	Gather basic information (Incident Information Sheet)	
	Inform Children's Services of the incident	
	Determine if evacuation of the site is required	
<b>RESPOND</b>	Determine if emergency plan requires activation	
	Identify who needs to be informed of the incident	
	Assign staff members to management team roles	
	Gather management team together at designated location	
	Ensure staff are clear on designated responsibilities	
	Re-assess the situation	
	Consider incident impacts and determine initial response	
	Ensure Decision Log is started	
	Implement Tactics: Communications	
	Implement Tactics: Educational Visits	
	Implement Tactics: School Closure	
	Implement Tactics: Reception Centre	
	Continue to liaise with other agencies/blue light services	
	Monitor the situation, continue to take decisions and record actions	
<b>RECOVER</b>	Assess the situation with other stakeholders (LEA, insurance etc)	
	Determine interruptions and disruptions and how long they will last	
	Identify potential impacts and action to be taken	
	Identify resources required to recover	
	Consider how normal school life may be maintained	
	Consider the need for remote learning	
	Ensure stakeholders are kept informed	
	Ensure post-incident support is available	
	Complete any necessary forms and paperwork	
	Arrange a debrief for staff	
	Represent the school at other debriefs and where necessary produce report	
	Review emergency plan	
	Share lesson learnt with other schools	

### JOB CARD: PARENT LIAISON

**PRIMARY FUNCTION:** Acts as the link and point of contact between the school and the parents/guardians of school pupils.

<b>REACT</b>	Assist with evacuation/invacuation if parents on-site	
	Obtain up-to-date list of parent contact details for all pupils	
	Provide parent contact details to police where requested	
	Liaise with 'Casualty & Welfare' to identify pupils that may be casualties and provide parent contact details	
	Liaise with 'Casualty & Welfare' to identify pupils that may be vulnerable and provide parent contact details	
	Liaise with 'Casualty & Welfare' and emergency services to identify pupils that may be missing and provide parent contact details	
<b>RESPOND</b>	Liaise with 'Communications' to identify dedicated telephone for incoming calls from parents and answer calls to pre-prepared message (see Tactics: Communication)	
	Liaise with 'Communications' to prepare outgoing message/s for parents and method of delivery (see Tactics: Communication)	
	Liaise with 'Casualty & Welfare', 'Communications' and police over communication with parents of pupils who are casualties, missing or vulnerable	
	Implement 'School Closure' procedure where necessary (see Tactics: School Closure)	
	Liaise with 'Casualty & Welfare' and 'Educational Visits' to identify appropriate reception area for parents (on-site or off-site)(see Tactics: Reception Centre)	
	Identify appropriate number of staff required to manage the reception area	
<b>RECOVER</b>	Implement 'Remote Learning' plan where necessary	
	Keep parents informed of recovery procedures/school re-opening timetable	
	Where appropriate, obtain and offer further contact numbers to parents for support or additional information	
	Keep parents informed of memorials, sympathy arrangements etc	
	Inform parents of school re-opening procedures	
	Review procedures and attend debriefs	

### **JOB CARD: ADMINISTRATOR**

**Primary Function:** Supports Incident Manager on initial actions. Maintains a central decision log and records any information received or relayed. Provides general support to other team members.

<b>REACT</b>	Contact emergency services when requested by Incident Manager	
	Initiates evacuation/invacuation procedures when requested by Incident Manager	
	Collect 'School Emergency Pack' (grab bag)	
	Collect copy of Emergency Plan and Guidance	
	Contact alternative evacuation site/s where necessary	
	Gather basic information and complete Incident Information Sheet with Incident Manager	
<b>RESPOND</b>	Inform relevant parties identified by Incident Manager of incident/plan activation	
	Ensure those with incident management roles/responsibilities meet at pre-arranged location	
	Ensure that refreshments, supplies and equipment required are available	
	Commence master log of decisions and actions taken	
	Continue to collate incident updates and relevant information	
	Provide support and assistance to other team members	
<b>RECOVER</b>	Arrange debriefs for staff involved in managing the incident	
	Attend debriefs and take notes	
	Review 'Administrator' procedures	
	Collate all relevant information, documentation and other related data	
	Ensure records and documents related to the incident are archived securely	
	Provide records and documents to relevant external agencies when requested	

### **JOB CARD: SITE**

**PRIMARY FUNCTION:** Supports other team members with premises related issues and ensure the security of the site and those occupying the site.



<b>REACT</b>	Support 'Administrator' in implementing evacuation/invacuation procedures	
	Collect 'Premises Information' folder and provide information to emergency services	
	Meet emergency services and ensure that they can gain access where needed	
	Act as liaison between emergency services and management team if site is evacuated	
	Prevent access to the site by unauthorized persons or to ensure the safety of others	
	Ensure on-site assembly point remains secure and safe	
<b>RESPOND</b>	Liaise with 'Administrator' to ensure on-site facilities, if required have the necessary supplies and equipment	
	Liaise with 'Parent Liaison', 'Casualty & Welfare' and 'Educational Visits' to identify safe and secure reception areas	
	Prevent unauthorized persons/media from entering the premises	
	Assist in recording details of authorized visitors to the site and provide means of identification	
	Ensure parents/next-of-kin are directed to appropriate reception areas	
	Take action to secure premises if school is closed or points of access have been damaged	
<b>RECOVER</b>	Assist in identifying any damage or losses to the site, plant and equipment	
	Liaise with contractors, insurers, salvage experts and loss adjusters to make site safe and assess damage	
	Provide information to management team of estimated timescales for repair and restoration	
	Work with suppliers to replace plant and equipment lost or beyond repair	
	Identify suitable locations for leaving of sympathy message, flowers etc	
	Maintain security of premises during any period of extended closure	

### **JOB CARD: COMMUNICATIONS**

**Primary Function:** Coordinates all communications functions and acts as liaison between school and local authority press officer.

<b>R E</b>	Assist in evacuation/invacuation of the site and alerting staff of incident	
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	Obtain details of incident from 'Administrator'	
	Liaise with emergency services in responding to immediate media enquiries	
	Liaise with 'Parent Liaison' in responding to immediate parent enquiries	
	Inform and seek support and information from LA communications officer	
	Report serious incidents to the appropriate authorities	
<b>RESPOND</b>	Prepare basic facts statement in conjunction with LA press officer and advise staff on talking to parents and press	
	Liaise with 'Parent Liaison' to identify dedicated telephone that can be used for incoming calls	
	Liaise with press officer to identify dedicated line that can be used for media incoming calls	
	Ensure those answering incoming enquiries are aware of the approved message to give	
	Liaise with 'Casualty & Welfare', 'Parent Liaison' and police over contacting parents of pupils who are casualties, missing or vulnerable	
	Identify strategy to be used to provide out going information on incident, school closure etc (see Tactics: Communication)	
	Liaise with 'Site' to ensure media do not gain unauthorized access to the site, staff or pupils	
	Liaise with 'Administrator' to gather information as incident progresses	
	Monitor media response to incident in conjunction with press officer and react accordingly	
<b>RECOVER</b>	Keep media informed of developments in the recovery process	
	Be aware of media interests/potential intrusion into memorials etc	
	Liaise with 'Parent Liaison' and 'Casualty & Welfare' to provide advice and guidance to parents on talking to the media	

### **JOB CARD: CASUALTY & WELFARE**

**PRIMARY FUNCTION:** Coordinates initial response to casualties and acts as point of contact for next-of-kin/parents of pupils

<b>REACT</b>	Assist with any evacuation/invacuation of those with vulnerabilities	
	Coordinate actions involving first aid and administration of medicines	

	Ensure all persons are accounted for/report on missing persons	
	Identify any vulnerable persons directly/indirectly involved in the incident	
	Record details of those injured/missing etc and liaise with 'Parent Liaison'	
	Keep accurate records of anyone admitted to hospital or treated by the emergency services	
<b>RESPOND</b>	Establish arrangements necessary to meet welfare needs of pupils, staff, parents, visitors	
	Liaise with 'Communications', Parent Liaison' and police regarding contacting parents/next-of-kin of those harmed, missing etc	
	Organise for a member of staff to attend hospital/s where those harmed have been taken	
	Liaise with 'Parent Liaison' and 'Site' to ensure parents can collect vulnerable pupils at appropriate reception area	
	Monitor the on-going well being of pupils and staff directly involved but unharmed	
	Seek support and advise from LA educational welfare and educational psychologists	
<b>RECOVER</b>	Organize memorials/sympathy procedures	
	Organize appropriate on-going welfare and support to pupils and staff (see Tactics: Welfare and Support	
	Attend debriefs and keep managers informed of ongoing issues	
	Review procedures and share lessons learnt	

### **JOB CARD: EDUCATIONAL VISITS**

**PRIMARY FUNCTION:** Acts as point of contact for group leaders undertaking educational visits at the time of the incident.

<b>REACT</b>	Identify any school trips being undertaken and collect relevant documentation	
	Determine what trips will be affected (directly or indirectly)	
	For trips directly involved, liaise with 'Administrator' to ensure that Incident Information Sheet is completed	
	Identify any vulnerable pupils on trips from documentation	

<b>RESPOND</b>	Liaise with 'Parent Liaison', 'Communications', Casualty & Welfare' to make arrangements to contact parents/next-of-kin of those harmed on trip	
	Determine if any parents need to travel to join the educational visit and how this will be achieved	
	Liaise with group leaders on a regular basis to update on developments and to offer re-assurance	
	Consider if trips will need to return and the arrangements required to achieve this	
	Liaise with appropriate stakeholders for trips that are overnight stays or overseas	
	Determine arrangements for notifying parents of arrangements to be adopted for returning trips	
	Liaise with 'Communications' over any media enquiries made directly to the group leader/visit site	
	Liaise with 'Parent Liaison' and 'Site' to identify appropriate reception areas for returning trips	
	Identify staff required to manage the reception area	
<b>RECOVER</b>	Arrange debrief with staff on trips	
	Liaise with 'Casualty & Welfare' in relation to on-going welfare issues of staff and pupils	
	Collate any paperwork from group leaders	
	Attend debrief with Incident Manager	
	Review procedures and share lessons learnt	

## Appendix 10

### Sources of further information

Health and Safety guidance, is available from Islington Corporate Health and Safety Team on 020 7527 2230 or by email to [corporatehealthandsafety@islington.gov.uk](mailto:corporatehealthandsafety@islington.gov.uk)

Government Advice on emergency planning  
<https://www.gov.uk/government/policies/emergency-planning>

Emergencies and Severe Weather: Schools and Early Years Settings  
<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>




## Appendix 12

### Glossary of Terms

BST	Business Service Team (Local Authority)
CCA	Civil Contingencies Act 2004
CES	Civil Emergency Services
LA	Local Authority
LALO	Local Authority Liaison Officer
SEMT	School Emergency Management Team
SEP	School Emergency Plan