

06.03.05 - EMERGENCY PLAN

Policy:	NMS 19
Applies to:	All staff and pupils
Author:	DA
Date:	January 2017, revised April 2025

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1. FORWARD

Objectives

- Protect and save lives
- Contain the incident
- Work effectively with the emergency services
- Retain business continuity
- Assist in any investigation
- Communicate with parents and key stakeholders
- Restore normality as soon as possible
- Maintain reputation

Incidents Covered:

- Off-site emergencies
- Off-site hazards
- Death / serious injury of pupils or staff
- Violence to staff or pupils
- High value kidnap
- Intruder access
- Strike action
- Bomb threat
- Infectious health hazard
- Vandalism / arson
- Adverse media attention
- Safeguarding issues
- Serious SLT misdemeanours
- Minor on-site utility emergencies

2. EMERGENCY TELEPHONE NUMBERS

Emergency Contact Numbers	Jan-2025	
Name	Home No	Mobile No
SMT members		
Lewis, Joe		07795 485636
Lewis, Milly		07748 840904
Ansell, David	01580 201744	07810 444463
Andrew, Ross		07384 812335
Bright, Dale	01580 752874	07917 420750
Bright, Andrea	01580 752874	07786 548855
Fox, Tim		07709 035191
Clarke, Ben	01580 753 105	07956 985959
Chairman of the Trustees		
Beart, Nick		07768 764940
Maintenance Manager		
Payne, David		07384 812332
Kent Police (non-emergency)	101 or 01622 690 690	
Network Power	0800 31 63 105	105
South East Water	0333 000 3330	
Marsh Insurance Broker		
General Insurance	01444 335273	
Emergency Marie Finnerty (not office)	01444 458144	07825 063191
PR Consultants Chelgate	0207 7939 7939	
Contractors		
Electricians Anthony Hamer	07929 125 364	
Plumber Aaron Plumbing	07989 448 962	
Glazier Croft Glass	01424 436 776	



- The Head, on advice from the Bursar, should activate the plan. If the Head is absent then the responsibility will fall to the Bursar and then to the Deputy Head (P). One of these three senior managers should be contactable at all times.
- The Chair of the Board of Governors should be informed as soon as possible and should nominate a spokesperson for the Board.

4. INTRODUCTION

a. Fast facts (For external consumption)

- School roll (Autumn 2024):
Nursery- 22
PP- 90
PS- 289
Total- 401

- No of Staff - 120
- 249 acres
- Grade 2* listed mansion
- Postcode: TH18 5DJ

b. Training Requirements

The Plan should be rehearsed once biennially after appropriate training of any new staff that will be involved; a table top discussion will suffice but a 'live' exercise should be planned at least once every five years. Any 'real' incidents in a year will count as a rehearsal.

5. INCIDENT MANAGEMENT TEAM (IMT) & RESPONSIBILITIES

a. Team Leader (JL)

- *Responsible for effective activation and management of the plan*

b. Spokesperson (JL/ML)

- *Responsible for being the primary contact with the media and 'external' face of the School*

c. Medical Liaison (AB)

- *Responsible for the welfare of pupils and staff requiring medical attention*

d. Relative Liaison (AS)

- *Responsible for communications with staff, pupils, and families / relatives*

e. Media Liaison (ML)

- *Responsible for managing the School's dealings with the media during an emergency in order to maintain Brand Protection and Reputational Enhancement*

f. Estates Liaison (DP)

- *Responsible for facilitating all access to the School grounds by external stakeholders in order to ensure prompt and effective response and recovery*

g. Investigation Liaison (DA)

- *Responsible for the coordination and facilitation of post emergency investigation in order to demonstrate the School's duty of care and mitigate liability*

h. Incident Secretary

- *Responsible for maintaining a record of all communications made and decisions and actions taken*

6. INITIAL INFORMATION REQUIREMENTS

- Nature of the incident.
- Exact location and time of the incident.
- Number of casualties and details of injuries etc.
- Names and home numbers of those involved.
- Emergency services involved.
- Actions taken so far.
- Location and telephone number of where the call is being made from.
- Any media response.
- Name of person who took the initial call, and time the initial information was received.

APPENDICES

A- IMT FIRST MEETING AGENDA

Not all of these categories will be relevant in every emergency. The aid memoire's purpose is to give guidance during a stressful and possibly rapidly changing situation.

1. Situation

- What happened, when, where, why (if known)
- Details of actions presently being taken, including other parties involved
- Numbers of, name, injuries, present location of all casualties, and details of those not accounted for.
- Total number of persons involved and total known to be safe and their present location. (Record all names of personnel involved, including witnesses and obtain contact numbers before sending them home.)
- Details of any visitors or contractors involved.
- Estimate of immediate effect on the school.
- Estimate of obvious weaknesses in the response.
- Details of additional support immediately required.
- Dedicated numbers for communications including fax, mobiles and e-mails.
- Deployment of additional resources to the scene with communication links.

2. IMT Details

- Composition of the IMT
- Location of the IMT
- Responsibility of recording details of the incident

3. Liaison Requirements: Contact arrangements are required for the following:

- Scene of incident
- Emergency services
- Parents
- Governors
- Media
- Regulatory authorities
- Hospitals
- Neighbouring premises
- Suppliers / contractors who also may be affected
- Associated schools

4. Pupils, Parents and Staff

- Locate personnel records.
- Flow of approved information to all including relatives.
- Accounting for persons who are missing and injured, requesting police assistance to inform Next of Kin (NOK).
- Informing parents of persons who are safe and collection actions.
- Reception, welfare and rehabilitation requirements.
- Advice regarding enquiries from the media.
- Advice regarding giving evidence.

5. Media Issues

- Spokesperson?
- What calls go where
- Media Statements. Decision on the content of an immediate statement for release to public and media
- Authorisation procedure
- Activity on SM
- Prepare Q&A

6. Other Issues

- Appoint spokesperson and support staff
- Formulate statements in co-operation with other parties involved e.g. Emergency services
- Monitoring of press and media broadcasts.
- Advice to staff, pupils and dependants regarding the handling of media enquiries.
- Hosting and escort arrangements for visiting media.
- Briefing of other sites to whom enquiries may be directed.
- Rehearsal of spokesperson
- Audio recording of interviews, press conferences etc.

7. School Communications

- Reception to be briefed on what calls to go where
- Enquiry lines, parents / relatives, media, others and manning requirements

- Blackboard
- Operational lines with no public access
- Mobile communications for liaison personnel
- Tape recordings
- Email monitoring

8. Financial Issues

- Accounting for costs of incident including recovery considerations, nominate an accounting code
- Funding of victims and their dependants' immediate requirements
- Sources of additional funds
- Appeal

9. Insurance Issues

- Inform insurers and comply with conditions
- Third party insurers
- Assessor to the scene
- Photographic evidence and written inventory of damage
- Secure storage of salvage / replacement equipment.
- Disposal of waste.

10. Legal issues

- Beware admission of liability, allocation of blame
- Obtain copies of any contracts / trading conditions that may be relevant
- Inquiry considerations
- Preservation of evidence
- Legal record of proceedings
- Interviewing of witnesses
- Statutory reporting requirements under HSAW or other regulations
- Contact third party legal advisers including dependants who may be affected.

11. Medical Issues

- Independent advice
- Liaison with hospital, GPs, Environmental Health Officers
- Decontamination (kitchens etc).

12. Administration

- Security of site, meeting rooms, records, salvage and replacement materials (high vulnerability to theft after replacements are made)
- Emergency power and lighting.
- Making place safe or cordon off unsafe areas.
- Controlled re-occupation.
- Alternative accommodation and facilities.

- Catering
- Transportation
- Overnight manning
- Off-site storage of records and plans

13. Recovery At an early stage appoint a separate team to look at recovery arrangements, which will include many of the items listed above including:

- Clean-up / disposal of waste (consider evidential requirements).
- Inventory damage.
- Prioritise the clean up / recovery.
- Welfare and counselling arrangements.
- Funding of victims' or dependants' immediate requirements.
- Attendance at funerals, purchase of wreaths

B- LAYOUT AND ORGANISATION OF IMT

Provisional Locations: Where will depend upon the nature of the emergency, if Mansion out of use then Harris Building music area possible.

IMT: HM Study

Family Liaison: ML Room / RA Office

Media Liaison: ML Room

Incoming calls: Reception

Business Recovery (short term): Bursary

Log sheet

Your Name:		Date:		Sheet Number:	
Serial	Time	Event	Action Taken	Initial	

C - RELATIVE ENQUIRIES GUIDELINES

(RELATIVE LIAISON (AS))

The Aims of the Relatives Enquiry Team

- To draw calls away from other locations.
- To give assurance to callers.
- To ensure that external callers are dealt with in a professional and caring manner.
- To control the release of factual and approved information. The school must speak with one voice and be seen to speak with one voice.
- To gather information from relatives.
- To provide welfare assistance if required.

General Guidelines in replying to phone calls

- Be considerate and caring:
- Be calm and controlled.
- Be prepared to listen to concern and do not interrupt.
- Ensure that your tone of voice is comforting not patronising.
- Treat them as individual important people.

Do not offer to call people back. Ask them to ring you in an hour, explain that you are very busy and that there are a number of relatives who will be waiting to call the team. BUT, if you promise to ring back, keep your promise.

- Avoid direct expressions of sympathy.
- Avoid attempts at reassurance (if you don't have confirmed information).
- Be patient and methodical.
- Reassure them that the school and the emergency services are doing all they can to respond to the emergency.
- Keep a record of all calls, and what was said on the calls.
- Ask them to stay on the number that they are on, or suggest that they move to a friend or relatives house for support (if they do, ask them to call in and let you know the new telephone number).

DO'S AND DON'TS

DO'S

- Only give approved confirmed information
- If in any doubt about any caller or your response, consult the Team Leader
- Always try to be helpful
- Be considerate
- Keep calm
- Give your name if asked
- Say that you are an authorised spokesperson if asked.
- Assume everything you say will become public knowledge
- Defend the School at all times
- Ensure calls are returned if you have promised to.
- Take a break if you are feeling over-stressed
- Refer the calls from the media to the Media Liaison (ML)

DO NOT

- Do not lose your temper
- Do not speculate
- Do not give out unofficial information
- Do not promise to ring back unless you absolutely have to.
- Do not withhold any publicly available information

D - ACTIONS IN THE EVENT OF AN EMERGENCY ON A SCHOOL TRIP

Guidance on Emergency Procedures

A copy of the following guidelines must be taken by all party leaders and their deputies. This plan is included in the 3.20 Schools Visits Policy (Appendix 5)

ACCIDENT AND EMERGENCY

1 GENERALLY

- 1.1 The Group Leader, supervisors and helpers should be aware of the risk, however, remote, that there might be death, personal injury, damage to property or involvement with the police at a location where help is less readily available than under normal circumstances at home.
- 1.2 It is only prudent for procedures to be drawn up, understood and agreed by the Group Leader, supervisors and helpers and also the pupils.
- 1.3 Following an incident, photographs that are taken, tape recordings and written statements and notes become evidence. Great care should be taken over accuracy and record keeping in particular names, timing and date. Photographs should, if possible, record height of lens and approximate position on a sketch plan.
- 1.4 No liability or any form of blame must be admitted without insurer's consent or cover under the policy may be jeopardised.

2 ACCIDENT AND INJURY

- 2.1 Establish nature and extent of the emergency
- 2.2 Make sure that all other members of the party are accounted for and safe.
- 2.3 If there are injuries, establish their extent and administer first aid (if you have been trained or feel capable - but be aware of consequences that might follow were you to give incorrect treatment).
- 2.4 Establish names of the injured and call relevant emergency services
- 2.5 Advise other party staff of the incident and that emergency procedures are in operation.

- 2.6 Ensure that an adult from the party accompanies casualties to hospital or if on your own you go with the injured pupil(s); the Emergency Services will look after the rest of the party until another member of staff arrives.
- 2.7 Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base.
- 2.8 Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for.
- 2.9 Control access to telephones until contact is made with the Headmaster, Deputy Headmaster or Bursar and until they have had time to contact those directly involved. Pass full details of the incident (name, nature, date and time of incident, location of incident, details of injuries, names and telephone numbers of those involved, action taken so far).
- 2.10 Telephone numbers for future communication (identify alternate telephone numbers in case telephone lines become jammed).
- 2.11 The school will arrange to contact the parents of those involved. In serious incidents the parents of all party members should be informed.
- 2.12 Each witness who is able should as soon as possible make an individual written account of what occurred. Accuracy, names, dates and times are essential. A rough sketch plan should be drawn showing the main features if appropriate.
- 2.13 Take photographs and generally record the circumstances as best may be done at the time.

3 STATEMENTS AND ADMISSIONS

- 3.1 Under no circumstances should anyone make a statement to the press or any admission of liability for any occurrence other than on legal advice. Make a written record of oral legal advice - including name, address, date and time.
- 3.2 Statements to the police, HM Revenue and Customs or other officials should only be made in the presence of a lawyer and on his/her advice. This applies equally to oral as to written statements.

4 THEFT OR OTHER LOSS

- 4.1 Where a claim might be brought following theft or other loss, the local police must be informed.
- 4.2 The Group Leader should note down the name, address and reference of the official and the time and date the report is made.
- 4.3 Written confirmation of the report should be obtained from the official, if practicable.

E - FIREARMS AND WEAPONS ATTACK (MARTYN'S LAW)

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. The safest place is behind a locked door with curtains/blinds drawn.

Full guidance is contained on the NaCTSO website:

<https://www.gov.uk/government/publications/recognising-the-terrorist-threat>

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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.

F- SHELTER IN PROCEDURES (MARTYN'S LAW)

1. Aim

Lockdown (Shelter In) 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 lockdown is to prevent people moving into danger 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.

2. General

Threats of violence could come from many sources the most likely would be:

- A disaffected pupil past or present
- Terrorist looking for a 'soft' target or against a specific 'high profile' pupil
- Direct criminal activity

Threats could be pre-warned (if we're lucky) but most likely it would be a surprise 'attack'. It is prudent, therefore, to plan for all eventualities and contingencies have been drawn up for the following scenarios:

- Normal daytime working week
- Weekend during the day and after School
- At night

3. Daytime Alert

Any alarm received during the day will result in a two-phase reaction:

Phase I - remain in current location:

- Classrooms in use will draw blinds, lock the door and wait for further contact;
- PE / external classes should move to the nearest building
- Maintenance, Grounds, and domestic staff should move to Building Closest to them;
- If safe reception staff should move to the Bursary
- Bursary staff and anyone in Offices should remain where they are and lock all external doors.

Phase II – move to Sports Hall under police escort

- The Police will arrange escorts to Sports Hall
- Everyone to remain in Phase I locations until contacted
- Note communications in the following paragraph

Alarm & Communications:

An alert will be passed via PCs on the Academic Network and SMS to all academic and support staff.

Teachers in classrooms will receive an alert on the screen of their PC. An example alert:

Emergency: go into lockdown

Await further instructions

They will also receive a text on their mobile (if they have one); they should take the following action:

- Keep calm!
- Lower blinds and lock the door
- Collect all mobile 'phones to restrict communications
- Email help@saintronans.co.uk with the following details:
 - Your name and number of pupils
 - The class you are teaching
 - Location
 - A mobile 'phone number if you have one
 - Any other appropriate information
 - Wait for an acknowledgement

It is essential that two-way communications is established at this stage in order to facilitate Phase II.

During Games and after School

- During the games Prep School pupils could be almost anywhere on site; the problem will be to locate and secure them.
- On hearing the alarm teachers taking games and outside extras should take (if safe to do so) children into Tongswood.

Teachers should then contact the Bursary with the following information

- Your name and number of pupils
- The class / extra you are teaching
- Location
- A mobile 'phone number if you have one
- Any other appropriate information
- Wait for an acknowledgement

At Night

All students and staff will be in dormitories or staff accommodation; the problem will be raising the alarm

Alarm & Communications

Call: 999 and then Bursar if possible

4. Actions On

Event	Action
Receiving a threatening 'phone call to the School or any individual in it	Call Police: Depending on threat lockdown if imminent danger
Observing any violent threat to an individual's safety (shots fired)	Call Police: Immediate Lockdown
Receiving an alert via the PC or mobile 'phone	Keep Children in Room, close windows, blinds, lock door, hide so can't be seen from window
Being in the same building where shots are fired	Keep Children in Room, close windows, blinds, lock door, hide so can't be seen from window
Being in the same room where shots are fired or violent threat of action by a third party	Run if possible: Alert School
Being in open ground and you hear shots fired in a building	Run and hide, do not enter building
Being in open ground when shots are fired near you	Run and hide if possible, or lie down and make small a target as possible, keep quiet
As a member of the SMT	
As a House Parent	
As a Teacher	Keep Children in Room, close windows, blinds, lock door, hide so can't be seen from window
As a member of the Support Staff	
As a member of medical staff	

5. Command & Control

Ideally the IMT should form as soon as possible but this may not always be possible or safe to do so. Initial contact should be made via radio or mobile to other members of IMT

During the working day

The Incident Management Team (IMT) should be formed as soon as possible and only using staff available.

After school or at weekends

The Headmaster and Bursar should be informed as soon as possible; they should form the IMT with as many available staff but only if safe to do so.

At night

The Boarding Staff to contact Headmaster and Bursar to coordinate from their current location until the Police arrive

Locating staff and students

The Boarding Register will be online and accessible remotely compiled

IT

- IT Staff should secure the server room and stay where they are.
- Network control
- External communications
- Passwords

6. Refuge Area

The Lodge is a possible refuge area once the site has been secured by the Police. It has network access and is on edge of the site and thus easily accessible by school and other agencies staff.

Offsite the plan would be to use local Hotel Accommodation, eg the Queen's Hotel (Hawkhurst) has a large function room which has wi-fi access.

7. Parents

See Annex G Emergency Communications

8. Media Relations

See Annex K Emergency Media Response

9. Summary

The initial advice from the Counter-Terrorism Police is **Run: Hide: Tell.**

Saint Ronan's School Estate is such that if an incident were to occur then it is likely that there would be differing elements of the plan involved; children at games would run but those in lessons would hide. Every situation will be different and the execution of the School's response will need to be tailored by leadership. This document is not designed to be proscriptive but to provide the Saint Ronan's community with guidance for what to be in an emergency.

G. EMERGENCY COMMUNICATION

1. PURPOSE:

The purpose of this policy is to establish and delineate the responsibilities and procedures that we will use to communicate to pupils, staff, parents, media and general public during an emergency.

2. POLICY

- a. The emergency communication efforts will be directed by the Headmaster. In the absence of the Headmaster this role will fall to Deputy Head Pastoral and then the Bursar.
- a. Each term the School Office will produce a contact list of those who need to be contacted in the case of emergency.
- c. Master emergency contact lists will be established and maintained the School Office and Bursary.

Separate emergency contact lists will be kept for:

- Staff
- Parents
- Emergency Contractors & Services

Hard copies of these emergency contact lists will be kept off site at the Headmaster, Deputy Head (Pastoral) and Bursar's Houses.

- d. The Incident Management Team (IMT) will determine which is the most appropriate method of communication. Available are:
 - SMS (If power outage remote access can be used)
 - Telephone
 - Land line
 - Mobile
 - Email
- e. The Headmaster will agree and approve any communication issued by the School.
- f. If the emergency is likely to escalate and involve the media then advice should be sought from the School's PR consultants.

Terence Fane-Saunders, Chelgate Limited, Number One Tanner Street, London, SE1 3LE.

Tel: 020 7939 7939

Email: tfanesaunders@chelgate.com

3. PROCEDURE

The initial procedure will depend upon the weather and:

- If the school has electricity or not

24/04/2025 03:06

- the time of the emergency

Electrical Supply

No Power Cut

If the school power supply is intact then all routine communication options will be available

Power Cut

In the event of a power cut the school's telephone and computer network will no longer function.

SMS text messages can be accessed from any computer that has internet access this may require an off site visit.

There is access to non switchboard lines from:

- The School Office
- The Kitchen
- The School has a number of mobile phone which are kept charged for emergency use

Analogue phones will be available for use on these emergency lines.

School in Session

The Headmaster will convene a communications team

School not in Session

The person discovering the emergency will inform the either the Headmaster, Bursar or Deputy Headmaster.

If the parental body need to be informed the Communications Team will be called in and the procedure outlined below followed.

4. EMERGENCY COMMUNICATION TO PARENTAL BODY

1. The statement to be made should be approved by the Headmaster
2. A SMS text message will be sent to all registered users
3. The Communication Team will assemble in the School Office to be:
 - briefed by the member of the SMT responsible for communication
 - given the names and numbers of the contacts to call
 - allocated a call point
4. The numbers called and any relevant notes should be recorded on the call sheet.

Emergency Contact Sheet: Parents

Incident _____

Date _____ Caller _____

Name	Home	Called	Work	Called	Mobile	Called	SMS	Sent	Notes

H-REPUTATION MANAGEMENT

If a situation arises where there is likely to be damage to the School's reputation, eg in the case of a sexual allegation against a member of staff the following procedure is likely to be followed. Note: the exact procedure will be dependent upon the nature of the incident and advice received from the lawyers.

1. For allegations against staff refer to and follow the Managing Allegations against Staff Policy, which is an integral part of 4.15.1 Safeguarding Policy (as amended by KCSE Sept 2016)

2. **Contact School Lawyers:** Veale Wasbrough Vizards LLP, for advice:

Naseem Nabi, Veale Wasbrough Vizards LLP, Orchard Court, Orchard Lane, Bristol BS1 5WS

Direct Line: 0117 314 5630 Office: 0117 925 2020 Mobile: 07500 702 450

Email: nnabi@vww.co.uk

3. **Contact Insurance Brokers:** Marsh

Marie Finnerty	Director	Tel 01444 335273
		Mobile 07825 063191
		Email Marie.Finnerty@marsh.com
Dawn Walters	Account	Tel 01444 335273
	Executive	Mobile
		Email Dawn.Walters@marsh.com

4. **Contact Chelgate** (PR Consultants:- Likely to be paid for by insurers so talk to Marsh first!)) for advice and details of media management:

Terence Fane-Saunders, Chelgate Limited, Number One Tanner Street, London, SE1 3LE.

Tel: 020 7939 7939

Email: tfanesaunders@chelgate.com

5. **Write to staff and parents:** Drafted by VWV and Chelgate in consultation with the School

I- PERSONAL EMERGENCY EVACUATION POLICY (PEEP)

Saint Ronan's School positively promotes inclusion and will take all reasonable steps to ensure that children/young people or staff who might be classed as disabled or SEN are not discriminated against or treated less favourably than others.

To ensure the safety of all persons in an emergency situation the school will create Personal Emergency Evacuation Plans (PEEPs) where a need has been identified. (See Staff handbook 6.3.4.2 Guidance and Policy for the production of Individual Personal Emergency Evacuation Plans for full details).

J-POST TRAUMATIC STRESS IN CHILDREN (PTSD)

In the event of a disaster scenario, we are mindful that children may suffer from PTSD which needs to be treated early.

Action:

1. **Contact the Kent Safeguarding Team** to seek advice and talk them through the action you propose taking.

Kent Safeguarding Children Board, Room 2.60, 2nd Floor, Sessions House, County Hall,
Maidstone, ME14 1XQ

Email: kscb@kent.gov.uk

Tel: 03000 421126

Local Authority Designated Officer (LADO):

Tel: 03000 410888

Email kentchildrenslado@kent.gov.uk

2. **Contact the School Counsellor** or equivalent at that time, to come in to school to address staff in ways to handle emotional first aid for children.

Carloine Clarke-Webster.

Fir Tree Cottage

Woolpack Corner

Benenden Road

Biddenden

Kent

Tn27 8BU

Mobile: 07977266525

Email: caroline@windmilltherapycentre.co.uk

Ask the counsellor to talk to the school in entirety, in year groups and individually (this will also be available for staff) if necessary. This process should happen immediately and we would anticipate at least one week of dedicated counselling help.

3. Send an information leaflet to parents which states:

Information for Parents and Pupils

This section has been compiled in an attempt to help the children to come to terms with the sudden death of a friend. We hope you will find it useful in the weeks and months that lie ahead. If at any time you feel in need of further help, please contact either the School or any of the organisations listed on the back of the leaflet.

It is important to reassure your child that the death of a young person is a very unusual event. We all have our own ways of dealing with everyday stresses. We talk things through and put our own interpretations on to events, which helps us to make sense of our world. When we are confronted by stresses that are sudden, unexpected and devastating our usual ways of coping are overwhelmed. We are left with feelings of fear and powerlessness, and we are unable to put things out of our minds.

Points to bear in mind

- Children tend to express grief in their ways of behaving. They act out their feelings and emotions. We cannot always know what they are thinking or feeling. Take cues from their behaviour.
- All children react differently. Withdrawal, aggressiveness, panic, anxiety, anger, guilt, fear, regression and symptoms of bodily distress are all signs of grief. Try to be patient and understanding.
- When children are grieving they have shortened attention spans and may have trouble concentrating. School-work may be affected.
- A child may attempt to deny feelings of anger, hurt and fear by repressing them. Eventually grief takes over and their feelings leak out. It may be months or even years before a child displays signs of the full impact of the death of a friend or a member of the family.
- Bereaved children will need to re-establish their self-identity. "Who am I?" becomes a major concern. Try to help them in their search.
- Children are best helped if they are not isolated or insulated from the reality of death. It is a part of life. Your support and availability to your child will be an invaluable asset.
- Face your own feelings about death. Be open and honest with your feelings. Share your feelings. It is all right to cry, be sad or angry. It is even all right to smile.

And finally ...

DO:

- Allow children to express their feelings.
- Encourage them to be patient with themselves, not to expect too much of themselves and not to impose any 'shoulds' on themselves.
- Allow them to talk about their loss as much and as often as they want to.
- Talk about the special, endearing qualities of the person who has died.

- Reassure them.
- Avoid suggesting that there may be other people who could be substitutes or compensations for the person who has died.

TRY NOT:

- To let your own sense of helplessness paralyse you.
- To avoid the subject of death with your child.
- To say 'you ought to be feeling better by now' or anything which implies a judgement about their feelings.
- To tell them what they should feel or do.
- To change the subject when they mention the person who has died.
- To avoid mentioning their loss out of fear of reminding them of their pain.
 - To find something falsely positive (e.g. a moral lesson, closer family ties, etc. about the loss).

K - EMERGENCY MEDIA RESPONSE

- | | | |
|----|------------------------------------|-----------------------------------|
| 1. | The media strategy will be set by: | Headmaster / Professional Advisor |
| 2. | The spokesperson will be: | |
| | School: | JL |
| | Governors: | Chair |
| 3. | The Deputy Spokesperson will be: | ML |
| 4. | Interviews will be held in: | HM Study |
| 5. | Press Conferences will be held in: | The Library |

WHEN THE INCIDENT HAPPENS - STRATEGY

- | | | |
|----|--|----------|
| 1. | Do the media already know about the incident? | YES / NO |
| 2. | Has the school been connected with the incident? | YES / NO |
| 3. | Is the school likely to be connected with the incident? | YES / NO |
| | <i>If the answer to any of these questions is NO, then we may decide to keep quiet about it. If so, we need to prepare a short statement in case we are found out.</i> | |
| 4. | Centralise all media enquiries and make sure that only one or two people (WTV/ETV) reply to them. | |

5. Prepare background material to reply to difficult questions and be sure to cover the areas where we may be criticised.
6. If the media know about the incident and have connected it with us, are we likely to be shown in a bad light?
 - If the answer is YES, then prepare a short statement and use it to reply to any questions.
 - Prepare background material to reply to difficult questions and be sure to cover the areas where we may be criticised.
7. The media know about the incident and about our involvement. Is the whole school unlikely to be criticised and do we emerge from the incident quite well?
 - *If the answer is YES, prepare a short initial statement. It should tactfully and with restraint say what the school has done well (e.g. "The intruder was restrained by the Games Master and police were called").*
 - *Should this statement be released proactively?*
 - *Can we still be criticised? (e.g. Why was it only the Games Master that stood between Year 7 and oblivion?).*
8. Agree three or four positive points.
 - *Our good record so far*
 - *The care we have taken to try to prevent incidents such as this from occurring*
 - *The speed and quality of our response to the incident*
 - *The care that we are offering to children and parents (e.g. counselling)*

BRIEF EVERYONE ON THE POSITIVE POINTS. MAKE THE POSITIVE POINTS WHENEVER POSSIBLE. SPEAKING TO THE MEDIA IS LARGELY A MATTER OF REPETITION. THERE IS NO GUARANTEE THAT THE MEDIA WILL REPORT WHAT WE SAY: SO LET'S MAKE SURE WE SAY IT OFTEN ENOUGH.

9. What are we going to do about pupils and parents who may speak to the media?
 - *We have no right to 'gag' pupils or members of staff; any attempt to do so may be counter-productive. It is better to shelter them from the media attention, at least for the first few hours of the incident when they may be shocked and distressed. The Police and health services may help with this. We can offer to let them stay on at school to keep them away from media intrusion, but we cannot keep them in school nor can we stop them using the 'phones. If the media can't find them then they can't talk to them.*

- *The media may track down and hound individuals. If so, a dignified appeal to the editors may help. Or we may be able to arrange protection e.g. by asking the Police for help or by sheltering the individuals on the school premises until the media go away. We can only do this if the individual asks us for help otherwise we may look as if we have something to hide. It may be worth persuading people at this stage to make a short statement or in writing through the school.*
- *Some parents or pupils may be interviewed in a state of shock shortly after the incident has occurred. They may say anything in such a condition. There is little that we can do about this, except possibly imply that "whilst we fully understand and even to some extent share their sense of anger and grief, they may take a different view when they have heard the full story"*
- *Some parents may set out to be critical of us. There is nothing that can be done about this except prepare our answer and take every opportunity to make it, try at all times to be sympathetic and understanding.*

(NB. Many people think that they can make a lot of money by selling their story to the newspapers. This has the advantage of taking the other media off our back as they will not want to build interest in a rival's story. However, there are two disadvantages:

- You do not get paid as much as you might think
- The buying newspaper wants value for its cash - i.e. a sensational story - and there is no control over what they print. Often it is not what might have been said to them.

If parents do sell stories in this way, we should take specialist advice.

There may be a lot of sympathy for the school if the public view is that the incident was not our fault and we can show that we took reasonable steps to prevent it. In some cases an incident may even be a PR advantage to us, if we can demonstrate that we have taken sensible precautions and reacted quickly. We should take every opportunity in such cases discreetly to point out the advantages of the School. However, the tone we adopt is crucial. We can rapidly lose sympathy by seeming arrogant or uncaring or elitist.

Spokespersons must make sure that what is said is backed up by facts, respects the feelings of others, and does not seem to dismiss the gravity of the situation.)

WHEN THE INCIDENT HAPPENS - INITIAL STATEMENT

1. Express regret. ("I regret to confirm that")
2. Briefly describe the incident ("two pupils from Saint Ronan's School were killed today in an incident in Austria.")
[Note: do not imply cause or blame. use neutral words like 'incident' or 'accident' wherever possible.]
3. Include whatever good news we can, providing we are certain that it is accurate. (*The remaining 14 pupils in the party are unhurt and are being looked after by school staff in*

Austria")

[Again, don't be too specific in an initial statement.]

4. Say what the school is doing ("*We are notifying the parents of the children concerned. Two additional members of staff are flying to Austria to be with the group.*")
5. If we haven't done so already, say whether the parents have been notified. At this stage we may wish to appeal to the media, if they have the names, not to publish them until the parents have been informed. This may work but we have no guarantee that it will. It is best reserved for special cases - e.g. if we can't contact a parent because they are on holiday, but expect to do so within a few hours.
6. Say why we can't say anymore at the moment. ("*Until we have more information ourselves I cannot tell you any more. We are busy here trying to make arrangements for the pupils*")
7. Tell the media where they can reach us. Give names and telephone numbers.

WHEN THE INCIDENT HAPPENS - ANSWER TO DIFFICULT QUESTIONS

These answers cannot be prepared in advance and should be completed on the computer and then issued to the MRT and Spokespersons:

1. **What is the school policy on security?**
 - What measures do we have in place?
 - Have we taken police / professional advice?
 - When did we last assess our security measures?
 - Have we ever had a security incident before?
 - Are parents aware of our policy and do they agree with it?
2. **What is the school policy on drugs?**
 - What do we do to prevent drug abuse in Saint Ronan's?
 - Have we had any examples of drug abuse (and what did we do about them)?
 - Do we keep in touch with the Police? (How often and at what level?)
 - Are parents aware of our policy and do they agree with it?
4. **What is the school policy on bullying / violence?**
 - What do we do about bullying / violence?
 - Have we had any recent cases? What did we do about them?
 - Do we keep in touch with the Police? (How often and at what level?)
 - Are parents aware of our policy and do they agree with it?
5. **What is the school policy on adventure training / outdoor activities?**
 - How often do we do this sort of activity and where?
 - What national guidelines do we follow?
 - What steps do we take to check out the activity provider?
 - What training do accompanying staff have?

- Have we ever had problems like this before?
- Are parents aware of our policy and do they agree with it?

6. What is the school policy on overseas travel?

- Do we do this sort of activity? How often and to where?
- What national guidelines do we follow?
- What steps do we take to check out the activity provider?
- What training do accompanying staff have?
- What rules do we have (e.g. about the staff / pupil ratio)
- Have we ever had problems like this before?
- Are parents aware of our policy and do they agree with it?

7. What is the school policy on using minibuses?

- Do school staff drive them?
- Do the drivers have any special training?
- If we use outside companies, what steps do we take to vet them?
- Are parents aware of our policy and do they agree with it?

8. What are the school's arrangements for contacting parents in an emergency?

- Do we keep all their names and details centrally?
- How do we ensure that our records are up to date?
- How many people are available to ring around parents?
- Do we have a plan to bring people in out of hours?
- Are there any special problems (e.g. a large number of parents working overseas?)

Any other difficult questions?

WHEN THE INCIDENT HAPPENS - ANSWERS TO DIFFICULT QUESTIONS

We cannot prepare these in advance. Remember these as guidelines:

DO NOT

- Say anything that could be seen as libellous, that seems to imply blame of anyone else, or that might be held to prejudice a trial or inquiry.
- Admit any liability - this may invalidate our insurance.
- Say anything which identifies individuals, at least until their parents or next of kin have been informed; this applies to staff as well as pupils.
- Appear to speak on behalf of other individuals or organisations, unless you have agreed what to say with them first. (*To say that "I'm sure that Mrs Bloggins feels very*

upset but she understands that" or "The Fire Brigade said this couldn't possibly have been an accident..." is simply inviting journalists to play your comments back, and Mrs Bloggins and the Fire Brigade to contradict you.)

- Answer hypothetical questions

DO

- Say that full details are not yet available, so you cannot yet say exactly what happened. (This is usually the case.) But give details which you are sure of - e.g. the time you were contacted, the actions the school has taken.)
- Monitor the questions you are asked and identify what 'angles' the media are covering (e.g. *who are they criticising/ Us or someone else? What are they criticising us for? Try to prepare answers to these 'angles'.*)
- Avoid controversy, especially anything which may seem to criticise others. (e.g. *if asked when you rang the Fire Brigade, bear in mind that this may be an attempt to criticise the Fire Brigade for slow response. Try to stay out of that sort of media argument: time enough to look at that once the incident is over.*)
- Provide factual details to back up our 'positive points'. (Rather than simply saying "we have a good safety record" it is much better to say "we haven't had any injuries in school for 10 years"; but be sure you are accurate. Similarly, rather than saying "our staff are experienced at leading this sort of trip" it is better to say "the member of staff in charge speaks fluent German and has led three previous trips to this area in Austria....").
- Provide factual details to counter allegations against us. ("The school had its last fire inspection in We were only required to undertake limited work, which we did.")
- Remember our positive points. Update or improve them as the situation develops.

SHOULD WE AGREE TO AN INTERVIEW ON TV OR RADIO?

- Depends if we have something we want to say; what is in it for us?
- Who will do the interview? Have they had training? Will they come over well?
- Make sure the interviewee has been properly briefed. Think through the difficult questions in advance that he/she may be asked, and prepare the answers.
- For a TV interview, try to resist having a dramatic background. If the school has just burnt down, the TV crew will want to film the interviewee in front of it. Is this image we want people to remember? (Maybe it is, if it wasn't our fault and we are appealing for help to rebuild it. Maybe it isn't, if we forgot to have the fire extinguishers refilled.)

SHOULD WE GIVE A PRESS CONFERENCE?

- This is not usually necessary unless the story is very big. Then it gives us the opportunity to get our message across to a lot of media at once; but remember to ask ourselves: what's in it for us? Why are we doing this? What message do we want to get over?
- If we give a conference, or take part in one organised by the Police, prepare thoroughly. Anticipate awkward questions and work out the answers.
- If it is our own press conference, field a team of people. One should chair and control it: his job is not to answer questions but to introduce the speakers and give them time to think and some protection. He may also allocate questions amongst our team. Others on the team should be a senior person (HM) and one or two people with special experience of the incident or problems that it raises.
- Only let in genuine media (ask to see their press cards or ID). Pressure groups can hijack the conference and make it a public debate (which TV will love but we won't).
- Agree ground rules with TV cameras beforehand. If we don't want them coming on the platform, make this clear.
- Ensure the room is tidy and clean, and the background is suitable. Think about our overall image. Dress suitably.
- Let the journalists in by one entrance and have another exit for your own team to leave by. The chairperson should be firm and ensure that the team get away as soon as the conference ends. No 'off the record' private words.

L- SPECIFIC INCIDENTS

A. 6.3.2 POWER CUT

B. 6.14 ADVERSE WEATHER

C. 6.3.4 FIRE MANAGEMENT PLAN

D. 6.3.1 MISSING CHILD

E. OTHER INCIDENTS

FLOODING

Building Related

- Switch off stop cock
 - Call Maintenance Team
 - Call water supplier if necessary (see Stakeholders List Annex M)
 - Monitor the situation
 - If necessary, evacuate the area
 - If flood worsens evacuate the whole building
- *Environmental Flooding*

- Assess the situation and keep in touch with the Environmental Agency and Local Authority
- Tune in to local radio or use the Flood Line [insert here] for updates
- Consider removing equipment, pupils, staff and pets from the area of risk
- If safe to do so turn off the gas, electricity and water supplies before flood water enters the premises
- Keep dry and out of flood water if possible
- If whole school is at risk, evacuate if that is the safest option [add further details here specific to your school]
- Do not evacuate if you are uncertain about the continuing safety of staff and pupils - please note that 80% of flood deaths occur in vehicles
- If it is necessary to walk through shallow flood water, take care for hidden holes, obstacles and other hazards
- Have communication plan in case of loss of power

LIGHTENING STORM

- If pupils and staff are outdoors avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others
- If you think your pupils are at risk of being struck, inform them to drop to their knees and bend forward. DO NOT LIE FLAT
- If in a building instruct pupils to move away from windows and do not touch the metal structures, 'phones or computers
- If in a building stay inside, encourage visitors to shelter in the school

EARTHQUAKE

A major earthquake is not likely to happen in the UK but small tremors have occurred so here are some important points to consider:

- If one or two people are in the room the safest place to be is under the door frame
- With a class of children ask them to take cover under their desks and cover their faces with their arms to protect against falling objects
- Once the initial shocks have ceased and there is major damage to the building, evacuate. If not, carry out a risk assessment and consider moving out of some of the building
- Contact a property surveyor for advice if unsure about the structural integrity of the building

INDUSTRIAL EMERGENCY NEAR SCHOOL

[Check the Community Risk Register to see if this is likely]

- Pupils and staff should remain in the school building and await further instruction from the LA and council emergency teams and/or emergency services
- This may include closing all doors and windows and covering extractor fans to minimise inhalation of fumes or smoke
- Schools may wish to consider the best place in the building to shelter depending on the circumstances. For example, sheltering on the leeward side of the building in case of toxic release

- Stay tuned to local radio - consider switching to a battery operated radio in the event of loss of power
- School should remain in shelter mode until the emergency services and/or local authority give the all clear
- Encourage visitors to shelter in the school building

FIGHTS BETWEEN PUPILS

- In deciding upon what action you take consider the safety of the pupils concerned and the safety of any other pupils.
- Assess seriousness of situation and if necessary tell a reliable pupil to get immediate assistance from another member of staff.
- A teacher should always remain at the scene.
- Take control and give clear and assertive directions to stop.
- Arrange for first aid if appropriate.
- Escort both parties to main office.
- Call the parents and/or police if necessary.

HOSTAGE SITUATION IN SCHOOL

- Do not try to intervene or be a hero.
- Co-operate and follow the instructions of the hostage taker.
- Try to remain calm and spread calmness. The children are likely to try and copy your behaviour.
- Isolate hostage area by evacuating other pupils or through lockdown procedure
- On arrival of emergency services, provide them with a map of the school.

ATTEMPTED ABDUCTION

- Ensure that pupils have the 'tools' for dealing with an attempted abduction, and re-enforce this with parents:
- Suggest that parents and child have a code word that only they and their child know for emergency situations when someone else is collecting the child.
- Consider, particularly for primary age children, insisting on having a named 'pick-up' person who ideally is known by the school.

BOMB THREAT

- DO NOT turn anything electrical on or off, except the fire alarm.
- Quickly survey your room for any unusual items or packages. DO NOT TOUCH THESE ITEMS.
- Report anything suspicious or unusual.

- Evacuate using the fire drill procedure. The assembly point should be far away from the school as possible e.g. furthest point on the school fields taking account of the exit route so as not to transit past the indicated hazard area.
- Take register. Report missing students to the Director of Operations.
- The person taking a call issuing a bomb threat should not interrupt the caller except to ask the following questions:
 - When is the bomb going to explode?
 - Where is the bomb?
 - What does it look like?
 - What kind of bomb is it?
 - What will cause it to explode?
 - Why are you doing this?
 - Who are you?
 - Where are you calling from?
 - Are there any further hazards outside?
 - Note the caller's voice and background sounds such as:
 - Male or female?
 - Estimate of age (young, middle age, old)
 - Indication of accent/dialect, ethnicity, level of education
 - Other voice characteristics: stutter, nasal sound.
 - Did the caller seem familiar with the facility?
 - Was there any background noise?
 - Use the log to record all of this information.

UNSAFE STRUCTURES

- Evacuate the school or building if necessary, moving out by a safe route identified at the time.
- Move away from the building if very serious.
- Contact Property Surveyor to report concerns.

DEATH:

The death of someone associated with your school may not be considered to be a Critical Incident, especially if it was expected, but nevertheless can be very upsetting for a large number of people. Therefore we advise that the Critical Incident guidelines are followed as appropriate.

HEAT WAVE:

Floods and snow grab the headlines in terms of emergency planning. Yet statistically more lives have been claimed by heat than by all other extreme weather events combined.

Heat waves are a natural, technological, and social hazard which makes preparation for, and response to these climate events, complex. Usually it is after multiple days of oppressive heat

that populations are affected. Particularly at risk are the very young and very old, and people with chronic diseases.

Schools are advised to consider their local arrangements and planning for this in the first half of the summer term.

Planning for a heatwave

Guidance about what schools can do to plan for, and respond to, heatwave conditions, is published by the Health Protection Agency. This can be found at:

http://www.hpa.org.uk/Topics/EmergencyResponse/RespondingToConventionalHazards/ForcesOfNature/Heatwaves/heatwaves_teachers/

Heatwave Watch

The Met Office Heat-Health Watch system operates from 1 June to 15 September in association with the Department of Health. Details are available at

<http://www.metoffice.gov.uk/weather/uk/heathealth/print.html>

Sun protection

National guidance for schools on sun protection, which is particularly important for young children, is now located on the Cancer Research website:

<http://info.cancerresearchuk.org/healthyliving/sunsmart/schools/>

If you wish to view the Department of Health's full Heatwave Plan this can be found at -

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_114430