



Diocese of Salisbury

Academy Trust

*'Beyond expectations for all of God's children'*

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## **PROCEDURES AND GUIDANCE FOR EMERGENCIES AND BUSINESS CONTINUITY PLANNING**

Policy Date: January 2024

Review Date: January 2027

## Introduction

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This document has been prepared to provide policy, procedures and guidance for Emergencies and Business Continuity Planning. National legislation and guidance together with local policy and procedures have been taken into account in its preparation.

This Policy has been prepared to provide staff, pupils and visitors, with information and instruction so it is possible to:

- (i) respond immediately to any **Emergency, Major or Critical incident** affecting pupils, staff, contractors, helpers, visitors, property etc and
- (ii) work with departments of the council and others to recover from the incident and manage **Business Continuity** thereafter.

Local authorities will hold a master plan which details (i) the initial procedures to be adopted when an incident occurs, (ii) the control and co-ordination of Emergency Services, (iii) the organisation of communications, (iv) arrangements for environmental protection, (v) public welfare, (vi) logistic support, (vii) finance and appeal funds, (viii) recovery, and (ix) call-out lists.

### Preparing for emergencies

If children are at school, parents will naturally want to collect them as soon as possible in the event of a major emergency. But it may not be safe to do so. They are encouraged to TUNE IN to their local radio station for advice and for details of the arrangements the school and local council may have made for letting parents know when to collect their children from school. All DSAT schools have plans to cope with local emergencies such as fire and flood, and teachers and support staff do all they can to look after the pupils in their charge.

## Definitions

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### Emergency

This is defined in the Civil Contingencies Bill as ‘an event or situation which threatens serious damage to human welfare, the environment or the security of the UK’.

### Major Incidents

The words ‘**Major Incident**’ are nationally recognised and can only be used in specific circumstances.

A **Major Incident** is defined as:-

‘Any emergency that requires the implementation of special arrangements by one or more of the Emergency Services, the NHS, or the local authority’.

The Emergency Services, following their arrival at an incident, will declare a Major Incident if one or more of the following conditions apply:

- The involvement, either directly or indirectly, of large numbers of people;
- The handling of a large number of enquiries likely to be generated both from the public and the news media, usually to the Police;
- The need for the large scale combined resources of two or more of the emergency services;
- The mobilisation and organisation of the emergency services and supporting organisations e.g. local authority to cater for the threat of death, serious injury or homelessness to a large number of people.

The Emergency Services will inform the other responding organisations who will activate their own emergency plans for dealing with the incident.

Accordingly local authorities could either be:

- at the centre of a major incident e.g. a large School fire, or
- affected by a major incident e.g. civil disturbances such as public disorder in the vicinity of a School or evacuation ordered by the emergency services due to a traffic accident involving a tanker carrying a hazardous substance, or
- as a responding organisation i.e. where Schools might have a role to play as reception centres, rest centres, media centres etc. in support of the community or wider city and beyond, if it is safe to do so.

### **Critical Incident**

A 'Critical Incident' is defined as:-

'A sudden unexpected event that could be deeply distressing to pupils and/or staff'.

A Critical Incident can be part of a wider Major Incident but in practice a Critical Incident is more likely to arise from significant disruption to normal School activity through a person related incident or a problem with School property.

Critical Incidents may include:

- fire
- flood
- break in/ vandalism
- service failure e.g. heating
- missing pupil(s)
- attempted or actual abduction;
- a deliberate act of violence e.g. knifing or shooting (staff, pupils(s) or intruders)
- the death or serious injury of a pupil, a near relative, or member of staff through an accident
- the sudden death of a pupil, a near relative, or member of staff through natural causes

Critical Incidents are complicated further by pupils or staff witnessing an event and by the possibility that in certain circumstances perpetrators and victims may continue to be in close proximity, either in the School, or within the community.

### **Business Continuity**

This can be described as planning, preparing and practising, in advance of any emergency, major incident or critical incident, to take the necessary actions to recover as soon as appropriate and possible, minimising impact on day to day business and enabling normal working to be resumed and services provided.

### **Remote Education**

Wherever it is possible and appropriate, should it be necessary to close the school for any reason, for a sustained period of time, we will look to move to remote education as soon as possible. Depending upon the circumstances, this may not be immediate, but parents will be kept informed. We will endeavour to make provision for as many children as possible through remote education and, if circumstances permit, we will look to provide for the children of critical workers (particularly those who may be involved in an emergency response situation) and those who are vulnerable.

## Policy in Action

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DSAT academies will incorporate the procedures and guidance in this policy dealing with emergency planning and business continuity into routine leadership and management practice, reviewing our practice at least annually.

- The school will adapt and improve the procedures and guidance where it is apparent that content needs to be tailored to local circumstances.
- Staff, pupils and others will be informed of this policy, drawing key points to their attention, as appropriate to the 'audience' in question, and notices displayed etc. as instructed.
- Up to date information is essential to the ongoing success of this policy. We will liaise with DSAT Services to confirm key staff details, telephone contact numbers etc. **The school will**, in turn, keep our own records updated and provide notification of changes as they happen. This will ensure the Emergencies and Key Holder database is an effective tool in assisting with appropriate responses in challenging circumstances.
- To aid communications, **the school will** ensure that a separate land line telephone to that of standard business use is available and/or a mobile telephone, to enable managerial communications to continue, separately from other 'traffic'. This line will need to be in addition to any mobile phone numbers, to take into account potential overloading at peak times and in challenging circumstances. Every effort must be made to ensure telephone lines are staffed during normal working hours. Answer machines are only of help if directing callers to another number, with greater capacity to handle high volumes of calls, or out of hours.
- We will train staff as appropriate, to enable them to competently perform roles allocated to them as a result of implementing this policy. This training will be refreshed at appropriate intervals.
- The school will practice the procedures in this policy to the minimum frequencies stated and, if necessary, more regularly depending on the outcome of local risk assessment.
- Reference is made to DSAT Services. Trust staff, our Health and Safety providers, local authorities and the Diocesan Board of Education will ensure a pool of staff are deployed with appropriate expertise to perform this role and support the school in challenging circumstances.
- The Academy Standards and Ethos Committee (ASEC) will seek to assist in wider emergencies as and when required.

## Procedures

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### Emergency plans

This policy sets out our Emergency Plan, with procedures for responding to the immediate consequences of Critical Incidents.

There are three principal types of response:

#### **a) Evacuation procedure**

Either

- prompt evacuation from the School building e.g. in instances of fire or
- campus evacuation e.g. if there was a risk of explosion

#### **b) Lock Down procedure**

Where all are brought inside and doors and windows secured e.g. against a chemical release and ventilation turned off, or an intruder etc.

#### **c) Educational Visit Incident procedure**

Where an incident away from the School has to be managed. This will be both on the spot and remotely from the School itself e.g. to deal with consequences of a Road Traffic Accident.

Procedures are given in the appendices attached to this document.

## **School Closure**

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### **Criteria**

The intention is that we will always make every effort to remain open. If it is not possible to open the whole site, part will be opened where practicable. If circumstances permit alternative service provision this will be provided, taking account of staff and pupil numbers. At all times the health, safety and welfare of pupils and staff, visitors etc. must be paramount. There is a separate Severe Weather Action Plan if required.

### **Decision**

The decision to close or restrict attendance to a site is best taken wherever possible at local level by the Headteacher in consultation with the Chief Executive of the Trust and / or the Chair of the Academy Standards and Ethos Committee (ASEC).

### **Notification**

Once a decision has been made to close or restrict attendance the Headteacher/Manager must inform the Trust and the local authority's Emergencies Officer as soon as practicable.

DSAT Office hours (0830 - 1630)	01722 746948
The CEO on his mobile phone	Number known by all Heads
Out of hours, weekends, holidays (DBE Incident line)	07788 289843

### **Add in local authority emergencies information**

Staff, governors, parents, contracted services.

There is a system in place, for cascading information on closure and re-opening to staff, governors, parents, and contracted services e.g. catering, cleaning, transport.

### **Public Announcements**

Following the notification of DSAT, the local authority, staff, governors, and contracted services it will be necessary to make public announcements on the local radio stations. Arrangements for announcements will be made in conjunction with DSAT Services and their media support.

If the Headteacher is unable to make contact with the Duty Officer then the appropriate communication channels will be used to share the information, either through local council systems or radio stations. In order to avoid the possibility of hoax calls, no messages to Radio Stations regarding school closure will be accepted without the caller giving the School's DFE number.

### **Pandemic response or similar**

Severe Acute Respiratory Syndrome Coronavirus[es] (SARS CoV) – the Headteacher will ensure that a SARS CoV risk assessment is completed and updated as and when guidance changes. All staff within the school should have read and understood the SARS CoV risk assessment and any updates. The Headteacher should ensure they keep up to date on the latest guidance in relation to the running of the school. Latest guidance can be found on [Welcome to GOV.UK \(www.gov.uk\)](https://www.gov.uk) and [HSE: Information about health and safety at work](#).

## **Sending pupils home**

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### ***Criteria***

Pupils will not be sent home and must be collected.

### ***Handing over***

- pupils will be held in a holding area away from hazards
- a minimum of two members of staff will manage the handing over process
- pupils must be signed over before being released
- care should be taken with regard to vehicle/pedestrian risk assessment

## **Staff and pupil attendance**

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### ***Criteria***

We expect all employees to make every effort to attend for work, even when there are difficulties e.g. in using private or public transport.

Staff who are unable to reach their place of work should telephone the Headteacher/ Manager at the earliest opportunity and report:

- reason for delay
- estimated time of arrival or circumstances if non-attendance

It is for the Headteacher to decide whether the reasons given by staff for their inability to attend are reasonable in the circumstances.

If a decision is made that the action not to attend was unreasonable then the Headteacher will inform the employee in writing of the decision to deduct pay.

Parents/carers have the responsibility to inform schools if their child is to be absent or delayed.

## **Review Arrangements**

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This document will be reviewed on a regular basis to confirm that the arrangements are still appropriate.

A review will also take place if there are any significant changes in the arrangements. The document, including the appendices, will be revised and reissued within not more than three months from the review date, where this is necessary.

# EVACUATION

When it is necessary to leave the buildings due to:

1. fire, including smoke
2. a bomb threat

It should be noted re. 2 that it is highly unlikely that any such threat would be received from an organisation or individual representing an organisation with criminal/terrorist intent.

Far more likely is a hoax call. In these circumstances it is highly unlikely that the emergency services will assist and it will be for the Headteacher to decide appropriate actions. Evacuating would need very careful consideration and would have to be to an off-site location, due to the nature of the incident.

More effective is an approach that ensures good housekeeping and the ability to put into practice a well rehearsed sweep of the site by those who know the constituent parts well. Those volunteer staff could report on the presence or otherwise of suspect items.

If evacuation is necessary, have careful regard for routes chosen, taking into account location of any device(s) and the potential for others that could be en route to the evacuation site.

3. a gas leak or chemical release  
e.g. from kitchens, laboratories, swimming pools
4. flooding or unstable building  
e.g. water tank burst, suspended ceiling collapse
5. violence or aggression within buildings  
e.g. from parent/carers, the public etc.

## EVACUATION - ROLES AND RESPONSIBILITIES

### Beforehand:

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The Headteacher will ensure that:-

1. the alarm system is checked from a different call point each week
  - and that this is recorded in the Fire Precautions Log Book.
2. the emergency lighting system is checked each month
  - and that this is recorded in the Fire Precautions Log Book.
3. the evacuation procedure is rehearsed at least once per term
  - and that this is recorded in the Fire Precautions Log Book.

- timings vary so as to ensure all staff are familiar with the procedures, including lunchtime staff
  - elements are changed without prior warning e.g. a blocked route with warning notices signifying smoke and flames, to test awareness of alternative actions
  - command and control is maintained at the muster point and if more than one, communication is maintained between the points to the lead or nominated deputies
4. the alarm system is maintained and inspected to the appropriate frequency for the system's age and specification
    - and that this is recorded in the Fire Precautions Log Book.
  5. fire fighting equipment is maintained and inspected annually
    - and that this is recorded in the Fire Precautions Log Book and Maintenance folder.
  6. all members of staff, contractors staff e.g. kitchens etc. receive instruction on what action to take if discovering a fire
    - on how to conduct an evacuation
    - and where safe to do so and/or necessary for the emergency being dealt with, receive training to extinguish a fire using fire fighting equipment.
  7. evacuation notices, including floor plans and evacuation routes, are posted in key areas where people spend a significant amount of time.
  8. appropriate arrangements have been made for the evacuation of disabled persons (Personal Emergency Evacuation Plans / PEEPS)
  9. fire precautions risk assessment is reviewed every two years or whenever there is a change of circumstances e.g. change of room use, the building of an extension etc.

**ALL MEMBERS OF STAFF** should know:

- what to do if discovering a fire, receiving a bomb threat, or discovering a gas leak
- how to use fire fighting equipment when safe and trained to do so
- the sound of the fire alarm, and how it differs from the alert for (i) a bomb threat (ii) gas escape etc.

*A potential spark from operating the alarm system could have an explosive result, an alternative warning method should be deployed in such an event*

- what to do on hearing the fire alarm
- where to find the nearest escape route, or an alternative if blocked and
- where to find the fire assembly point

**THE CARETAKER** ensures that:

1. good housekeeping is observed i.e. that the storage of materials/ furniture does not obstruct corridors, staircases etc, in order to safeguard escape routes
2. all fire/smoke doors have signs 'Fire Door, Keep Closed' and are never kept open unless by means of automatic release systems
3. all signs relating to fire exits are in positions where they can be clearly seen
4. fire points, water valves, oil, gas & electricity shut off points are known and recorded in the maintenance and utilities file and are free from obstruction



5. the fire precautions logbook is kept in the main school office.

## **On hearing the alarm:**

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### **TEACHERS/TEACHING SUPPORT STAFF/LEADERSHIP TEAM/FIRE MARSHALS**

1. Tell pupils/staff to stop activity
2. Ensure all gas and electrical appliances are switched off/ water taps are turned off
3. Ensure all windows and external doors are closed if a fire
4. Tell pupils to line up in an orderly manner or ask staff to leave
5. Collect together Register (paper and/or computer based), any Inhalers/ Medication or other key items
6. Send pupils/staff to assembly area **if safe to do so**, with an adult leading pupils
7. Ensure no pupils/staff remain behind, close doors/windows if safe to do so, if a fire and follow on at the rear.

### **BUSINESS MANAGER/ADMINISTRATOR**

1. Ring the Emergency Services ON 999 and explain the incident, your location (postcodes and full addresses should be displayed in main reception area) etc.
2. Carry out First Aider tasks if First Aider not present e.g. collect a first aid kit to carry with you
3. Pick up class registers, late signing in book/ known absent pupil list, visitor signing in book, cover list, staff absences, etc. and place in your emergency bag/crate/sack and safely, if necessary using a suitable trolley/sack truck vacate the building
4. Proceed to Assembly Area **if safe to do so**.
5. Open school gates to allow access for emergency services.

### **HEADTEACHER/DEPUTY HEADTEACHER or PERSON TEMPORARILY IN CHARGE**

1. Carry out BURSAR/BUSINESS MANAGER/ADMINISTRATOR tasks if not present
2. Proceed to Assembly Area **if safe to do so**. Deputy to control assembly area.

### **FIRST AIDERS/APPOINTED PERSONS**

1. Pick up portable First Aid Kits
2. Pick up pupil medication, if part of your agreed duties
3. Proceed to Assembly Area **if safe to do so**

### **SITE MANAGER**

1. Check alarm board to identify possible source of fire
2. Confirm if fire or false alarm **if safe to do so**
3. Report to Headteacher/Manager in charge

### **HEAD OF CATERING**

1. Shut down gas, electrical, water supply (**not** for practice evacuation drills)
2. Ensure all gas & electrical appliances are switched off/ water taps are turned off
3. Ensure all windows and external doors are closed if a fire
4. Take your signing-in book

5. Ensure no persons remain behind, close doors and windows if safe to do so, if a fire
6. Proceed to Assembly Area **if safe to do so**.

### **At the Assembly Area**

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#### **TEACHERS/SUPPORT STAFF**

1. Conduct a roll-call for tutor group/check staff arrival
2. Report to the Headteacher/Manager or deputy
3. Await further instructions

#### **BUSINESS MANAGER/ADMINISTRATOR**

1. Ensure a roll-call has been completed for support staff/visitors/contractors
2. Report to the Headteacher or Deputy
3. Await further instructions

#### **HEADTEACHER/DEPUTY**

Ascertain reason for alarm/receive report from person who activated

1. Review suitability of assembly area, moving to either the second assembly area or the refuge location if appropriate
2. Send two members of staff to the main entrance with a site map and phone in order to:
  - stop deliveries
  - have obstructions removed
  - open alternative entrances
  - await the arrival of the Emergency Services and report situation
3. Receive results of roll-call/arrival checks
4. Cross reference absences to known absentees
5. Hand over command and control of assembly area to Deputy and go to liaise with the Senior Emergency Services Officer
6. Inform DSAT and where appropriate, the local authority Emergencies Officer by mobile telephone
7. Await further instructions/agree next steps with Senior Emergency Services Officer and DSAT Services and / or the local authority Emergencies Officer.

### **After being told by the Senior Emergency Services Officer that it is safe to return**

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#### **HEADTEACHER**

1. Review lessons learnt from incident and inform, record action plan, instruct and train as necessary amending procedures, risk assessments etc.

# The EMERGENCY CRATE/BAG/RUCKSACK

This is to be kept in the main office/administrative area and checked at the time of the termly Safety Committee premises inspection.

## 1. Permanent contents:

1.1 Pupil and staff data held on paper and/or laptop computer and/or storage device(s) – giving due consideration to maintaining security and confidentiality of data

- addresses
- home telephone numbers
- emergency contact telephone numbers
- staff car registration numbers

1.2 Other telephone numbers

- DSAT Services
- Local Authority Emergencies Officer
- School coach transport company
- other key contact details e.g. service providers, suppliers etc.

1.3 Basic First Aid Kit – fully stocked

1.4 Tabards (High Visibility and waterproof) sufficient for senior management team and First Aiders/Appointed persons (these are held by relevant staff)

1.5 Keys etc.

- Master keys for all buildings and boundary gates
- Wire cutters for any chain-link fencing if normal escape routes are blocked
- Torch

1.6 Plans (laminated, multiple copies)

- A copy of this document
- Site Plan showing isolation valves for utilities
- Building Floor plan showing location of bottled gas, fuel oil tanks, paint stores, wood stores and other higher risk areas, etc.
- The adapted and improved local Emergency plan

1.7 Miscellaneous

- Notepads; Writing Paper; Flip Charts
- Clipboard with multiple copies of the Headteacher/Managers and other staff checklist/prompt sheets
- Pens & Pencils
- Whistle; Megaphone for maintaining communications and command and control to a large number of potentially, at minimum excited, to at worst traumatised people during evacuation and at assembly points

## **2. Items added at alarm activation:**

### **2.1 Attendance/Visitors etc. Registers (including electronic)**

- pupils/staff
- late book/absentees
- visiting staff
- visitors, contractors etc. signing in/out book
- register of those away on Educational Visits

### **2.2 Two mobile 'phones, ensuring that they are charged up ready for use and used occasionally to maintain network connections.**

### **2.3 Walkie – Talkies, ensuring that they are charged up ready for use**

### **2.4 Pupil Medication**

Consideration should be given to whether a laptop computer could be used to hold a lot of the above information as an extra resource. It would, of course, need to have a fully charged battery and spare, with car and mains charger units too, if time away from the site becomes prolonged. Internet access would also be useful if that can be obtained.

Consideration also needs to be given to the potential not to be able to access the above due to the nature of the incident. This underlines the need to ensure that off-site backup records are kept in whatever formats are necessary. This item links to backing up computer held records covered elsewhere in this document.

# Headteacher/Managers Evacuation Checklist

Date:

Incident start time:

Emergency Services called:

Evacuation completed:

Emergency Services arrive:

DSAT / Local authority emergency officer notified:

Incident description

Assembly area	Time	Names	Comments
Members of Leadership Team/Key Staff present?			
First Aiders/appointed persons present?			
Evacuation Crate/Rucksack/Bag present and complete? Staff sent to be gatekeepers?			
Emergency vehicle access confirmed clear by gatekeepers? Roll/attendance check completed?			
Unaccounted persons?			
Unaccounted persons reported to the Emergency Services?			
Other agencies informed?			
Other?			

Class/Room	Normal compliment	Actual roll call number	Time roll call taken	Known Absences (names)	Persons missing (names)	Last known location of missing

Room	Reported evacuated by member of staff (name)	Time reported	Notes

1. Key staff return equipment, replenish, re-charge, etc.
2. Headteacher/Manager review of incident and if necessary, reports on action plan, informs, instructs and trains staff, amends procedures, risk assessments etc.

**EMERGENCY SERVICES PROHIBIT RETURN – UNSAFE**

Headteacher/Manager activates Business Continuity plans as necessary.

## **Evacuation in response to Unacceptable Behaviour within buildings**

**To minimise potential for unacceptable behaviour:**

### **HEADTEACHER**

1. Review Security Risk Assessment every two years or more frequently
  - (i) when there is a change in the physical layout of the building e.g. the construction of an extension
  - (ii) following an incident
2. Ensure visitor signing-in procedures are strictly observed
3. Regularly update staff regarding possible sources of conflict e.g. disputes with parent/carers, custody battles, suspended pupils or disaffected ex-pupils/banned adults
4. Make training available to staff as described in the Unacceptable Behaviour and Positive Handling policy
5. Consider strategies to reduce the risks of Lone Working – see policy.
  - Ensure that staff always make appointments for meetings about contentious issues so that assistance can be on hand proportionate to the perceived risk. Is your place of work the most suitable location for the meeting?
  - Hold Parents/Carers Evenings in an appropriate area where support is available, such as the hall
  - Main Hall rather than individual classrooms unless assistance/support is readily available
  - Ensure staff know of supporting actions and procedures and/or Security Services for discrete presence
  - The Headteacher's Office and any other interview room to be fitted with an alarm button where possible
  - The Headteacher's Office and any other interview room to have window or viewing panel in door
  - The Headteacher's Office and any other interview room ideally to have a second exit and or layout that allows staff to leave first if an incident occurs
  - Telephone links to external buildings
  - Locked hiding places such as stock cupboards
  - No hidden corners and
  - No 'throwables'.
6. Operate a Red Card system for staff to summon help. This system can be effectively used at busy locations to ensure even young pupils, sent to get assistance, obtain immediate attention
7. Plan for evacuation on a room by room basis if necessary.



**Actual incident**

e.g. a concerned parent/carer threatening violence

**STAFF**

1. Remain with aggressor and use diffusing strategies while seeing if there is any nearby assistance to support you and guide others' actions
2. Do not attempt to remove any weapons
3. Activate your 'call for help' mechanism
4. If unsafe to remain carefully choose exit strategies

**HEADTEACHER**

On receipt of 'alert'

1. Investigate with other members of staff
2. Instruct a member of staff to ring the Police and DSAT
3. Instruct two members of staff to remove those within the vicinity to a refuge
4. Consider follow up banning action in liaison with legal advisors

# TAKING A BOMB THREAT TELEPHONE CALL

## Taking the Call

1. Remain Calm
2. Notify nearby staff by a prearranged signal while caller is on line so that they can summon the Headteacher/Manager
3. DO NOT PUT DOWN THE HANDSET OR CUT OFF THE CALLER
4. Try to keep the caller talking - apologise for the bad line and ask them to speak up

5. Take the caller's message - exact words

6. Do not interrupt the caller, except to ask:

When will it go off?

Where is it planted?

What does it look like?

What kind of bomb/ type of explosive is it?

Why are you doing this?

Who are you? Name:

Address:

What organisation do you represent?

Do you have a code word?

### When the Call has finished

1. Instruct a colleague to summon the Headteacher/Manager
2. If possible, dial 1471 to try to ascertain the number the call was made from
3. Write down all you can remember about the call:

<u>Description:</u>	Female	Male	Adult	Child	Approximate age
<u>Voice Characteristics:</u>			Loud Raspy	Soft Pleasant	High Pitched Intoxicated Deep Other
<u>Speech:</u>		Fast	Slow	Distinct	Distorted
	Stutter		Nasal	Slurred	Precise
	Other				
<u>Language:</u>			Excellent Foul	Good Use of certain phrases	Fair Poor
<u>Accent:</u>		Local	Not Local	Regional	Foreign
	Other				
<u>Manner:</u>			Calm Coherent Righteous	Angry Incoherent Laughing	Rational Deliberate Irrational Emotional
<u>Background Noises:</u>		Office Car Voices	Quiet	Factory Street Aeroplane Music	Traffic Train Party Call Box Animals

CALL RECEIVED BY:

TIME OF CALL:

DAY:

DATE:

**GIVE THIS FORM TO THE HEADTEACHER**

# CAMPUS EVACUATION

Where all persons will have to leave the whole site due to:

1. re-entry to buildings prohibited following an initial evacuation  
e.g. due to fire damage, flooding
2. risk of explosion  
e.g. from a gas leak, unexploded wartime bomb, an unstable industrial process, terrorist threat or activity
3. services breakdown due to adverse weather  
e.g. during a heat-wave - ventilation break down, or a freeze-up - heating break down

## Following Initial Evacuation

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**THE SENIOR EMERGENCY SERVICES OFFICER** will tell the Headteacher:

1. that total site evacuation is required
2. if it is safe to re enter parts of the building for pupils/staff to collect belongings and other work

**THE HEADTEACHER** will:

- arrange for one room to collect belongings at a time and confirm entry and exit route details, if possible
- telephone pre-agreed relocation venue(s)/place of shelter – this will be Sarum Academy Secondary School. St. Peter's is part of a new build estate and there are no closer large, communal buildings.
- telephone DSAT Services
- use email / text communication system wherever possible or telephone if necessary
- distribute tabards from emergency crate/bag/rucksack

**TEACHERS/ SUPPORT STAFF OR FIRE MARSHALS** will:

- direct staff/lead pupils in an orderly manner to the relocation venue/place of shelter, with adequate levels of supervision at front, intermediary and end points of the column

## On arrival at relocation venue

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**TEACHERS/ SUPPORT STAFF OR FIRE MARSHALS** will:

- conduct a new roll call/attendance check
- report to Headteacher
- not leave the relocation venue/place of shelter until appropriate further instructions are received/pupils have been collected

**THE HEADTEACHER** will:

1. contact the Emergencies Officer to confirm:
  - the site has been evacuated
  - confirm relocation venue/place of shelter
  - staff/pupil management arrangements
2. activate the Business Continuity plans as necessary.

# PROHIBITED ENTRY

Where it will not be possible to enter the site due to:

1. severe structural damage  
e.g. resulting from out of hours arson
2. a cordon sanitaire  
e.g. for a scene of crime investigation
3. occupation by displaced persons  
e.g. for people forced to leave their homes due to a Major Incident overnight (agreed and organised with Headteacher/Manager's assistance as part of resilience building)
4. extreme weather  
e.g. heavy snow, flooding

**On discovering that the site will have to be closed/is closed**

**THE HEADTEACHER will:**

- communicate by email or text, or activate the internal telephone tree if appropriate - this will include the Chair of Governors
- telephone DSAT Services
- inform the relocation venue(s) if temporary relocation is appropriate/needed, e.g. Leadership Team to meet and determine appropriate actions, if any, during the incident.

# RELOCATION VENUE

Where a pre agreed but emergency evacuation is activated on a temporary basis, the host venue should activate the following procedure.

## **Beforehand**

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**THE HEADTEACHER** must:

1. Identify and agree who can use the facilities
2. Have a plan which will include arrangements for:
  - arrival and assembly
  - accommodation
  - drinks and food if necessary
  - pick up by parent/carers or others who will be unaware of vehicle/pedestrian control measures
  - pick up by organised transport

## **When relocation process is triggered**

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**THE HEADTEACHER** will:

1. Advise all staff
2. Advise visitors, contractors etc. as necessary
3. Inform catering services where appropriate
4. Free up the agreed emergency accommodation
5. Agree an appropriate response to increased telephone traffic with appropriate support staff
6. Keep DSAT Services informed of progress
7. Provide agreed assistance to incoming management

# LOCKDOWN

When it is necessary to remain within buildings due to:

1. severe weather conditions  
e.g. thunder and lightening
2. potential act of terrorism
3. intruders  
e.g. roaming dogs, aggressive adults
4. projectiles aimed at users/buildings  
e.g. from airguns, catapults
5. noxious fumes blowing onto the site  
e.g. from a fire in an adjoining factory or a possible chemical/ biological/ radiological incident
6. Police Activity  
e.g. a sweep for criminals using a helicopter, dogs etc
7. Emergency Services Activity  
e.g. a Road Traffic Accident outside involving a potential or actual hazardous release, a nearby train derailment

## LOCKDOWN - ROLES AND RESPONSIBILITIES

### Beforehand:

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#### HEADTEACHER

1. Ensure there is a clear unambiguous signal which will alert all staff to a Lockdown, while at the same time not necessarily agitating the trespasser, if that is the nature of the alert – this will be up to ten short rings of the school bell or blasts of a whistle if people outside
2. Ensure that the Lockdown procedure is posted on the Health, Safety and Welfare Notice board and other key locations
3. Allocate key roles and ensure deputies for those staff in case of absence. Ensure the Lockdown procedure is rehearsed at a frequency that reflects local risk assessment, but at minimum twice per year
4. Update staff with information on emergency services exercises, disputes with parents/carers, custody cases, banning cases etc. on a regular basis
5. Inform appropriate interested parties and parents/carers of the procedure they should follow in the event of a Lockdown e.g. If there is an incident e.g. a large fire in a nearby factory, do not come to School for your children as you may be putting yourself at risk. We will keep all our doors firmly shut. We will keep your children safe. Do not 'phone the School as we will be using the telephones for communicating with the authorities. Keep looking at the school or local authority website for any updates regarding the situation. Where appropriate, listen to the Local Radio for further information. (also see During Lockdown)

## **STAFF**

1. Ensure that the Lockdown signal is recognised – up to ten short rings of the bell or blasts of a whistle if outside
2. Ensure that the Lockdown procedure is known and your role and responsibilities in response

### **On hearing the Lockdown signal:**

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#### **STAFF OUTSIDE** the building, without panic but with due urgency

1. Usher all inside to go to their rooms, unless unsafe to do so when an alternative should be communicated
2. Check that there are none who miss the signal as they are in 'hidden' areas etc.
3. Close and lock doors, windows and other potential access points
4. Remain by doors until instructed otherwise

#### **STAFF INSIDE** the building

1. Remain by external doors until they are locked and supervised
2. Take on allocated duties or proceed to own room
3. Lock external room doors, close windows/blinds
4. If smoke, noxious fumes etc. outside, turn off ventilation fans etc.
5. Move away from windows if appropriate
6. Obtain calm
7. Conduct a roll call
8. If appropriate and safe to do so, send headcount to Headteacher (by email if part of agreed procedure) and alert if any missing
9. Embark on normal activity
10. Await further instructions or confirmation that the incident has concluded – a further series of short rings of the bell will sound - by email to all staff if part of the agreed procedure

#### **BUSINESS MANAGER/ADMINISTRATOR**

1. Go to main entrance/control point
2. Ensure door security
3. Ensure any communication devices are activated and in use to agreed protocols
4. Ring remote locations e.g. split site, Kitchens to ensure awareness
5. Open the Emergency Rucksack/Bag/Crate



#### **HEADTEACHER OR PERSON TEMPORARILY IN CHARGE**

1. Take command and control and ascertain cause of alert
2. Ensure Emergency Services and if appropriate, security services are contacted
3. Ensure that procedures have been activated and completed
4. Receive headcount and situation reports – communicate with staff via email if that is the agreed procedure
5. Ensure occupants are moved away potential hazards e.g. from the side of the building facing fire or potential explosion and in storms away from atriums, conservatories, parapets, chimneys
6. Inform DSAT Services and / or the local authority Emergencies Officer

#### **During Lockdown**

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#### **HEADTEACHER OR PERSON TEMPORARILY IN CHARGE**

1. Agree activation of an appropriate response to anxious telephone calls with responding staff to include:

‘Please do not come to the site, you may put yourself and those here at risk. We will keep all our doors, windows etc. firmly shut and occupants safe. If you insist on coming to the site we will not let you in.

For those who ignore and challenge these instructions – the safety of staff and the majority must be of prime concern. However, we may have to ‘release’ individuals in a manner that does not let potentially contaminated people or contamination in, e.g. quickly allowing exit through controlled twin sets of downwind doors

2. Liaise with DSAT Services and local authority Emergencies Officer

#### **Afterwards**

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#### **HEADTEACHER OR PERSON TEMPORARILY IN CHARGE**

1. Liaise with DSAT Services and with local authority Emergencies Officer regarding any necessary ongoing support and actions

#### **Later**

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#### **HEADTEACHER OR PERSON TEMPORARILY IN CHARGE**

1. Review lessons learnt from incident with appropriate parties, record on action plan

# EDUCATIONAL OFF-SITE VISIT INCIDENTS

in the event of, e.g.

1. a lost pupil
2. road traffic accident
3. injury or illness
4. theft/robbery/violence & aggression
5. family problem at home
6. potential act of terrorism

## EDUCATIONAL VISIT EMERGENCY PROCEDURE

### Beforehand:

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### HEADTEACHER/EDUCATION VISITS CO-ORDINATORS

Ensure that Educational Visits do not proceed unless in compliance with Off-site Visits and Transport policies in particular, e.g.

- There is a Trip Leader and deputies as necessary, e.g. one per vehicle
- There is a 24/7 Contact
- Risk Assessments have been obtained and tailored/carried out for each aspect of the Educational Visit
- There is a transport plan e.g. to cover driver breaks, routes etc.
- The School Educational Visit Checklist has been completed e.g. to cover staff/pupil ratio provision of First Aid, etc.
- The local authority have been informed, using the most recent forms, of any category C (adventurous) and/or residential activities via the Evolve system, within the requested timescales

### TRIP LEADER

To ensure that s/he has:

- become familiar with the appropriate policies as necessary for the visit
- has obtained Risk Assessments from venues (where available) and tailored them appropriately
- risk assessed each aspect of the Educational Visit
- has Plan Bs in place in the event of planned activities having to be abandoned due to Health and Safety considerations
- drawn up a transport plan
- sent off the offsite visit form, if applicable
- completed the School Educational Visits checklist
- has laminated copies of both the School Educational Visit Emergency Procedure and the Policy, Procedures and Code of Practice for Off Site Visits Appendix A 'Emergency Number and Emergency Procedures'

## **On leaving**

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**TRIP LEADER** ensures that:

- the original Parental Consent/Medical information/Emergency Contact sheets are taken on the Educational Visit – replicated for deputies as necessary
- a list of all trip attendees must be left in the office
- the trip mobile telephone(s) is/are fully charged and in working order

**SCHOOL CONTACT** ensures that:

- the school mobile telephone is fully charged and in working order
- both the Headteacher and DSAT Services contact numbers are known and saved on mobile phones for easy access
- there is easy access to Parental Consent/Medical information/Emergency Contact sheets

## **On arrival**

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**TRIP LEADER**

- Telephones School Contact to ensure communication channels open

## **During Educational Visit**

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If an Emergency occurs at a pupil's home e.g. illness of a relative

1. School Contact to inform Trip Leader of parents' wishes
2. School Contact to inform Headteacher
3. Assistance is offered, as appropriate, to help with the situation

If an Emergency occurs on the Educational Visit e.g.

1. Delay due to severe weather or transport problems

Trip leader to keep School Contact informed of any substantial delay e.g.

- greater than 1 hour, or
- a variation in Estimated Time of Arrival back at School greater than 30 minutes

School Contact to activate trip / school communications system by text or email

2. Any accident requiring a visit to hospital

Trip leader to inform School Contact:

- once immediate situation secured, rest of group settled, and hospital transport arranged, then
- once hospital diagnosis is known

3. Any illness requiring a visit to hospital

Trip leader to inform School Contact:

- once pupil comfortable and rest of group settled and then
- if pupil deteriorates or treatment changes

4. Theft/robbery/violence & aggression

Trip leader to inform School Contact

- once immediate situation secured, rest of group settled and then
- once statement has been given to local police

5. Missing pupil(s)

Trip leader to inform School Contact

- as soon as reasonable give number of pupils, age, activity, physical environment and then again
- pupils should have school contact details on them as a wristband or pocket slip
- when local police informed and action underway

6. Civil strife, coup d'état, war

Trip leader to inform School Contact

- at very first signs of abnormality and then
- when pupils are confined to residence

7. Disruptive behaviour liable to have Health & Safety consequences

Trip leader to inform School Contact

- immediately following incident and then
- when early return of pupil agreed

**For 2 to 7 of the above: School contact to activate communication plan, including notification of local authority Emergencies Officer, Health and Safety Advisors and DSAT Services and completion of incident forms**

# The 'Bomb Alert' Notice

To be displayed in the staff room, on the Health and Safety notice board and other key locations.

This 'Bomb Alert' procedure differs from the 'Fire Alert' procedure in the following significant ways:

- The alarm bell/sirens sound intermittently in short bursts (a device has been fitted to fire alarm systems to achieve this)
- The assembly area is at least 200m away from buildings and car park. **There are no large, communal indoor spaces in the near vicinity so the pupils will be taken to the communal gardens/park adjacent to the Adlam Way/A360 roundabout.**
- Doors and windows do not need to be shut
- Personal items to be removed to make suspect device easier to identify

## DO NOT USE MOBILE 'PHONES

**When the bomb threat alarm sounds:**

### HEADTEACHER

- Take command and control and direct all to the appropriate assembly area
- Liaise with the emergency services and DSAT Services / local authority Emergency Officer as appropriate
- Ensure security of premises during the alert

### OCCUPANTS

- Stop activity
- Ensure all gas and electrical appliances are switched off/water taps are turned off etc.
- Go to appropriate assembly area in an orderly manner with possessions, coats etc.

### STAFF, AS IDENTIFIED

- Collect the emergency crate and add other identified resources e.g. registers. Take other resources as necessary
- Direct occupants to the appropriate assembly area ensuring nobody remains behind
- proceed to assembly area and conduct a roll call/attendance check
- Report to the Headteacher

# The 'Gas Leak' Notice

To be displayed in the staff room, on the Health and Safety notice board and other key locations.

The 'Gas Leak' procedure differs from the 'Fire Alert' procedure in the following significant ways:

- **DO NOT ACTIVATE THE FIRE ALARM** (a spark may have disastrous consequences)
- The Gas Leak Alert is a whistle sounded intermittently
- Doors and windows are left open
- The assembly area is at least 200m away from buildings and car park at **There are no large, communal indoor spaces in the near vicinity so the pupils will be taken to the communal gardens/park adjacent to the Adlam Way/A360 roundabout.**

## DO NOT USE MOBILE 'PHONES

**When the gas leak alert sounds:**

### HEADTEACHER

- Take command and control and direct all to the appropriate assembly area
- Liaise with the emergency services and DSAT / local authority Emergency Officer as appropriate
- Ensure security of premises during the alert

### OCCUPANTS

- Stop activity
- Ensure all gas and electrical appliances are switched off/water taps are turned off etc.
- Go to appropriate assembly area in an orderly manner with possessions, coats etc.

### STAFF, AS IDENTIFIED

- Collect the emergency crate and add other identified resources e.g. registers. Take other resources as necessary
- Direct occupants to the appropriate assembly area ensuring nobody remains behind
- proceed to assembly area and conduct a roll call/attendance check
- Report to the Headteacher

## Important telephone numbers

[illegible]

# Recovery and Resumption

## Purpose of the Recovery and Resumption Phase

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

## Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of Staff and Pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect. [Insert how this will be done e.g. website/telephone etc. Consider who needs to know that normal working practises have been resumed e.g. Parents/Carers, Local Authority etc] School Comms or School cascade system both available.	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with Staff (and possibly with Pupils). Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the School Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the School.	<input type="checkbox"/>
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan is read by all members of the Business Continuity Team	<input type="checkbox"/>