Southampton City Council’s Emergency Planning team is able to support schools and academies with development, training and testing of their emergency arrangements.

Contact [School.Emergencies@southampton.gov.uk](mailto:School.Emergencies@southampton.gov.uk) for further details.

If this plan has been activated, please refer to

**SECTION 2 (page X)** which describes how

[insert name of school] will respond initially

# Foreword

This school emergency plan describes the management structures and procedures used by [insert name of school].

It outlines the roles and responsibilities of school staff within the co-ordinated response to an emergency. If this plan has been activated, please refer to section 2 (pages X – X) which describes how [insert name of school] will respond initially.

It has been developed by the Southampton City Council Emergency Planning team based upon the work of Nottinghamshire County Council and others involved in the ‘Developing Community Resilience Through Schools’ national project.

# Protective Marking

This [insert name of school] emergency plan has been given a protective marking of **OFFICIAL-SENSITIVE** in accordance with the [Government Security Classifications](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251480/Government-Security-Classifications-April-2014.pdf) system**.**

OFFICIAL-SENSITIVE is used where there is a clear and justifiable requirement to reinforce the ‘need to know’ as compromise or loss could have damaging consequences for an individual (or group of individuals), an organisation or for Her Majesty’s Government more generally.

In all cases, individuals need to be trained to understand the sensitivities related to the information they work with (including any statutory or regulatory requirements), supported by local business processes, and instructed about the need to provide meaningful guidance when sharing that information with others.

# Document Control Page

**Document History**

|  |  |  |  |
| --- | --- | --- | --- |
| Plan version | Date | Remark(s) | Reviewer(s) |
| 1 | Insert date | Insert remarks | Insert name |
|  |  |  |  |
|  |  |  |  |

**Distribution**

The [insert school name] emergency plan will be available to the following people:

* [list the roles of the people who will require access to the plan]

**Next Review Date**

XX/ XXXX (annual)

**Training and Exercising Record**

|  |  |  |  |
| --- | --- | --- | --- |
| Event | Date | Attendees | Facilitator(s) |
| *e.g. staff briefing* | *Insert date* | *Insert audience* | *Insert name(s)* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# List of Acronyms

|  |  |
| --- | --- |
| BIA | Business Impact Analysis |
| MTPD | Maximum Tolerable Period of Disruption |
| NaCTSO | National Counter Terrorism Security Office |
| SCC | Southampton City Council |
| SERT | School Emergency Response Team |

# Contents

| Section | Title | Page No. |
| --- | --- | --- |
|  | [Foreword](#_Foreword) | 3 |
|  | [Protective Marking](#_Protective_Marking) | 3 |
|  | [Document Control Page](#_Document_Control_Page) | 4 |
|  | [List of Acronyms](#_Glossary) | 4 |
| 1 | Introduction |  |
| 1.1 | [Introduction](#_1.1_Introduction) |  |
| 1.2 | [Aim and Objectives](#_1.2_Aim_and) |  |
| 1.3 | [Emergencies](#_1.3_Emergencies) |  |
| 1.4 | [School Information](#_1.4_School_Information) |  |
| 1.5 | [Site Information](#_1.5_Site_Information_1) |  |
| 1.6 | [Risks](#_1.6_Risks) |  |
| 2 | Activation |  |
| 2.1 | [Activation Process](#_2.1_Activation_Process) |  |
| 2.2 | [Key Internal Contacts](#_2.2_Key_Internal) |  |
| 2.2.1 | [Current SERT membership](#_2.2.1_Current_List) |  |
| 2.2.2 | [Other internal contacts](#_2.2.2_Other_internal) |  |
| 2.3 | [Key External Contacts](#_2.3_Key_External) |  |
| 2.4 | [Logging](#_2.7_Logging) |  |
| 3 | Roles and Responsibilities |  |
| 3.1 | [School Emergency Response Team (SERT)](#_3.1_School_Emergency) |  |
| 3.2 | [Headteacher](#_3.2_Headteacher) |  |
| 3.3 | [Deputy Headteacher](#_3.3_Deputy_Headteacher) |  |
| 3.4 | [Office Manager/ School Secretary](#_3.4_Office_Manager/) |  |
| 3.5 | [Caretaker/ Premises Manager](#_3.5_Caretaker/_Premises) |  |
| 3.6 | [School Trip Leader](#_3.6_School_Trip) |  |
| 3.7 | [Chair of Governors](#_3.7_Chair_of) |  |
| 3.8 | [Southampton City Council Education Department](#_3.8_Southampton_City) |  |
| 3.9 | [Southampton City Council Emergency Planning Team](#_3.9_Southampton_City) |  |
| 4 | Business Continuity Management |  |
| 4.1 | [Business Continuity Management](#_4.1_Business_Continuity) |  |
| 5 | Stand Down, Debrief and Recovery |  |
| 5.1 | [Stand Down](#_5.1_Stand_Down) |  |
| 5.2 | [Debrief](#_5.2_Debrief) |  |
| 5.3 | [Recovery](#_5.3_Recovery) |  |
|  | Annexes |  |
| A | [Emergency School Closure Procedure](#_Emergency_School_Closure) |  |
| B | [Notification of Incident Form](#_Contact_Directory_1) |  |
| C | [School Lockdown Procedure](#_School_Lockdown_Procedure) |  |
| D | [Further Site Information](#_Further_Site_Information)   * + - [Utilities and Alarm system Map](#_Utilities_and_Alarm)     - [Photos: Intruder and Fire Alarm Panels](#_Location_photos:_Intruder)     - [Chemical and Paint Stores](#_Chemical_and_Paint)     - [Asbestos Map](#_Asbestos_Map)     - [Fire Alarm Zone Chart](#_Fire_Alarm_Zone)     - [Fire Assembly Points](#_Fire_Assembly_Points)     - [Photos: Turning off water supply](#_Photos:_Turning_off)     - [Photos: Turning off gas supply](#_Photos:_Turning_off_1)     - [Photos: Turning off electricity supply](#_Photos:_Turning_off_2) |  |
| E | [Business Impact Analysis](#_Business_Impact_Analysis_1)   * + - [E1. Critical activity 1 – [Enter the name of the critical activity here]](#_E1._Critical_activity)     - [E2. Critical activity 2 – [Enter the name of the critical activity here]](#_E2._Critical_activity) |  |

# Section 1

# Introduction

## 1.1 Introduction

[Insert school name] is committed to ensuring that, in the event of an emergency affecting the school, the school will provide an effective response, working with the Emergency Services and Local Authority to minimize the impact of the emergency on the school and the community as a whole.

## 1.2 Aim and objectives of the plan

The **aim** of the [insert school name] emergency plan is:

* To provide effective response arrangements that will ensure the well-being and safety of all children and adults in the care of the School.

The **objectives** of the [insert school name] emergency plan, as far as reasonably practicable, are to:

* Establish an effective framework of emergency response.
* Ensure Southampton City Council (SCC) and the Emergency Services are provided with up-to-date contact details for key school staff.
* Ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling supporting arrangements to be rapidly activated.
* Maintain high standards of welfare and duty of care arrangements for pupils, staff and carers.
* Ensure that actions and decision making during the emergency incident is properly recorded.
* To minimise educational and administrative disruption within school.
* To facilitate the return to normal working arrangements at the earliest time.

## 1.3 Emergencies and critical incidents

An **emergency** can be clarified as an unexpected event which affects the school community, and which causes disruption on a scale which is beyond the normal coping capability of the school. The emergency may involve significant threat, damage, or injury to property and individuals, and may have long term impacts on pupils, staff, governors and parents.

The following are examples of emergencies which may impact on the school and necessitate activation of the emergency plan.

* A fire within the school or nearby premises.
* A serious accident involving children and/ or school personnel, on/off site.
* Death of a pupil or member of staff.
* Kidnap or disappearance of a pupil.
* A terrorist attack, or violent intruder on or nearby the school premises.
* Chemical or toxic substance release on or off site.
* An epidemic such as meningitis.
* Severe weather events such as flood, high winds, extreme storms etc.
* Pandemic Flu.

There may be specific hazards which pose a particular risk to schools. For example this may be a chemical store/ laboratory within the school site or hazards external to the school site such as proximity to an industrial site, river or major road. These hazards should be risk assessed and special response strategies incorporated into the plan. The [Hampshire and Isle of Wight Community Risk Register](http://www3.hants.gov.uk/localresilienceforum/community-risk-register.htm) details the risks faced by communities in Hampshire and gives an overview of preparedness activity.

A **critical incident** is any event which involves the experience of significant distress to a level which has the potential to overwhelm individuals or communities. They are usually sudden, unexpected, and stressful to the extent that exceeds normal coping capacity. Examples may include the sudden death of a child or colleague, or a traumatic incident within a school or community.

**The plan covers procedures for an incident occurring in school time and out of hours including weekends and school holidays.**

## 1.4 School Information

|  |  |
| --- | --- |
| **School details** | |
| Name of school | Insert information |
| Type of school | Insert information |
| School address | Insert information |
| School operating hours  (including extended services) | Insert information |
| Approximate number of staff | Insert information |
| Approximate number of pupils | Insert information |
| Age range of pupils | Insert information |

|  |  |
| --- | --- |
| **Office contact details** | |
| Office telephone number | Insert information |
| Office fax number | Insert information |
| Office email address | Insert information |

|  |  |
| --- | --- |
| **Useful websites** | |
| School website / extranet | Insert information |
| Local authority | [www.southampton.gov.uk](http://www.southampton.gov.uk) |
| National Health Service | [www.nhs.uk/111](http://www.nhs.uk/111) |
| Department for Education | [www.gov.uk/dfe](http://www.gov.uk/dfe) |
| Foreign & Commonwealth Office | [www.gov.uk/fco](http://www.gov.uk/fco) |
| Environment Agency | [www.gov.uk/ea](http://www.gov.uk/ea) |
| Met Office | [www.metoffice.gov.uk](http://www.metoffice.gov.uk/) |
| Health and Safety Executive | [www.hse.gov.uk](http://www.hse.gov.uk/) |
| Teacher Support Network | [www.teachersupport.info](http://www.teachersupport.info/) |

## 1.5 Site Information

Insert Map here

|  |  |  |
| --- | --- | --- |
| **Security Features** | **Location** | **Notes / instructions** |
| Intruder Alarm Panel  (Main school) | Insert information | Insert information |
| Fire Alarm System | Insert information | Insert information |

|  |  |  |
| --- | --- | --- |
| **Security Features** | **Location** | **Notes / instructions** |
| Main Reception Gate | Insert information | Insert information |
| Nursery Gate | Insert information | Insert information |
| Derby Road Pedestrian gate | Insert information | Insert information |
| Northumberland Pedestrian gate | Insert information | Insert information |
| Car parks | Insert information | Insert information |
| Visitor signing in/out procedures | Insert information | Insert information |
| Door Entry System | Insert information | Insert information |
| Staff ID Cards | Insert information | Insert information |

|  |  |  |
| --- | --- | --- |
| **Security Features** | **Location** | **Notes / instructions** |
| Security lighting | Insert information | Insert information |
| CCTV | Insert information | Insert information |

|  |  |  |
| --- | --- | --- |
| **Utility supplies** | **Location** | **Notes / instructions** |
| Water | Insert information | Insert information |
| Gas | Insert information | Insert information |
| Electricity | Insert information | Insert information |

|  |  |  |
| --- | --- | --- |
| **Pre-designated areas** | **Location** | **Notes / instructions** |
| SERT briefing area | Insert information | Insert information |
| Media briefing area | Insert information | Insert information |
| Fire Assembly Point | Insert information | Insert information |
| Alternative Assembly Point | Insert information | Insert information |

|  |  |  |
| --- | --- | --- |
| **Internal hazards** | **Location** | **Notes / instructions** |
| Asbestos | Insert information | Insert information |
| Chemical store(s) | Insert information | Insert information |

|  |  |  |
| --- | --- | --- |
| **Other Risks** | **Location** | **Notes / instructions** |
| Insert information | Insert information | Insert information |
| Insert information | Insert information | Insert information |

## 1.6 Risks

|  |  |
| --- | --- |
| **Risks** | **Notes / instructions** |
| **Criminal Activity** | |
| Bomb threats | Although bomb threats usually turn out to be hoaxes, they are crimes and must always be taken seriously. It is important that reception/switchboard staff receiving the call know what questions to ask the caller so they may pass on as much information as possible to the Police.  The National Counter Terrorism Security Office (NaCTSO) have provided guidance on [HM Government’s website](https://www.gov.uk/government/publications/bomb-threats-guidance).  All staff who may receive a bomb threat (e.g. receptionists and office staff) must be provided with paper copies of the [national bomb threat checklist](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552301/Bomb_Threats_Form_5474.pdf), and have them to hand, in order that they can gather the information required by the emergency services upon receipt of such a threat. |
| Hostile Reconnaissance | The role of reconnaissance has become increasingly important to terrorist operations. Staff should be aware of the [NaCTSO guidance](http://www.bracknell-forest.gov.uk/nactso-guidance-note-3.pdf).  Reconnaissance trips may be undertaken as a rehearsal to involve personnel and equipment that will be used in the actual attack e.g. before the London attacks on 7th July 2005, the bombers staged a trial run nine days before the actual attack.  To report suspicious activity that does not require an immediate response contact the confidential anti-terrorist hotline 0800 789 321  In any incident that requires an immediate response – dial 999. |
| Firearms and weapons attack | ‘Stay Safe’ principles (**Run Hide Tell**) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained [on the NaCTSO website](https://www.gov.uk/government/publications/recognising-the-terrorist-threat).  **Run**   Escape if you can.   Consider the safest options.   Is there a safe route? RUN if not HIDE.   Can you get there without exposing yourself to greater danger?   Insist others leave with you.   Leave belongings behind.  **Hide**   If you can’t RUN, HIDE.   Find cover from gunfire.   If you can see the attacker, they may be able to see you.   Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.   Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.   Be aware of your exits.   Try not to get trapped.   Be quiet, silence your phone.   Lock / barricade yourself in.   Move away from the door.  **Tell**  Call 999 - What do the police need to know?   Location - Where are the suspects?   Direction - Where did you last see the suspects?   Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.   Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.   Stop other people entering the building if it is safe to do so. |
| School lockdown | Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of the lockdown is to prevent people moving into areas and preventing or frustrating the attackers accessing a site (or part of). It is recognised that due to their nature, some sites may not be able to physically achieve lockdown.  Advice for developing dynamic lockdown procedures is available on [HM Governments website](https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures). |

|  |  |
| --- | --- |
| **Severe Weather** | |
| Cold Weather | If the [Cold Weather Plan](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/564264/Cold_weather_plan_2016.pdf) is activated school nurses may provide advice to parents with young or disabled children about the risk of exposure to low indoor temperatures and heating homes appropriately and affordably.  If school closure becomes necessary follow the school closure procedure ([Annex A](#_Annex_A)) |
| Heatwave | If the [Heatwave Plan](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/429384/Heatwave_Main_Plan_2015.pdf) is activated schools will be directed to consider the following guidance:  [Looking after children and those in early years settings during heatwaves: guidance for teachers and professionals](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428850/Looking_After_Children_Heat_PHE_AC_AB_Publications_MP_JRM_FINAL.PDF) |
| Flooding | The school site is not within the fluvial flood zone (flooding from the river) but surface water flood modelling indicates that this sort of flooding is possible in the area (see map opposite).  Be aware of the [public flooding advice](https://www.gov.uk/government/publications/flooding-planning-managing-and-recovering-from-a-flood) and the school closure procedure ([Annex A](#_Annex_A)) if necessary |
|  | If flooding significantly affects your school or early years setting, you should [contact government's incident alert team](mailto:incident.alert@education.gsi.gov.uk).  Early years providers that have to move to temporary premises should check to see if they need to [register with Ofsted](https://www.gov.uk/government/publications/how-to-register-on-the-early-years-register) at the new premises. |

Insert flood zone map here

|  |  |
| --- | --- |
| **Health** | |
| Serious injury to a pupil or member of staff | Initial psychological support can be provided in the event of a critical incident or unexpected distressing event. This can be on an individual or group basis using appropriate psychological intervention which could include: debriefing, counselling, advice regarding dissemination of information to the wider community, group work, and liaison with key professionals.  School staff can contact the EP service directly if they require support, and any professional involved may contact the service to make them aware of the incident so that support can be offered. Please call (This sensitive number has been removed from the web version of this template - please contact [*School.Emergencies@southampton.gov.uk*](mailto:School.Emergencies@southampton.gov.uk) *for correct details*) and say that you are calling regarding critical incident support, you will be put directly in touch with a Senior Educational Psychologist. |
| Public health incidents | For guidance on reducing health related risks within the school the following [Guidance on infection control in schools and other childcare settings](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/353953/Guidance_on_infection_control_in_schools_11_Sept.pdf) (Public Health England) |
| Pandemic | Part 2 – Section 6 of [Southampton City Council’s Pandemic Influenza Plan](http://www.publichealth.southampton.gov.uk/Images/SCC-Pandemic-Influenza-Plan-V3.2-January-2016.pdf) details the approach to be taken by Southampton schools in the event of a pandemic. |
| **Other** | |
| Significant damage or disruption to school property (e.g. fire, flood, utility failure etc) | Incidents resulting in significant damage to school property should result in activation of the school emergency plan. This will enable timely notification of the Southampton City Council teams required to respond (education, health & safety etc)  The school closure procedure ([Annex A](#_Annex_A)) should be used if necessary  Insert details of any contingencies |
| Effects of an emergency in the local community | Incidents at these, or other, nearby premises could result in an effect on the school.  In such circumstances advice should be sought from the responding emergency services (by dialling 999 if necessary) and activation of the school emergency plan.  In circumstances where there is concern about smoke or other smells being experienced it is recommended that, if it is safe to do so, staff and children remain indoors with doors and windows closed while advice is sought from responding specialists. |

# Section 2

# Activation

## 2.1 Activation Process

Staff who become aware of an emergency should immediately inform the Headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

**Dial 999**, if appropriate.

Speak to each emergency service required.

Phone members of the

**School Emergency Response Team (SERT)**

Contact numbers

at [**section 2.2**](#_2.3_Key_School)

Phone the Southampton City Council Emergency Planning Duty Officer (EPDO):

This sensitive number has been removed from the web version of this template - please contact [*School.Emergencies@southampton.gov.uk*](mailto:School.Emergencies@southampton.gov.uk) *for correct details*

SERT members undertake their actions as detailed in the role cards within [Section 3](#_Roles_and_Responsibilities/)

Inform them of the situation and request assistance

|  |  |
| --- | --- |
| Take immediate action to safeguard pupils, staff and visitors. |  |
| Attend to any casualties and administer first aid, if appropriate. |  |
| If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999. |  |
| Fetch any equipment that may prove useful (e.g. first aid kit, grab bag). |  |
| Log all communications and actions. |  |
| Assess the situation and establish a basic overview of the incident. |  |
| Assemble the School Emergency Response Team (SERT) and inform the Emergency Planning Duty Officer to assist with the response (chart below). |  |
| Refer to the list of emergency contact numbers for additional support if required. |  |
| Where possible, avoid closing the school and try to maintain normal routines |  |

## 2.2 Key Internal Contacts

### 2.2.1 Current List of School Emergency Response Team (SERT) Members

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Contact Number(s)** |
| Insert information | Headteacher | Insert information |
| Insert information | Deputy Headteacher | Insert information |
| Insert information | Office Manager / School Secretary | Insert information |
| Insert information | Caretaker / Premises Manager | Insert information |
| Insert information | School Trip Leader | Insert information |
| Insert information | Chair of Governors | Insert information |

### 2.2.2 Other internal contacts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Job Role** | **Telephone Number** | **Email** | **Notes (e.g. first aid)** |
| Insert information | e.g. Business manager | Insert information | Insert information | Insert information |
| Insert information | e.g. HOY- Nursery | Insert information | Insert information | Insert information |
| Insert information | e.g. HOY- Reception | Insert information | Insert information | Insert information |
| Insert information | e.g. HOY- Year 1 and year 2 | Insert information | Insert information | Insert information |

## 2.3 Key External Contacts

|  |  |  |  |
| --- | --- | --- | --- |
| **Department** | **Name/ Role**  **(if applicable)** | **Telephone Number** | **Notes** |
| Emergency Planning | Emergency Planning Duty Officer (EPDO) | These sensitive numbers have been removed from the web version of this template - please contact [*School.Emergencies@southampton.gov.uk*](mailto:School.Emergencies@southampton.gov.uk) *for correct details* | Ask for Emergency Planning Duty Officer to be paged |
| Educational psychology | Senior Educational Psychologist | Explain that you are calling regarding critical incident support. |
| MASH | Multi Agency Safeguarding Hub | Contact with any safeguarding concerns following a critical incident |
| Public Health nurses |  | Schools should have a named link school nurse, but the service can also be contacted on **sensitive number**. |
| Solent CAHMS | Solent Child & Adolescent Mental Health Service |  |
| Behaviour Resource Service (BRS) |  |  |
| Children’s Social Care |  |  |
| Early Help | Early Help team | The Early Help team are available to help facilitate wider family support.  This can include targeted family intervention involving the whole family and coordinating any other agencies supporting the family. |
| Youth Offending | Youth Offending Service management team | A member of the Youth Offending Service management team should be contacted in respect of serious incidents involving young people where there a crime has been committed by a young person or where a risk of criminal activity is assessed |

## 2.4 Logging

A comprehensive record must be kept of all events the key areas including information received (and sent out), decisions made (and the reasoning, and those decisions NOT subsequently made and the reasoning why), actions taken (the timing and to whom they have been allocated), records of handovers with staff going/coming on duty.

**Entries should be:**

* **CIA** - **Clear / Intelligible / Accurate**
* Chronological.
* Contemporaneous - ‘as they happened’.
* Record, “direct speech,” where possible. I.e. quotes.
* Factual – no assumptions or opinion (remember what you saw, heard, did – anything else is an assumption)
* Include dates, times, people, places, etc.
* Include non-verbal communication, as appropriate and where possible.
* Record who has given the information; to be recorded i.e. ‘Mr Jones provided details about x and requested that the following is noted’.
* Record when the officer/incident room has stood down from the incident.
* Sign off and date the log when you have finished (‘Z’ off).
* Ensure the decision maker countersigns the log as a true and accurate record with date and time**.**
* Use permanent black ink – (have spare black ink pens and have red and green ink pens for any corrections).
* Use only the *24hr clock* **NEVER** the 12hr clock..
* Begin each entry on a new line but ensure there are no complete line gaps between entries - if there are, rule them through with a single solid line in black ink.
* Avoid if possible, using abbreviations/acronyms. BUT if you do, ensure the meaning for the abbreviations are recorded in full, followed by the abbreviation in brackets. Thereafter you may use those abbreviations. Better still, if your organisation uses abbreviations and acronyms as part of its response or normal business, ensure that a lexicon of those abbreviations are placed within the logbook for reference (an exhibit).
* A new page should be started when changing role holder.
* Ensure a new Log Book is used for each separate incident.

An example log is shown overleaf

Notes should be recorded in chronological order.

All blank spaces should be ruled through

If you make a mistake don’t try to overwrite the original text - cross it out with a single line and start again.

Only include times, dates or initials within the margins.



19:40

19:50

19:55

20:05

20:20

20:40

Received call from Jane Sutcliffe at the council. Report of a fire at school (although she’s unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she’ll let me know who will attend. I’ll contact Philip Healy (caretaker) and we’ll aim to arrive at school within half an hour. ----------------------------------------------------------------------------

---------------------------------------------------------------------------------------

Rang Philip. Number engaged. ----------------------------------------------------------------------------------------------------------------------------------------

Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He’ll be there for 8.15pm.

----------------------------------------------------------------------------------------

Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: ~~07802 388~~ 07802 999 202.-------------------------------------------------------------------------------------------------------------------

Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can’t be ruled out at the moment. We’ll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).

----------------------------------------------------------------------------------------

Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She’ll arrange for other staff and governors to be told and use the online school closure process..

**----------------------------------------------------------------------------------------**

Thursday, 19/05/2011

# Section 3

# Roles and Responsibilities/ Action Card

## 3.1 School Emergency Response Team (SERT)

The School Emergency Response Team (SERT) are responsible for activating and implementing this School Emergency Plan. The SERT should record all decisions and actions in their own log book (see section 2.4) and be available for briefing sessions, handovers and debriefs.

Suggested members of the SERT are as follows:

* Head Teacher
* Deputy Head Teacher
* Office Manager/ Secretary
* Caretaker/ Premises Manager
* Chair of Governors
* Others as required

All members of SERT must:

* Have a copy of the School Emergency Plan at school as well as at home
* Be aware of their role and responsibilities, and that of others
* Have an on-call rota for SERT members
* Ensure their staff are aware of emergency contact numbers

The action cards on the following pages are provided to assist the SERT in carrying out their roles and responsibilities. The lists are not exhaustive as further actions may be required that are specific to the incident.

## 3.1.1 SERT- Response Checklist

This checklist can be used as a prompt when beginning your response to disruption.

|  |  |
| --- | --- |
| Task | Complete  ✓ |
| Start a log of actions taken and complete incident form (see Annex B for sheets) |  |
| Alert Emergency Planning Duty Officer (EPDO) |  |
| Head teacher or current head of staff will arrange meeting / teleconference in consultation with EPDO |  |
| Locate copy of School Business Continuity Plan |  |
| Hold School Emergency Response Team (SERT)meeting – consider allocation of actions to team members in order to: |  |
| * Consider safety of staff, contractors, students and the public |  |
| * Identify any damage caused |  |
| * Identify and prioritize the functions disrupted |  |
| * Refer to School Business Continuity Plan for detailed breakdown of recovery strategies for each critical activity, generic Business Continuity strategies and complete the recovery checklist. |  |
| * Refer to SERT participants role specific action cards to discuss responsibilities |  |
| * Communicate information/decisions to: |  |
| * Staff |  |
| * Customers |  |
| * Contractors |  |
| * Students |  |
| If school closure required, use online tool ([Annex A](#_Annex_A), page 43) |  |
| Maintain regular contact with the EPDO (agree timescales for future updates) |  |
| Ensure that responding team members are adequately recording their actions |  |
| Arrange a debrief in conjunction with Emergency Planning Team (refer to section 5) |  |
| Review Business Continuity Plan |  |

## 3.2 Headteacher

|  |  |
| --- | --- |
| **ACTION** | **Tick box** |
| **On notification of an incident :**   * Complete the [Notification of Incident](#_Contact_Directory_1) form and start a log |  |
| **Assess Situation**   * Administer First Aid where appropriate * Call emergency services if necessary * Consider Evacuation and Shelter strategies if appropriate and identify those that require specific support * Consider closure of the school if appropriate |  |
| * Activate the School Emergency Plan, follow activation flowchart (see section 2, page 19). |  |
| * Ensure grab bags have been collected if appropriate |  |
| * Account for all staff, pupils and visitors; initiate Roll Calls |  |
| * Alert Emergency Planning Duty Officer (EPDO) |  |
| * Call a meeting of the SERT to discuss planning (refer to 3.1.1), allocate tasks and agree reporting and communications. Refer to appropriate sections of the Emergency Plan as necessary (incl 1.6) . |  |
| * Inform and liaise with others as appropriate   - Pupils  - Staff  - Parents (prepare advice and info). In the case of a fatality, the Police normally break the news to parents/ next of kin.  - Chair of Governors  - LA (requests for assistance)  - SCC, Emergency Planning Duty Officer  - SCC, Children & Young Persons |  |
| * Utilise the school closure process if required ([Annex A](#_Annex_A), page 43) |  |
| * If appropriate, arrange a quiet area to receive parents and pupils of the school and ensure someone is there to meet and greet them. * Liaise with SCC to provide trained staff to meet and greet parents as required. |  |
| **Media**   * + Liaise with Police to control media access to the school   + Liaise with Police and SCC’s PR Officer before making any comment to the media.   + Do not speculate and do not allow pupils to speak to the media. |  |
| * Liaise with SCC over future actions e.g. requirements for: rest centres, transport, emergency feeding, de-briefing, recovery, psychological support, Corporate Health & Safety Service, HR & Legal issues etc. |  |
| * Consider arrangements to assist the school in making a speedy return to normality (see Stand down & Recovery section). |  |

## 3.3 Deputy Headteacher

|  |  |
| --- | --- |
| **ACTION** | **Tick box** |
| * Obtain as much information as possible from the Headteacher (or person notifying you) - complete the [Notification of Incident](#_Contact_Directory_1) form and start a log |  |
| * Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan |  |
| * Seek advice from Headteacher on whether to Evacuate or shelter |  |
| * Lead arrangements on safety and welfare of pupils and all adults in the care of the School   If directed by the Headteacher :   * Make arrangements for the Evacuation of the School to designated Evacuation point (Identify anyone requiring specific Support) |  |
| * Carry out Emergency Roll Call of all pupils and adults in the care of the School |  |
| * Keep pupils and staff informed of situation |  |
| * Ensure that the Headteacher is advised of all Media requests |  |
| * Assist the Headteacher in providing consistent advice / information to parents |  |
| * Attend meetings of the SERT as required, and ensure that you receive regular situation updates |  |
| * Consider arrangements to assist the School in making a speedy return to normality |  |

## 3.4 Office Manager/ School Secretary

|  |  |
| --- | --- |
| **ACTION** | Tick box |
| * Obtain as much information as possible from the Headteacher (or person notifying you) - complete the [Notification of Incident](#_Contact_Directory_1) form and start a log |  |
| * Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan |  |
| Telephone as instructed by the head teacher:   * Emergency Services * Members of the SERT * School governors * Parents * SCC Children Services * SCC Emergency Planning Department |  |
| * Prepare and distribute copies of the School Emergency Plan as required |  |
| * Collect grab bag if appropriate |  |
| * Collect emergency funds if appropriate |  |
| * Ensure that pupil records and registers are available (highlight to SERT those who require specific support) |  |
| * Ensure that parental/ carer records and contact numbers are available |  |
| * Ensure that the visitor and pupil signing in/out book is available |  |
| * Lead the office staff in assisting the SERT with the information it needs and the emergency response |  |
| * Ensure regular reporting to the Headteacher and SERT, advise of any contact from the media. |  |
| * Assist Headteacher in provision of consistent advice and information to parents and use of the school closure process if required ([Annex A](#_Annex_A)) |  |
| * Where possible cancel any planned visits to the school |  |
| * Advise service providers of the interruption to the normal arrangements for provision of goods and services to the school (e.g. catering, transport etc.) |  |
| * Attend meetings of the SERT as required, and ensure that you receive regular situation updates |  |
| * Consider arrangements to assist the school in making a speedy return to normality |  |

## 3.5 Caretaker/ Premises Manager

|  |  |
| --- | --- |
| **ACTION** | Tick box |
| * Obtain as much information as possible from the Office Manager about the situation complete the [Notification of Incident](#_Contact_Directory_1) form and start a log |  |
| * Assist and support the Headteacher to activate the School Emergency Plan |  |
| * Ensure that Emergency Services are able to access the scene of the incident quickly and without obstruction |  |
| * Ensure all building and gate keys are available |  |
| **If safe and appropriate**:  • Immobilise Gas supply  • Immobilise Electricity supply  • Immobilise Water supply  (see section on utilities and services for location and switch off points)   * Provide Emergency Services with site plan of school and advise of any hazards |  |
| * If required assist with Evacuation |  |
| * Be available to liaise with the Emergency services and the Headteacher |  |
| * Where possible assist with ensuring the security of the School site |  |
| * Ensure that the Headteacher is advised of all Media requests |  |
| * Attend meetings of the SERT as required, and ensure that you receive regular situation updates |  |
| * Consider arrangements to assist the School in making a speedy return to normality |  |

## 3.6 School Trip Leader

|  |  |
| --- | --- |
| **ACTION** | **Tick box** |
| **Before** the trip ensure that you have all the relevant information from the British Embassy/Consulate, Foreign Office, Site/Tour Operator,  Travel/Coach Company, Insurers and Local Authority as appropriate |  |
| Upon notification/ realisation that an incident has occurred:-   * Complete the [Notification of Incident](#_Contact_Directory_1) form * Assess the situation and take immediate action to ensure the safety of pupils and staff * Establish number and nature of injuries * Administer First Aid where appropriate * Call Emergency Services if required * Be aware that you and others may be suffering from shock |  |
| * Account for all members of the group; Roll Call   Dependent on location and circumstance:\_   * Keep a record of witnesses * Record events and actions on a [log sheet](#LOGSHEET) |  |
| Establish a contact point   * Telephone Headteacher and SERT duty officer (if outside normal school time) giving clear details of what has happened and who is involved |  |
| Agree   * On-going communications mechanism * A member of staff to liaise with the Emergency Services and SCC * Who should inform parents and next of kin of pupils and staff |  |
| * Be aware of the media – do not speak without liaising with the Police and SCC Press Officer. Ask that students refrain from using their mobile phone and social media to cascade information regarding the incident. |  |
| * Do not discuss legal liability |  |
| * If overseas make arrangements to return non casualties home |  |
| * Ensure next of kin details are readily available, and European Health Insurance Cards (formerly E111 Forms) |  |
| * Assist with arrangements for parents/ families of casualties to visit their children |  |
| * Ensure continuous liaison with the School Headteacher and SCC for further action and updates |  |
| * Consider on-going support upon return home |  |

## 3.7 Chair of Governors

|  |  |
| --- | --- |
| **ACTION** | Tick box |
| * Obtain as much information as possible from the Headteacher (or person notifying you) about the situation complete the [Notification of Incident](#_Contact_Directory_1) form and start a log |  |
| * Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan |  |
| * Assist the Headteacher in providing consistent advice / information to parents |  |
| * Inform other governors of the incident and allocate tasks as necessary |  |
| * Attend meetings of the SERT as required, and ensure that you receive regular situation updates |  |
| * Consider arrangements to assist the School in making a speedy return to normality |  |

## 3.8 Southampton City Council Education Department

|  |  |
| --- | --- |
| **ACTION** | Tick box |
| * Obtain as much information as possible from the Headteacher about the situation complete the [Notification of Incident](#_Contact_Directory_1) form and start a log   *NB In the case of external emergencies affecting the school e.g. an Industrial accident or widespread flooding, information about the incident should be sought from the Emergency Planning Duty Officer.* |  |
| * Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan |  |
| * Provide advice and support to the Headteacher to ensure safety /welfare of pupils and all adults in the care of the School |  |
| * Assist the Headteacher in providing consistent advice / information to parents |  |
| * Ensure that the Emergency Management Unit are aware of the emergency and are provided with updates |  |
| * Direct requests for assistance with the Media to SCC’s Marketing & Communications Team |  |
| * Attend meetings of the SERT as required, and ensure that you receive regular situation updates |  |
| * Attend SCC meetings/ Emergency Control Centre as required and provide updates |  |
| * Consider arrangements to assist the School in making a speedy return to normality |  |

## 3.9 Southampton City Council Emergency Planning Team

|  |  |
| --- | --- |
| **ACTION** | Tick box |
| * Obtain as much information as possible about the situation and start a log |  |
| * Assist with coordinating the Emergency Response |  |
| **Liaison** with:   * Emergency Services * School – Headteacher and SERT members * SCC Senior Duty Officer * SCC Chief Executive * Children’s Services Lead * Other Council officers * Elected Members * Councilors |  |
| Assist school with arrangements to ensure the safety and welfare of pupils and all adults in the care of the school. This may include assistance with   * Evacuation * Transport * Setting up a Rest Centre * Provision of Emergency Feeding * Provision of Welfare services * Provision of Business Continuity Advice |  |
| * If appropriate, activate multi agency communication and response arrangements including the Local Resilience Forum major incident website and National Resilience Extranet; providing secure and timely communications between multi-agency partners. |  |
| * Set up SCC Emergency Control Centre if appropriate |  |
| **Media**  Assist with coordinating the media response to ensure continuity of advice and information.   * Dispatch a member of the Communications Team if required * Arrange for a public information line if appropriate |  |
| Provide contact to other services as requested e.g.   * Legal * Corporate Health & Safety Service * Education Psychology |  |
| * Consider arrangements to assist the School in making a speedy return to normality |  |

# Section 4

# Business Continuity Management

## 4.1 Business Continuity Management

Business Continuity is the strategic and tactical capability of the organisation to plan for and respond to incidents and business disruptions in order to continue business operations at an acceptable predefined level.

Southampton City Council’s Emergency Planning team is able to support schools and academies with their business continuity management systems.

Contact [BC@southampton.gov.uk](mailto:BC@southampton.gov.uk) for more information.

## 4.2 Business Impact Analysis

The main technique used for the analysis of an organisation for BC purposes is the business impact analysis (BIA). BIA identifies, quantifies and qualifies the impacts in time of a loss, interruption or disruption of business activities on an organisation and provides data from which appropriate continuity strategies can be determined. BIA’s should establish the maximum tolerable period of disruption (MTPD) which can be worked out by looking at the following:

* Time period after disruption that the activity must be resumed.
* Minimum level needed upon resumption.
* Time period for achieving normal levels of operation.

## 4.3 Definition: Critical Activities

Critical activities are identified as Priority 1 as per the definition below. A Business Impact Analysis for each critical activity is included at Annex B.

|  |  |
| --- | --- |
| **Priority** | **Definition** |
| **1** | **Critical**  Functions vital to ensure the preservation of life and the safety and well-being of the most vulnerable. Unacceptable financial, legal or reputational risk implications. |
| **2** | **High**  Functions necessary to support and assist those ensuring the safety and well-being of the vulnerable. |
| **3** | **Medium**  Functions which, could be reduced or altered in part, but which need monitoring to ensure minimum impact on health and welfare of the community. |
| **4** | **Low**  Functions which could be suspended/ altered in the short term without greatly impacting on the health and welfare of the community. |

## 4.4 Critical Services Provided

These are functions vital to ensure the preservation of life and the safety and well-being of the most vulnerable. There would be unacceptable welfare/safety, financial, legal or reputational risk implications if these functions are disrupted.

|  |
| --- |
| **Critical Service Provided** |
| Insert information |
| Insert information |
| Insert information |
| Insert information |

## 4.5 Other Services Provided

These are non-critical functions ranging from High (Priority 2) to Low (Priority 4) importance, when considering the definitions provided at 4.1.2.

| **Other Services Provided** | **Priority** |
| --- | --- |
| Insert information |  |
| Insert information |  |
| Insert information |  |
| Insert information |  |
| Insert information |  |

## 4.6 Further Information

Southampton City Council’s Emergency Planning team is able to support schools and academies with their business continuity management systems.

Contact [BC@southampton.gov.uk](mailto:BC@southampton.gov.uk) for more information.

## 4.7 Paper Based Records

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

|  |  |  |  |
| --- | --- | --- | --- |
| **Paper-based records** | **Where are they stored?** | **Effect of loss**  **(short-term, medium-term, long-term)** | **Back-up measures /**  **restorative arrangements** |
| Coursework | Insert information | Insert information | Insert information |
| Examination papers | Insert information | Insert information | Insert information |
| Asset registers / equipment inventories | Insert information | Insert information | Insert information |
| Insurance documentation | Insert information | Insert information | Insert information |
| Financial information | Insert information | Insert information | Insert information |

|  |  |  |  |
| --- | --- | --- | --- |
| **Electronic records** | **Where are they stored?** | **Effect of loss**  **(short-term, medium-term, long-term)** | **Back-up measures /**  **restorative arrangements** |
| Coursework | Insert information | Insert information | Insert information |
| Contact details | Insert information | Insert information | Insert information |
| Financial information | Insert information | Insert information | Insert information |
| Medical information | Insert information | Insert information | Insert information |

|  |  |
| --- | --- |
| **Remote learning** | **Notes / instructions** |
| Website / extranet | Insert information |
| Email | Insert information |
| Post | Insert information |

# Section 5

# Stand Down, Debrief and Recovery

## 5.1 Stand Down

The decision to stand down will be made by the head teacher in consultation with the Southampton City Council Emergency Planning Duty Officer. Consideration will be given to the following:

* Assessment of risk / development of situation.
* When services return to essential levels.
* When services return to previous (normal) levels.

## 5.2 Debrief

Debriefing is an important part of the incident management process. All staff involved in responding to an incident will be debriefed after a disruption. This will be arranged by [insert role here].

The process should be open and honest and is particularly important when it comes to disseminating lessons learned.

* Highlight what went well.
* Discuss areas for improvement.
* Discuss lessons identified.
* Agree any changes to the Emergency Plan.
* Update your Emergency Plan.

## 5.3 Recovery

The management of the recovery will be a long process, the actual length of which will vary depending on the emergency. Injuries sustained may be both physical and psychological. For the latter, it is important to maintain a close working relationship with the educational psychologists assigned by the Local Authority. There may be a number of issues that need to be considered during the recovery phase, see below tables.

|  |  |
| --- | --- |
| **Type of support** | **Considerations** |
| Identification of victims | * Physically injured and their rehabilitation * Possibility of trauma to those directly involved * Indirect victims suffering psychological trauma |
| Practical support | * Practical needs of the victims, depending on their injury * Practical support to the families – financial, legal, administrative, social care |
| Emotional support | * Management of unofficial/ spontaneous memorials and gifts * Funerals * Memorial services * Management of memories * Anniversaries * Impact of outside world e.g. media pressure, public enquiry |
| Structural | * Structural damage to the school infrastructure or facilities * Damage to school equipment or property * Sanitisation, decontamination or demolition of school facilities * Restoration, refurbishment and re-equipping of school * Reopening school |
| Other considerations | * Business Continuity for remainder of school * Legal e.g. public enquiry * Disaster funds and their management |

|  |
| --- |
| **Short Term – Seeking support in the hours/days following the event**  Once the immediate threat of danger has passed, or in the event of a critical incident that does not require an emergency response, a number of services should be made available that can offer immediate advice and support to professionals, families and children and young people. Details are provided in the table below. This is a critical time as effective early response will help minimise the potential for more long-term difficulties. Depending upon the nature of the incident, and its effects upon those affected, resourcing the appropriate response may require acknowledgement by commissioners of that service (if it requires additional resource or impacts on performance of normal business activities of that service.)  **Medium to Long Term – Seeking support in the weeks/months following the event**  The table below also provides details of how support can be accessed from services if there continues to be concern regarding the wellbeing of children/young people, staff, or families in the days, weeks, and months following a critical incident. It is important to remember that sometimes extreme responses are a normal reaction to trauma and to promote the use of existing support mechanisms; in the times of tragedy children and young people need support from the people who know them best.  *If there are ever any safeguarding concerns following a critical incident contact* ***MASH*** *(*This sensitive number has been removed from the web version of this template - please contact [*School.Emergencies@southampton.gov.uk*](mailto:School.Emergencies@southampton.gov.uk) *for correct details) and following typical safeguarding procedures.* |

**Details of Support Services Following a Critical Incident**

|  |
| --- |
| **Educational Psychology** (Target Group: Head Teachers/Senior Leaders, School Staff, Parents, Professionals, Children and Young People) |
| Short Term:  Initial psychological support can be provided in the event of a critical incident or unexpected distressing event. This can be on an individual or group basis using appropriate psychological intervention which could include: debriefing, counselling, advice regarding dissemination of information to the wider community, group work, and liaison with key professionals.  School staff can contact the EP service directly if they require support, and any professional involved may contact the service to make them aware of the incident so that support can be offered. Please call **sensitive number** and say that you are calling regarding critical incident support, you will be put directly in touch with a Senior Educational Psychologist.  Medium to Long Term:  If there continue to be concerns about a child/young person’s emotional wellbeing in school, and the impact upon their education, further advice and support can be sought through the school’s link EP **(sensitive number).** |

|  |
| --- |
| **Public Health Nurses** (Target Group: School staff, parents, professionals, children and young people) |
| Short Term:  Southampton benefits from a public health nursing service which meets all its School Nursing functions for 5-19 year olds. The workforce includes qualified School Nurses as well as Emotional Wellbeing Assistants and Family Navigators who can support schools, children and families in assessing their health needs, and helping them to access them. All School Nurses may also have medical updates for many conditions which may be helpful, depending on the type of incident. Where more significant emotional or mental health support is needed, this service may also be able to refer children into CAMHS or other mental health / emotional wellbeing professionals and services. Schools should have a named link school nurse, but the service can also be contacted on **sensitive number**.  Medium to Long Term:  Where there continues to be concerns about a child/young person’s physical or emotional wellbeing in school, the 5-19 Public Health Nursing service can work with the school and/or the pupils’ GP to ensure that they are signposted to and able to access other local services that might meet their need. Schools should have a named link school nurse, but the service can also be contacted on **sensitive number**. |

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|  |
| --- |
| ***CAMHS (Target Group: children/young people and families)*** |
| *Short Term:*  *Solent Child & Adolescent Mental Health Service (CAMHS) work with children and young people up to the age of 18 years of age and provide support for their families and carers. The service cares for those suffering from mental ill health and psychological distress covering a wide range of disorders and conditions. There is a wide range of assessments, interventions and treatments available working with partner agencies from statutory, third sector and volunteer services across the city. During the time of a critical incident, CAMHS will be available to offer emergency assessment and therapeutic intervention as prescribed. Urgent access to a consultant psychiatrist in times of acute distress will be prioritized for clients and their families in need.* |

|  |
| --- |
| ***Behaviour Resource Service (BRS)*** |
| *Short Term:*  *Behaviour Resource Service (BRS) - is a multi-agency specialist CAMHS service. The BRS are also able to offer initial psychological support and advice to practitioners to help them to support children and young people in the event of a critical incident or unexpected distressing event. The target group is mainly Children’s Services and Learning safeguarding teams and foster carers. The BRS is also able to offer emergency mental state assessments for children in care.*  *Medium to Long Term:*  *Should further support be required this can be accessed via the therapeutic panel.* |

|  |
| --- |
| **Early Help (Target Group – Families)** |
| Short Term:  Specific services such as Educational Psychology and CAMHS should be contacted in the short term. If the critical incident brings existing family difficulties to a head, family support can be offered and facilitated by Early Help as below.  Medium to Long Term:  The Early Help team are available to help facilitate wider family support.  This can include targeted family intervention involving the whole family and coordinating any other agencies supporting the family.  For help and advice call **sensitive number**. |

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|  |
| --- |
| **Youth Offending (Target Group – young people aged 10-17 years involved in the criminal justice system)** |
| Short Term:  The Youth Offending Service has a remit to work with young people aged 10 – 17 years, involved in the criminal justice system.  A member of the Youth Offending Service management team should be contacted in respect of serious incidents involving young people where there a crime has been committed by a young person or where a risk of criminal activity is assessed. The manager will participate in the strategy discussion. A manager can be contacted by calling **sensitive** **number**  Medium to Long Term:  Further service involvement would be agreed as part of a strategy discussion. |

|  |
| --- |
| **Self Help and Community Based Resources** |
| Short Term, Medium and/or Long Term:  Depending upon the nature of the incident, there may be a very high demand for input from one, several or all of the above services. There is also a range of other services that might be locally available and accessible to help support individuals that either schools might help pupils, families and/or staff or others in meeting their short term support needs. There is a significant amount of information about a range of voluntary and community sector organisations and services in the Southampton area available on the Southampton Information Directory (SID) and the Healthier Together website. Both can signpost and help people access a range of resources potentially more quickly than other services, or provide more specialist support.  SID - <http://sid.southampton.gov.uk/kb5/southampton/directory/home.page>  Healthier together - <http://www.what0-18.nhs.uk/> |

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# Contents Page - Annexes

|  |  |  |
| --- | --- | --- |
| Annex | Title | Page No. |
| A | [Emergency School Closure Procedure](#_Emergency_School_Closure) |  |
| B | [Notification of Incident Form](#_Contact_Directory_1) |  |
| C | [Further Site Information](#_Further_Site_Information)   * + - [Utilities and Alarm system Map](#_Utilities_and_Alarm)     - [Photos: Intruder and Fire Alarm Panels](#_Location_photos:_Intruder)     - [Fire Alarm Zone Chart](#_Fire_Alarm_Zone)     - [Fire Assembly Points](#_Fire_Assembly_Points)     - [Photos: Turning off water supply](#_Photos:_Turning_off)     - [Photos: Turning off gas supply](#_Photos:_Turning_off_1)     - [Photos: Turning off electricity supply](#_Photos:_Turning_off_2) |  |

# Annex A

# Emergency School Closure Procedure

To post a school closure on the online system you must:

* Browse to this page:
* <https://www.southampton.gov.uk/schools-learning/school-closures/schools-login/>
* Log on using your username and password. In most cases these are the same details that you use to log in to the school extranet on Young Southampton.
* Click ‘Add Emergency Closure / Non-Closure’
* Add your contact details (these will be available to SCC but not published externally)
* Add the details of the closure by selecting a reason from the drop-down box

You are able to post up to **one day in advance** for reasons such as severe weather, utilities failure, damage to buildings, shortage of staff, high levels of illness or other.

You are able to post up to **one week in advance** for information relating to industrial action.

* You are also able to specify whether the closure is ‘**full’**, ‘**partial’** or ‘**no closure’** (useful during periods of industrial action)
* You can enter any further details in the ‘Full Details’ box (such as classes/locations affected)
* Press ‘Publish’ when ready

This will then automatically update the SCC main website and the @LearninginSoton twitter

<http://www.southampton.gov.uk/schools-learning/school-closures/default.aspx>

<https://twitter.com/LearningInSoton>

If you have any difficulty logging in on the day of a closure you can still get the system updated by emailing the details of the closure to **sensitive** **email address**

If you do not have access to email you can call **sensitive** **number** and leave a message for the Emergency Planning Duty Officer.

**Administration queries**

For non-urgent queries relating to the administration of the system (usernames and passwords) please contact the ICT Strategy Helpdesk on **sensitive** **number** or email **sensitive** **email address**.

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# Annex B

# Notification of Incident Form

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

* Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.
* Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.
* Find out what has happened. Obtain as clear a picture as you can.
* Discuss with the informant what action needs to be taken and by whom.

|  |  |
| --- | --- |
| **Name of informant:** | **Date and Time of Call:** |
|  |  |

|  |  |
| --- | --- |
| **Contact details of informant:** | **Date and Time of Incident:** |
|  |  |

|  |
| --- |
| **Exact Location of Incident:** |
|  |

|  |
| --- |
| **Details of Incident:** |
|  |

|  |
| --- |
| **Where is the informant now and where are they going?** |
|  |

|  |
| --- |
| **People affected**  **(including names, injuries, where they are, where they are being taken to)** |
|  |

|  |
| --- |
| **What arrangements are in place for people not directly involved in the incident?** |
|  |

|  |
| --- |
| **What advice have the emergency services given?** |
|  |

|  |  |
| --- | --- |
| **Who has been informed?** | |
| * Headteacher * School staff * Governors * Pupils * Parents / carers * Extended services | * Police * Fire & Rescue Service * Ambulance Service * Local authority * Health and Safety Executive * Foreign & Commonwealth Office * Media * Insurance company * Trade union |

|  |
| --- |
| **Does anyone else need to be informed?** |
|  |

|  |
| --- |
| **Are any other actions required?** |
|  |

* If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.

|  |  |
| --- | --- |
| **Name of educational visit leader:** | **Number of pupils on educational visit:** |
|  |  |

|  |  |
| --- | --- |
| **Nature of educational visit:** | **Number of staff on educational visit:** |
|  |  |

|  |
| --- |
| **Location of educational visit?** |
|  |

|  |
| --- |
| **If the incident happened abroad,**  **do the Foreign & Commonwealth Office need to be notified?** |
|  |

# Annex C

# School Lockdown Procedure

Advice for developing dynamic lockdown procedures is available on [HM Governments website](https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures).

Insert information

# Annex D

# Further Site Information

# Utilities and Alarm system Map

Insert information

# Location photos: Intruder and Fire Alarm Panels

Insert information

# Chemical and Paint Stores

Insert information

# Asbestos Map

Insert information

# Fire Alarm Zone Chart

Insert information

# Fire Assembly Points

Insert information

# Photos: Turning off water supply

Insert information

# Photos: Turning off gas supply

Insert information

# Photos: Turning off electricity supply

# Annex E

# Business Impact Analysis

Southampton City Council’s Emergency Planning team is able to support schools and academies with their business continuity management systems. Contact [BC@southampton.gov.uk](mailto:BC@southampton.gov.uk) for more information.

## E1. Critical activity 1 – [Enter the name of the critical activity here]

**Lead Officer: [Enter the name of lead the officer here]**

Description: [Enter a description of the critical activity and locations it is delivered from here]

**Impact of non-delivery of activity at the following intervals:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **What is the impact of non-delivery of activity in terms of safety/welfare, legal, financial and reputational impacts? At what point in time do these become unacceptable?** | ***Safety/Welfare*** | ***Legal*** | ***Financial*** | ***Reputation*** |
| First 24 hours | Insert information |  |  |  |  |
| 24 – 48 hours | Insert information |  |  |  |  |
| Up to 1 week | Insert information |  |  |  |  |
| Up to 2 weeks | Insert information |  |  |  |  |

**Minimum Resource Requirements to maintain critical activity (at minimum acceptable level):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **No. of key staff and details** | **Resources required -** | **Data required**  **electronic or hardcopy** | **Special Skills** |
| First 24 hours | Insert information | Insert information | Insert information | Insert information |
| 24 – 48 hours | Insert information | Insert information | Insert information | Insert information |
| Up to 1 week | Insert information | Insert information | Insert information | Insert information |
| Up to 2 weeks | Insert information | Insert information | Insert information | Insert information |

**Requested Strike Exemptions:**

| **Requested Strike Exemptions** | **Post** | **Rationale** |
| --- | --- | --- |
| Insert information | Insert information |
| Insert information | Insert information |
| Insert information | Insert information |
| Insert information | Insert information |
| Insert information | Insert information |

**Recovery Strategies:**

|  |  |
| --- | --- |
| **Strategies for recovering critical activity** | How would you deliver the critical activity if:   * **Accommodation is lost for a temporary or prolonged period of time**   [Insert text here]   * **Staff resources are depleted**   [Insert text here]   * **You lose utilities, IT, services of a key supplier**   [Insert text here] |

**Key Staff Contact Details:** Insert information

| **Key staff** | **Home working?** | **Access / regular user** | **Personal Email** | **Work Email** | **Personal mobile phone** | **Ext** |
| --- | --- | --- | --- | --- | --- | --- |
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| **Other mechanisms to inform staff:**  *(e.g. group email distribution lists, sending staff to particular venues to provide a briefing, radio etc.)* | | | | | | |

**Key Customer Contact Details:** Insert information

These contacts must be informed should there be significant disruption to the service

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Organisation** | **Method** | **Contact Details** | **Information** |
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**Key Supplier Contact Details:** Insert information

These suppliers may need to be contacted should the disruption require it.

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| --- | --- | --- | --- | --- |
| **Name** | **Organisation** | **Method** | **Contact Details** | **Information** |
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## E2. Critical activity 2 – [Enter the name of the critical activity here]

**Lead Officer: [Enter the name of lead the officer here]**

Description: [Enter a description of the critical activity and locations it is delivered from here]

**Impact of non-delivery of activity at the following intervals:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **What is the impact of non-delivery of activity in terms of safety/welfare, legal, financial and reputational impacts? At what point in time do these become unacceptable?** | ***Safety/Welfare*** | ***Legal*** | ***Financial*** | ***Reputation*** |
| First 24 hours | Insert information |  |  |  |  |
| 24 – 48 hours | Insert information |  |  |  |  |
| Up to 1 week | Insert information |  |  |  |  |
| Up to 2 weeks | Insert information |  |  |  |  |

**Minimum Resource Requirements to maintain critical activity (at minimum acceptable level):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **No. of key staff and details** | **Resources required -** | **Data required**  **electronic or hardcopy** | **Special Skills** |
| First 24 hours | Insert information | Insert information | Insert information | Insert information |
| 24 – 48 hours | Insert information | Insert information | Insert information | Insert information |
| Up to 1 week | Insert information | Insert information | Insert information | Insert information |
| Up to 2 weeks | Insert information | Insert information | Insert information | Insert information |

**Requested Strike Exemptions:**

| **Requested Strike Exemptions** | **Post** | **Rationale** |
| --- | --- | --- |
| Insert information | Insert information |
| Insert information | Insert information |
| Insert information | Insert information |
| Insert information | Insert information |
| Insert information | Insert information |

**Recovery Strategies:**

|  |  |
| --- | --- |
| **Strategies for recovering critical activity** | How would you deliver the critical activity if:   * **Accommodation is lost for a temporary or prolonged period of time**   [Insert text here]   * **Staff resources are depleted**   [Insert text here]   * **You lose utilities, IT, services of a key supplier**   [Insert text here] |

**Key Staff Contact Details:** Insert information

| **Key staff** | **Home working?** | **Access / regular user** | **Personal Email** | **Work Email** | **Personal mobile phone** | **Ext** |
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| **Other mechanisms to inform staff:**  *(e.g. group email distribution lists, sending staff to particular venues to provide a briefing, radio etc.)* | | | | | | |

**Key Customer Contact Details:** Insert information

These contacts must be informed should there be significant disruption to the service

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Organisation** | **Method** | **Contact Details** | **Information** |
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**Key Supplier Contact Details:** Insert information

These suppliers may need to be contacted should the disruption require it.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Organisation** | **Method** | **Contact Details** | **Information** |
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***Insert additional BIA’s as required***

Insert school website here