



June 2026

BRACKNELL FOREST COUNCIL  
CHILDREN, YOUNG PEOPLE AND LEARNING

Binfield CE Primary School V.A.

EMERGENCY PLAN

	<b>Name</b>	<b>Job Title</b>	<b>Signature</b>
<b>Responsible Person:</b>	Hannah Staples	School Business Manager	
<b>Adopted by:</b>	Suzie Featherstone-Wright	Headteacher	<i>S. Featherstone-Wright</i>
	Roger Prew	Chair of Governors	<i>Roger Prew</i>
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## Appendix A

### Schools Emergency Plan – 1. Initial Response

#### 1.1 WHAT TO DO IN AN EMERGENCY

##### **1. Gather Factual Information**

- See checklist at 1.2
- Get the facts right, otherwise your actions may be wrong

##### **2. Summon the Emergency Services - Call 999**

##### **3. Ensure the Safety and Welfare of Pupils and Staff**

- Stabilise the situation
- Ensure they are in a safe place
- Ensure their basic needs are met e.g. first aid & welfare

##### **4. Decide How Best to Handle the Situation**

- Guidance for specific situations is in Section 3

##### **5. Contact the Local Authority**

- Working hours: (09.00–17.00): 01344 352000
- Out of hours: Forestcare: 01344 786500

##### **6. Form the School Emergency Response Team**

- See Section 1.3
- Assign responsibilities and delegate actions

##### **7. Initiate Pre-Drafted Action Plans as Required**

- See Section 4

## 1.2 ASSESS THE SCALE OF THE EMERGENCY

The first task in the event of an emergency situation is therefore to gather relevant information in order to make an assessment of the situation before any decisions are made. Remember that information gathered should be verifiable, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed, based on hearsay or second hand. The following form will be used to record the initial contact information.

### Initial Contact – Information Gathering

What is the Source of the Information? (e.g. who contacted you, name, title, organisation, telephone number)
Date and Time:
What has happened?
Where did it happen? (e.g. location of the incident)
When did it happen? (e.g. how long ago)
Why did it happen? (N.B. caution – remember it may be too soon to establish the cause or blame at this stage)
Who was involved? (e.g. names and numbers of children, leaders and others)
How were they affected? (e.g. uninjured, casualties, fatalities, missing)
Where are they now? (e.g. where have the uninjured, casualties, fatalities been taken, who is with them, are they safe, how can they be contacted?)
What is their current Condition? (e.g. are they safe and well and being looked after?)
What is happening now? (e.g. is the emergency resolved or still ongoing, are those involved in transit, where to, when will they arrive?)

Relevant contact details: (e.g. who is in charge and how they can be contacted. Include school contacts and those from other relevant organisations or individuals)
Has anyone else been informed? (e.g. emergency services, Forestcare, LA, names and numbers, what were they told?)
What additional resources or assistance are required?
Person Completing, date and time:

The METHANE model is an established reporting framework used by the emergency services which provides a common structure for responders and their control rooms to share major incident information. It is recommended that M/ETHANE be used for all major incidents, and this may be a useful language to use when communicating with the emergency services:

- M** Major Incident declared?
- E** Exact Location
- T** Type of incident
- H** Hazards present or suspected
- A** Access - routes that are safe to use
- N** Number, type, severity of casualties
- E** Emergency services present and those required

### 1.3 FORM A TEAM TO DEAL WITH THE EMERGENCY

#### School Emergency Management Team

In an emergency situation there may be many things to think about and action simultaneously which might be beyond the capacity of one person.

The School Emergency Management Team (EMT) consists of a number of named individuals who will take control of different aspects of the schools response and work together under the direction of the Headteacher to resolve the incident. (See Primary Responsibilities table below)

The EMT roles may include the following depending on the seriousness of the incident:

- a. Headteacher or Deputy
  - Leads the group
  - Ensures other members are co-coordinating their efforts
  - Responsible for decision making unless areas of this are specifically devolved to others (include reference to any local arrangements for devolved decision making).
- b. Information and Response
  - Collect and maintain accurate information about the current situation
  - Ensure that the appropriate level of response is being made
  - Review/re-assess the situation as the incident unfolds
- c. Special Needs (see Section 4.14)
  - To identify those affected by the incident who have special needs
  - To understand how they have been affected by the incident
  - To identify what additional resources/communications/recovery action is required to meet their specific needs
  - To make the necessary arrangements for this to be provided
  - To Ensure these are administered/delivered to the point of need
- d. Communications (see Section 4.04)
  - Organise outgoing communication e.g. with offsite groups, governors, parents the LA
  - Organise incoming communications e.g. how calls from parents will be received
  - Be the point of contact for the Council's Communications Team
  - Media spokesperson
  - Emergency Services and LA
- e. Resources (see Section 6)
  - Establish needs
  - Make arrangements for appropriate resources to be provided
  - Liaison with the LA for appropriate support
  - Ensure these are administered/delivered to the point of need
- f. Facilities Management/Site Controller
- g. Recovery (see Section 5)
  - Identify how the School has/is being affected by the incident
  - Initiate relevant actions now to mitigate negative affects
  - Establish what areas of support will be required for short term
  - Liaison with the LA for appropriate support
  - Keep everyone focused on people issues
- g. Action Log (see 1.4)
  - Maintain the written action Log to protect the school's interests at any subsequent enquiry

It may also be appropriate for the LA to have a representative on the school EMT, particularly in the case of a serious incident

Stickers/vests/hats are available in this emergency list to be worn as name badges so that everyone knows everyone else's roles overleaf.

#### 1.4 BEGIN AN INCIDENT LOG

Open and maintain a continuing log of all factual information received, actions taken and the time and date of these events. This is extremely important and will enable your school to provide detailed information should it be required at a later stage or if an inquiry or investigation takes place. This can be used for any incident.

#### INCIDENT/ACTION LOG

Date & Time	Information Received, Decisions Made, Actions Taken	By Whom/With Whom	Completed by (initial)

#### 1.5 RISK ASSESSMENT

Before planning for an Emergency, it is important to conduct an emergency focused Risk Assessment in order to highlight the “Key Risks” and allow subsequent planning effort to be channelled into the risks that are appropriate to your school.

The list below, whilst not exhaustive, should be used as an aide memoir of the risk topics to assess:

- Flooding
- Fire (within School)

- Fire (Around school and affecting school)
- Road traffic collision with children and young people
- Road traffic collision affecting school/grounds
- Industrial accident nearby that affects school
- Subsidence/Heave/Landslip
- Infectious Disease
- Pandemic Flu
- Bomb threat
- Kidnap/Hostage Situation
- Child abuse
- Threatening Person
- Loss of utilities i.e. Water/ Gas/ Electricity
- Temporary loss of key areas of the school due to fire/ flood
- Loss of access to the school buildings

You should use the Risk Assessment form and methodology found below to prepare a risk assessment. Planning effort should obviously focus on your highest risks but you should not neglect planning on the lower scoring risks.

## IMPACT CRITERIA

Description	Example Detail
High (3)	Death or life threatening Serious service failure impacts on vulnerable groups Negative national publicity or widespread adverse local publicity Legal action almost certain and difficult to defend Financial impact not manageable within existing funds or in excess of £250,000
Medium (2)	Extensive, permanent/long term injury or long term sick Service failure impacts on property or non-vulnerable groups Negative local publicity but not widespread Expected impact, but manageable within contingency plans Legal action expected Financial impact manageable within existing budget or impact between £50,000 and £250,000
Low (1)	Short term sick absence, first aid or medical treatment required Some risk to normal service but manageable within contingency arrangements Little if any scope for impact on vulnerable groups Negative customer complaints Possible financial impact manageable within service budget i.e. less than £50,000

### Likelihood

Following the identification of a Risk through looking at the impact of particular scenarios, the likelihood of the risk occurring is estimated on the basis of historic evidence or experience that such situations have materialized or are likely to. The likelihood table below gives example details of how the likelihood is assessed. The likelihood needs to be assessed in terms of has it happened before and is it expected to happen in the near future.

### Likelihood criteria

Description	Example Detail
High (3)	Has happened in the past year; or Is expected to happen in the next year More than 50% probability
Medium (2)	Has happened in the past 2 – 5 years; or Is expected to happen in the next 2 – 5 years Between 25% to 50% probability
Low (1)	Has not happened in the past 5 years or more; or Is not expected to happen in the next 5 years or more Between 1% to 25% probability

When assessing the likelihood and impact of each risk, the risk is plotted and prioritised using a simple 3 x 3 matrix shown in the risk matrix below. The matrix uses a “traffic light” approach to show high (red), medium (amber) and low (green) risks.

**Risk Matrix**

Impact	High (3)	3	6	9
	Med (2)	2	4	6
	Low (1)	1	2	3
		Low (1)	Med (2)	High (3)
	Likelihood			

There may already be measures in place to minimise any identified risks – known as mitigating actions (existing controls).

However it is likely that for many of the emergency scenarios that you risk assess, it is impossible to reduce the likelihood (i.e. flooding), only the impact via an emergency plan.

## 2. ROLES AND RESPONSIBILITIES

### 2.1 THE ROLE OF THE EMERGENCY SERVICES

a. The Fire Service (Royal Berkshire Fire and Rescue Service)

- Saving life
- Protection of property
- Rendering humanitarian services
- Safety of all response personnel
- Protection of environment
- Chemical incidents/spillages
- Mass decontamination
- Search & rescue, including collapsed buildings



b. The Ambulance Service (South Central Ambulance Service)

- Saving life
- Treatment and care of the injured
- Triage (dealing with casualties at the scene)
- Liaison with hospitals
- Transportation of casualties
- NHS focal point

c. The Police (Thames Valley Police)

- Saving life
- Protection of property
- Co-ordination of response
- Investigation of incident
- Protection/preservation of scene
- Identification of victims
- Casualty information
- Family liaison e.g. notifying next of kin
- Criminal Investigation

d. The Coastguard (Maritime & Coastguard Agency)

- Saving life
- Civil maritime search & rescue
- Mobilisation and organisation of response
- Co-ordination of response
- Cliff rescue
- Counter pollution
- The Coastguard may be called for example in an accident during an off-site activity situation

## 2.2 THE ROLE OF BRACKNELL FOREST COUNCIL

### a. Within the Children Young People and Learning department:

- To alert schools to a potential local emergency, e.g. flooding, bad weather, etc.
- Guidance on emergency planning, including a template for a School Emergency Plan
- Provide support and direction to schools during emergencies
- Emergency Duty Officers out of hours
- Link between the school and the Borough Emergency Plan
- Link between the school and other Council services
- Assisting with communication to staff, pupils, parents / guardians and media
- Approval of Offsite and Adventurous Activities
- Help schools to recover from an incident
- Educational Psychology services to provide counselling and support
- ICT support
- Home to School Transport
- Relevant contractors – cleaning, catering etc



### b. Within the other departments of the Council:

- The Joint Emergency Planning Unit (JEPU) co-ordinates the council's readiness and ability to respond to emergencies and supports the community in the recovery from incidents.
- JEPU is a service provided by West Berkshire District Council in partnership with Bracknell Forest and the Royal Borough of Windsor and Maidenhead councils. It makes sure there is a consistent approach to emergency planning and response across all 3 areas.
- To prevent and minimise loss of life and personal injury to children and young people, staff, and the local community.
- Seek to reduce, through the exercise of its powers and functions, the risk of a major emergency arising.

- Co-ordination of support organisations and agencies
- High level liaison with the emergency services and utilities
- Specialist equipment and skills
- Emergency Call Centre (Forestcare)
- Emergency Operations Centre
- Call Centres for providing information for victims, friends and relatives
- Communications Team - handling the media
- Rest/Reception Centres for evacuees or survivors
- Health and Safety Adviser
- Construction and Maintenance (building surveyors and engineers)
- Social Services psychological welfare support
- Emergency feeding arrangements
- Provision of transport
- Provision of additional communications such as mobile telephones.
- Liaison with BT and other telecommunications providers.
- Provision of administrative support staff.
- Insurance Team

### 2.3 THE ROLE OF THE SCHOOL



- To prevent and minimise loss of life and personal injury to children and young people and staff during an incident.
  - To seek to reduce the risk of incidents/emergencies arising.
  - To maintain the relevant section of this emergency plan and to follow these in the event of an emergency.
  - To contact the emergency services where required.
- To contact the Council People department at the beginning of any emergency/incident.
  - Where the emergency services are not involved, or not yet on the scene, school staff will be responsible for the response to the incident.

- g. Where the emergency services are involved school staff will follow the directions of the emergency services, where these do not contravene the school's responsibilities to prevent and minimise loss of life and personal injury to children and young people and staff.
- h. Where the People department or Council Emergency Planning Manager have alerted the school to a potential emergency, school staff will be required to follow the directions of the Council (unless otherwise specified), where these do not contravene the schools responsibilities to prevent or minimise loss of life and personal injury to children and young peoples and staff.
- i. In smaller incidents the school should try to maintain the daily routine of staff and pupils not directly involved.
- j. Bring about a swift return to normal life.
- k. To support staff, children and young people, and parents throughout.
- l. To seek to reduce the risk of incidents/emergencies arising by creating, adopting, maintaining and operating a School Emergency Plan.

## Appendix B

### Schools Emergency Plan

## 3. GUIDANCE FOR SPECIFIC INCIDENTS

### 3.1 ACCIDENTS AND INJURIES

Ensure pupils, children and young people are not at risk from hazards. If an accident or near miss occurs then ensure that the correct procedures are followed.

If an accident occurs offsite then:

- Administer first aid until ambulance arrives, if applicable or person feels better.
- Alert the school, which should then inform the parents/carers.
- It is very important that an incident log is kept

### 3.2 ATTACK ON A STUDENT/ MEMBER OF STAFF

Refer to the Violence / Abuse at Work Policy [BFC Violence or Abuse at Work Policy](#) for further information.

In order to minimise the potential for violence, the school will undertake risk assessments to identify hazards and risks, and to identify mitigation and control measures which can be implemented. For example, physical aspects and design of the environment, school security, working practices, training etc.

Following any incident, the school will provide emotional and practical support for those involved as a follow up to any immediate medical treatment.

After any incident, information will be recorded (with the use of the accident and violent incident forms) in sufficient detail to devise appropriate preventative strategies and to share with others. Staff and students will be encouraged to report all incidents so that a true and accurate picture can be developed.

### 3.3 BOMB THREAT/SUSPECT PACKAGES

Detailed and specific information on fire, bomb threats and evacuation procedures can be found in <http://schools.bracknell-forest.gov.uk/wp-content/uploads/emergency-procedures-april-2019.pdf> of the Corporate Health, Safety and Welfare Manual of Guidance and <http://schools.bracknell-forest.gov.uk/wp-content/uploads/section-2-management-of-health-and-safety.pdf> of the Schools Health and Safety Manual.

See also Evacuation Plan (section 4.06)

### **3.4 BROADMOOR ALERT**

Please refer to the Broadmoor Alert Plan (see section 4.01).

### **3.5 CARBON MONOXIDE LEAKAGE**

In this context carbon monoxide is a product of the incomplete combustion of gas, for example in a central heating boiler or gas fired convector heater. This can be caused by inadequate ventilation or mechanical faults resulting in the leakage of carbon monoxide into the surrounding area.

Carbon Monoxide is colourless and odourless. It combines more readily with the haemoglobin in human red blood cells than oxygen, and inhalation can make people feel sleepy, fall unconscious, and where there is prolonged exposure, to die from oxygen starvation. Inhalation of carbon monoxide can also turn the skin pink.

In the case of suspected carbon monoxide leakage:

- Call Site Controller/Equivalent Person/Headteacher
- Open all doors and windows
- Switch off and isolate the appliance that is suspected of causing the leak.
- Report the appliance to the LA Customer Services who will arrange an urgent call to a Gas Safe registered contractor.
- Report the matter to the LA Construction and Maintenance team.

If you are unable to identify the source of the leak, do a risk assessment and consider evacuating all or part of the building. Contact the LA Construction and Maintenance team immediately.

### **3.6 CHEMICAL / TOXIC / HAZARDOUS SPILL**

Call Site Controller/Equivalent Person.

If it is safe to do so identify the substance spilled and take necessary action to minimise contamination if trained to do so.

Contact CLEAPSS (Consortium for Local Authorities Provision of Science Service) (see Section 6) for guidance on the storage, disposal and cleaning up of small-scale spills.

If the spill is severe, evacuate the building using fire drill procedures, move all persons to a safe location, and call the emergency services. The Fire & Rescue Service are the lead agency in dealing with chemical/toxic/hazardous spillage incidents.

If severe spill is immediately outside the building, follow lock-down procedures, keeping all pupils inside and all doors and windows locked. Switch off fans or air conditioning and avoid using electrical equipment in case sparks are produced. Do not smoke.

Further guidance on Dangerous Goods Incidents can be found in <http://schools.bracknell-forest.gov.uk/wp-content/uploads/05-school-premises-management-updated-june-2019.pdf> of the Schools Health and Safety Manual.

### 3.7 DEATH

In the event of the death of a pupil or a member of staff please refer to the Bereavement Plan (see section 4.05).

### 3.8 EARTHQUAKE

A major earthquake is not likely to happen in the UK, but small tremors are experienced. 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 initial shocks have ceased check the building for damage.

If the building appears to be damaged carry out a risk assessment and consider evacuating part or all of the building and contact the LA Construction and Maintenance team immediately.

### 3.9 FIGHTS BETWEEN PUPILS

Further and detailed information can be found within Guidelines for the Use of Physical Restraint in Schools (relating to Section 550A of the Education Act 1996).



In summary, this states that there are a variety of situations in which reasonable force may be appropriate to control or restrain a pupil, including where action is necessary in self-defence or because there is immediate or imminent risk of injury to an adult or child. However, there are circumstances when staff may not intervene, for example when dealing with an older pupil or physically larger pupil; in these circumstances other pupils will be removed, and assistance sought from colleagues and the police

### 3.10 FIRE

Detailed and specific information on fire, bomb threats and evacuation procedures can be found in <http://schools.bracknell-forest.gov.uk/wp-content/uploads/emergency-procedures-april-2019.pdf> and <https://schools.bracknell-forest.gov.uk/wp-content/uploads/hs-fire-safety.pdf> of the Corporate Health, Safety and Welfare Manual of Guidance and <http://schools.bracknell-forest.gov.uk/wp-content/uploads/05-school-premises-management-updated-june-2019.pdf> of the Schools Health and Safety Manual.

See also Evacuation Plan (section 4.06)

### 3.11 FLOODING

Call Site Controller/Equivalent Person.

If the flooding comes from leaking or burst pipes or tanks, switch off the stop-tap, isolate the tanks and switch off any heating and hot water plant e.g. boilers and hot water cylinders that are fed from it.

In the event of a mains water pipe burst call the water company or Interserve if used.

If water threatens electrics, switch off the power at the incoming mains.

Monitor the situation.

If necessary, evacuate the area

If flooding worsens, evacuate the whole buildings. During heavy rain, find a suitable building to house the staff and pupils.

In situation of major flooding, the LA will provide guidance and assistance, contact the Head of Education Capital and Property.

### 3.12 GAS LEAK

If you smell gas, or suspect there is a gas escape, you will immediately do the following:

- Open all doors and windows.
- Call Site Controller/Equivalent Person
- Shut off the gas supply at the meter control valve (if you know where it is).

If gas continues to escape, evacuate the school and call National Gas Emergency Service – **0800 111 999** (This is a 24 hour emergency line) and immediately inform the LA Construction and Maintenance team.

### 3.13 HEATING FAILURE

Guidance on heating in schools is provided by the [Approved Code of Practice \(ACoP\)](#) to the Workplace (Health, Safety and Welfare) Regulations 1992.

During working hours, the temperature in all workplaces inside school buildings should provide reasonable comfort without the need for special clothing. If reasonable comfort cannot be achieved then all reasonable steps should be taken to achieve a temperature which is as close as possible to comfortable.

The temperature should normally be at least 16 degrees Celsius. If work involves rigorous physical effort, the temperature should be at least 13 degrees Celsius. However, these temperatures may not necessarily provide reasonable comfort, depending on other factors such as air movement, relative humidity and clothing.

A sufficient number of thermometers should be provided to enable persons at work to determine the temperature in any workplace inside a school building. Temperature readings should be taken close to workstations, at working height and away from windows.

Thermometers should be available to enable temperatures to be measured throughout the school, but need not be provided in each room.



In the event of a failure of the heating system the Headteacher who will contact the Site Controller/Equivalent Person who will ascertain the cause of the failure and try to get the system working.

If this is unsuccessful then the school's reactive maintenance contractor will be called out. For schools that buy into the LA's reactive maintenance service the number is the Customer Services Call Centre 01344 352000 or Forestcare if outside office hours (01344 786500)

Where schools buy into the LA's reactive maintenance service The Principal Building Surveyor should also be notified. The Principal Building Surveyor may decide to nominate a professional heating engineer to help resolve the problem. Where schools do not buy into the LA reactive maintenance they may wish to seek the advice of an independent professional heating engineer.

Where the above temperatures cannot be maintained in the occupied parts of the school, then the Headteacher will consider whether any of the following actions may be appropriate:

- Take the affected areas out of use.
- Provide temporary heaters (N.B. this should be subject of a risk assessment by the Headteacher as there may be hazards such as high surface temperatures, naked flames or fumes from bottled gas depending on the types of heaters to be used)
- Close the school as a last resort

### 3.14 HEATWAVE

A heatwave is a prolonged period of excessively hot weather, which may be accompanied by high humidity. The trigger temperatures for the south east of England are 31o C during the day or 16o C at night.

The Department of Health issues a heatwave plan.

<https://www.gov.uk/government/publications/adverse-weather-and-health-plan>

The core elements of this plan are:

- A Heat-Health Watch system operating from 1 June to 15 September, based on Met Office forecasts, which will trigger levels of response from the Department of Health, local authorities and other bodies.

- Advice and information issued by the Department of Health directly to the public and to health and social care professionals before a heatwave is forecast and when one is imminent.

The current heat wave alert level can be found at the [Met Office](#).

Public Health England have issued guidance for teachers and professionals <https://www.gov.uk/guidance/looking-after-children-and-those-in-early-years-settings-before-and-during-hot-weather-teachers-and-other-educational-professionals>

It advises that the school will take following precautions to ensure that those at risk especially outdoors are protected from the effects of the sun:

- children should not take part in vigorous physical activity on very hot days, such as when temperatures are in excess of 30°C
- encourage children playing outdoors to stay in the shade as much as possible
- provide children with plenty of water (such as water from a cold tap) and encourage them to drink more than usual when conditions are hot



Schools should advise parents that children should wear loose, light-coloured clothing to help keep cool and sunhats with wide brims to avoid sunburn and apply sunscreen (at least factor 15 with UVA protection) to protect skin if children are playing or taking lessons outdoors for more than 20 minutes.

### 3.15 HOSTAGE SITUATION

Do not try to intervene or be a hero

Co-operate and follow the instructions of the hostage taker

Alert emergency services and LA

Try to remain calm and spread calmness. The children are likely to copy your behaviour

Isolate the hostage area by evacuating other pupils or through lock-down procedure

If possible, account for everyone in the school, including all pupils, children, young people and staff, visitors, contractors etc in order to identify who might be held hostage

On arrival of emergency services, provide them with the information and with copies of the school locality plans.

### 3.16 INDUSTRIAL EMERGENCY NEAR SCHOOL

For example a chemical fire or chemical spill creating hazardous fumes or smoke

Be aware of the direction of the wind and how this may affect the school

Contact the emergency services and LA immediately and follow their instructions

This may include pupils, children, young people and staff remaining in the school and closing all doors and windows to minimise inhalation of fumes

Call Site Controller / Equivalent Person.

Be prepared to Shelter or implement the Evacuation Plan (see section 4.06), Migration Plan (see section 4.12) and Closure Plan (see section 4.03).

**Go in** Shut windows and doors and shut down fans, fires, ventilators or any air conditioning system drawing air from outside the building.

**Stay in**, stay indoors

**Tune in** to the local radio or TV.

### 3.17 KNOWN HAZARDS

#### Nuclear & COMAH Sites

1. Atomic Weapons Establishment (AWE): Both the Aldermaston and Burghfield sites are designated upper-tier nuclear facilities. While located several miles to the west, they maintain defined Emergency Planning Zones (EPZ) and require specific public protection steps (e.g., "Go in, Stay in, Tune in") in the rare event of a radiation incident.
2. Industrial Establishments: The Petroleum Storage Depot in Padworth and Frontier Agriculture in Hermitage are classified as upper-tier COMAH sites.

#### Major Accident Hazard Pipelines

1. (MAHPs) Buried high-pressure gas and chemical pipelines frequently intersect semi-rural and urban interface zones (such as those surrounding Amen Corner and the outskirts of Bracknell). Planners should reference the Health and Safety Executive (HSE) consultation zones to map potential blast/impact buffers if a pipeline is struck by third-party interference

#### Localized Utility Hazards & Waste

1. Bracknell Water Treatment Works (Thames Water): Located nearby, this site relies on the treatment and management of various chemicals and biological hazards. The site also carries risks of pollution if storm overflows are overwhelmed during extreme weather events
2. Household Waste Recycling Centre (Bracknell): Located at Longshot Lane, this facility manages bulk disposal. Incidents here can involve the improper mixing of hazardous household materials

### 3.18 LIGHTNING STRIKES

If pupils, children, young people and staff are outdoors, avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others.

If you think anyone is at risk of being struck, inform them to drop to their knees and

bend forward. DO NOT LAY FLAT.



If in a building, instruct them to move away from windows and do not touch metal structures or phones and computers

### **3.19 MISSING CHILD / ABDUCTION / RUNAWAY**

Where a child is thought to have been abducted immediately call the Police.

Where a child is missing the Headteacher will alert relevant staff in the school and initiate a search of the grounds and buildings.

Consideration will be given to the individual circumstances and the child's records e.g. whether the child has never gone missing before or whether the child has a record of leaving school without permission.

Contact will be made with the child's family to see whether child is with them.

If they are still presumed missing, alert the Police and LA.

Where the child's behaviour record indicates a history of running away then contact the LA Educational Psychology service and LA Children's Social Care team. Where staff are available and where it is reasonable to do so, the areas adjacent to the school or where the child is known to frequent will be searched.

### **3.20 OFFENSIVE WEAPONS / SHOOTINGS**

An offensive weapon is defined as 'any article made or adapted for causing injury to the person or intended by the person having it with them for such use by them.' This includes knives and guns, but could also include hand tools or even pencil sharpener blades where these are being used or threatened to be used in an offensive manner.

There are a number of special exceptions which permit the carrying of knives:

- For religious reasons (e.g. Sikh's kirpan)
- As part of a national costume (e.g. Scottish highland dress)

As a general rule, the Police will be called to deal with any incident believed to involve a weapon. An assessment will be made of the seriousness of the incident to help the Police make their own judgement on the nature and immediacy of the response.

There may be exceptional circumstances where staff may decide that immediate action

is required before the Police arrive, where possible de-escalation processes will be used, wherever possible the child or person suspected of possessing a weapon will not be confronted in front of others. Preferably two or more members of staff will be present and attempts to obtain the weapon will not be made.

Where there is reasonable belief that a child or young person may be carrying an offensive weapon, it might be appropriate for members of staff to ask a child or young person to hand the weapon over willingly or search a child or young person who agreed to co-operate. Such action comes within a member of staff's authority to discipline a child or young person. However staff are under no obligation to search a child or young person themselves. The Police are empowered to undertake a search where a child or young person declines to co-operate.

Where the person suspected of carrying an offensive weapon is not a registered pupil at the school or where an incident involving a pupil takes place outside school premises, any search will be undertaken by the Police.

Members of staff may on occasion take possession of a knife or other weapon brought into the school. In possession of such an item and depending on the circumstances, the school will make arrangements to secure it and either surrender it to the Police immediately or arrange for it to be removed by the parent/carer if deemed appropriate to do so.



Some other points to note following any such incident would include completion of appropriate documentation, such as the violent incident report form etc, debriefing process, staff/pupil counselling and support processes.

Where a criminal act has taken place call the Police and alert the LA.

### **3.21 OFFSITE ACTIVITIES**

Please refer to the People Department [Offsite and Adventurous Activities Manual](#).

### **3.22 SEVERE WEATHER**

Severe weather can include deep or persistent snowfall heavy rain, storms etc

Upon receipt of a severe weather warning from the LA, or on their own initiative the Headteacher will consider the following possible actions:

- Circulate the warning or situation to key staff
- Decide to close the school in advance where this seems sensible
- Monitor the weather conditions as they deteriorate
- Alert the Site Controller / Equivalent Person to review heating settings and to make arrangements for frost protection and the gritting of roads and footpaths on site



The Headteacher, in consultation with the Chair of Governors and others as appropriate, will decide to close the school when the weather conditions make it dangerous or impossible for people to travel to school, at which point they will initiate the school closure procedures. Please refer to the School Closure Plan (see section 4.03).

### **3.23 SEXUAL ASSAULT / ABUSE**

Call first aider to the scene.

Call the Police and the LA.

Provide support in a private area with 2 familiar staff members present taking into account their gender (do not leave the pupil with a lone adult).

Secure scene/evidence/ record information.

Do not wash the victim's body or clothes (as you may be destroying important evidence needed by the police).

### **3.24 SICKNESS / INFECTIOUS DISEASE**

Please refer to the Notifiable Diseases Plan (see section 4.09)

Please refer to the Sickness and Diarrhea (see section 4.10)

### **3.25 TERRORISM**

#### **Terrorist Threat**

The Home office holds primary responsibility for counter-terrorism in the UK, and the Security Service (M.I.5) holds detailed information on the current threats to national security. M.I.5 provides relevant advice as these threats change and any specific advice will be passed on to schools via the LA who work closely with Thames Valley Police. Details of the current threat levels from terrorism in the UK can be found on the M.I.5 website at: <https://www.mi5.gov.uk/threats-and-advice/terrorism-threat-levels>

In respect of school visits to foreign countries details of the threats from terrorism are set out on the Foreign & Commonwealth website at: <https://www.gov.uk/foreign-travel-advice> and the school will take account of these in planning school visits to other countries.

#### **Site Security**

It is not possible to plan for every eventuality but the following measures will be used to enhance general security and reduce the incidence of crime on the site:

- Security on site will be regularly reviewed and risk assessments will be employed to identify vulnerabilities.
- Security will be included in the briefs for any new building works.
- Security and security awareness will be represented at a senior level on the school

management team.

- Good basic housekeeping will be maintained with public areas kept clear, tidy and well-lit.
- Access points through the boundary and into the school buildings will be kept to a minimum and kept locked at certain times.
- Staff, contractors and visitors will be issued with passes.
- Parking will be controlled and kept away from the buildings.
- Appropriate physical security measures will be employed e.g. fences & gates, locks, alarms, CCTV surveillance and lighting.
- When recruiting staff or hiring contractors, identities will be checked and references sought.
- Access to confidential information and IT systems will be restricted and controlled.
- The School Emergency Plan will be regularly reviewed and tested.



### **Prevent Programme**

Terrorist attacks have occurred in the UK in the past and schools should consult the MI5 website to understand the current government intelligence threat level for the UK at the following website <https://www.mi5.gov.uk/threats-and-advice/terrorism-threat-levels>

At the time of writing (June 2026) the government threat level was SEVERE, indicating that a terrorist attack in our country is 'highly likely' in the future.

Experience tells us that the threat comes not just from foreign nationals but also from terrorists born and bred in Britain. The government's counter-terrorism strategy contains a plan to prevent radicalisation and stop would-be terrorists from committing mass murder, known as Prevent.

Schools and other organisations have a statutory duty under the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Details of the Government's Prevent Strategy can be found at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

DfE Guidance on the particulars of the Prevent duty for schools can be found at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/43959](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/43959)

[8/prevent-duty-departmental-advice-v6.pdf](#)

### **Run, Hide, Tell**

The National Police Chief's Council has issued guidance on the steps to take to keep safe in the event of a firearms or weapons attack, which is called Run, Hide, Tell. There is a four minute film, Stay Safe: Firearms and Weapons Attack which sets out each of these three key steps for keeping safe. The film is accompanied by an online information leaflet. Details of this can be found at:

<https://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx>

### **Media Exposure**

The school also has a role in responding to terrorist events whether or not the school has been directly affected. Pupils may react to media coverage of events at home or abroad in different ways, including being frightened by news and images of conflict and destruction.

### **School Culture and Ethos**

The school will also seek to prevent tensions arising between pupils, from different ethnic backgrounds or religions, by challenging crude stereotyping and facilitating discussions based on accurate information in a safe environment in which pupils can explore their understanding and come to terms with their fears.

## **3.26 THREATENING/ SUSPICIOUS PERSONS**

Dependent upon the circumstances, staff may feel able to approach and dissipate any threatening situation. However, there are also likely to be circumstances whereby it is immediately obvious that a person will not be approached or challenged and the principles of Lockdown may apply.

Call the Police.

Notify them of the identity of the individual, where this is known, or give them a description and if possible their car registration number.

## **3.27 TRESSPASS / INTRUDERS**

Schools are not public places and members of the public have no legal right of access. Any person who enters without permission is therefore a trespasser, and may be asked to leave.

Trespass is not a criminal offence, but a matter that may be pursued through the civil courts.

However, any person who is present on school premises, including playgrounds and playing fields, without lawful authority, and causes nuisance or disturbance is guilty of a criminal offence, and may be liable on conviction to a fine under Section 547 of the Education Act 1996. They can be removed from the premises by the police, and the school will call the police in such cases.

The school's security strategy is that nobody (including governors, staff and pupils) has an unrestricted right to access the school premises, except those who have a statutory right to enter for certain purposes (e.g. the LA, OFSTED and Health & Safety Executive inspectors).

Security procedures are in place to reduce the incidence of trespassing, including:

- Visitors, contractors and suppliers must book in and out of reception, wear visitor's badges, and park in designated spaces. They will be accompanied by a member of staff at all times while on site unless permission is given for them to be unaccompanied.
- Access around the site is restricted by the provision of fences and gates.
- This access is controlled by locking and unlocking the gates and external doors at certain times *Site Controller to confirm*
- The school is protected by an intruder alarm (*insert details of the alarm system, coverage and arrangements for remote monitoring*) – *Site Controller to confirm details*



The school policy is that persons not wearing visitor's badges will be challenged, and asked why they are on site. If they have no good reason to be on site they will be asked to leave.

<b>SCHOOL VISITOR</b>
Name _____
Date _____

Where trespassing becomes a recurring problem, the following additional measures will be considered:

The Headteacher (in consultation with the LA and governing body) can issue notices to be posted at the entrances to the school site. Such notices will, of course, be welcoming, but will clarify the terms on which people may enter.

Those who have broad permission to enter (i.e.: staff, pupils, contractors, out-of-hours users) will be informed, by letter, of the limitations both in terms of time and place as to their permission to enter the premises.

Such arrangements may not, of course, deter a determined intruder, but they leave no doubt that the school's premises are private and thus provide a clear basis for treating any person who enters the premise without permission.

Legal action may ultimately be considered in consultation with the LA.

Where a Headteacher is seeking to exclude a parent from school premises, the parent will be afforded the opportunity to provide a written reason why they will not be excluded before a decision is made by the Headteacher.

### 3.28 UNSAFE STRUCTURES

Evacuate the building if necessary.

Call Site Controller / Equivalent Person

Move away from the building if very serious.

Contact the LA who will call out the LA Construction and Maintenance team.

Consider activating the Migration Plan (see section 4.12) and Closure Plan (see section 4.03).

### **3.29 UTILITY FAILURE**

This could be a failure of the power, water or gas supplies.

In the event of a power failure staff will stay in the classroom with the children until further instructions are given.

Staff who are not teaching will immediately report to the main office.

The Site Controller / Equivalent Person will contact the utility company and establish a timescale for reinstating the supply.

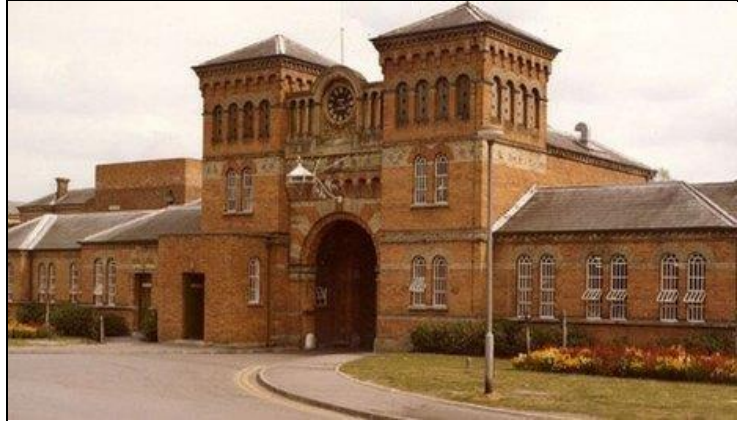
Depending on the timescale for reinstating the supply the Headteacher will decide whether or not to close the school for the rest of the day or for a longer period.

Where the failure is due to damaged mains e.g. a burst water main, if possible shut off the supply and contact the LA Construction and Maintenance team immediately.

## Broadmoor Alert

- a) Broadmoor Hospital is the high security psychiatric hospital located in Crowthorne. Previously, it had an escape warning system consisting of sirens.
- b) From 2019, Broadmoor Hospital replaced these sirens, although one siren remains within the perimeter of the hospital.

- c) The new escape warning system is a text alert called the Thames Valley Alert (TVA) system.



- d) TVA is a web hosted system provided by Thames Valley Police whereby individuals can register their phone numbers and receive voice messages and/or texts and emails directly from the police in the event of an escape. The TVA website is at <https://www.thamesvalleyalert.co.uk>
- e) By registering to receive TVA alerts individuals can also receive alerts and advice on criminal activities in their area.
- f) Key staff such as headteachers, Deputies, Secretaries, Bursars, Service Heads and Duty Managers etc should individually register on the TVA system. They are then responsible to pass on Alert information to staff in the school.

- g) It is recommended that schools also encourage all staff, governors and parents to also register with TVA to enhance communication in this area.



- h) The school must also notify staff and increase the level of alert in the school, and to use the risk assessment to decide whether to implement their Lockdown Plan.

#### 4.02 Business Continuity Plan

- a) See also Section 5, After The Event.
- b) Although comparatively infrequent, disasters, serious accidents or other emergency or critical incidents that seriously interrupt the provision of education by a school can and do sometimes happen.
- c) This guidance aims to provide a framework to enable schools to anticipate, plan for and respond to such situations in a structured and logical way. In a crisis the central objective will be to ensure that the school establishes early control, in consultation with relevant sections from the Council and/or other partners such as suppliers and contractors. It will be important to minimise disruption and to recover a full educational programme as quickly as possible.
- d) Business Continuity Planning (BCP) is a dimension of the overall emergency planning that has to be undertaken by local authorities and their schools. It covers the whole cycle of preventative measures as well as planning to deal with an emergency and recovery from that emergency. BCP should provide a planned and controlled method of anticipating and responding to events that might interrupt the core operations of the school. It should increase resilience to disruption, interruption or loss.

- e) Under the Civil Contingencies Act 2004, all local authorities must have emergency plans which link into a national strategy for dealing with crises and which include all emergency services. Any plan drawn up by an individual school must fit into and complement the wider local authority plan.



- f) Schools are therefore expected to have reasonable business continuity plans to ensure the continuation of their services in the event of a major disruption to the school's operations. Such planning should involve consideration of various types of emergencies and situations and how the school is placed to deal with them. It should also give the school community confidence when faced with a crisis.
- g) Any plan for business continuity should contain clear strategies and procedures needed to continue operations and achieve a recovery in the event that an interruption seriously compromises the ability of the school to carry out its core function, namely the education of children & young people.
- h) Schools are under a duty to provide full-time efficient education for the pupils on their roll and this responsibility continues even in the event of a major interruption of normal services. There are two broad but interrelated aspects to this in schools:
  - Continuity with respect to teaching and learning-direct services to pupils
  - Continuity with respect to support, administration and infrastructural operations/activities of the school.

- i) Clearly, there are also dimensions of the planning to do with the potential duration of the interruption and the scale and nature of the cause of the interruption.
- j) No plan or set of guidelines can cover every aspect of a reaction to an incident. The aim of these Guidelines including the Self Assessment Checklist is to reduce the impact of any disruptive incident and to provide the school with a pre-planned course of basic actions. A correctly prepared plan will reduce anxiety in the period immediately after a critical incident, making it easier to cope with the situation and to move towards the resumption of the full range of normal day to day activities as soon as possible.
- k) Business Continuity Planning can be broken down into four stages as follows:
  1. Know Your Business = Identify Key Business Activities
  2. Assess the Risks = Understand the potential impact on the school
  3. Formulate the Plan = Identify Business Continuity measures required
  4. Test the Plan = An Action Plan to implement the Mitigation Measures

Business Continuity Planning



- l) The following template has been provided as an example of a School Business Continuity Plan, set out using the above four stages. This is not meant to be inclusive and each school should add to, amend and adapt this to suit its own particular circumstances.
- m) School staff must be made aware of the role in the Business Continuity Plan, which should be tested, e.g. by conducting desktop exercises in response to possible scenarios as part of the schools emergency planning procedures.
- n) The Business Continuity Plan should be subject of regular review and updating to reflect the current key business activities and prevailing risks.

## BINFIELD CE PRIMARY SCHOOL BUSINESS CONTINUITY PLAN

KEY BUSINESS ACTIVITIES	EMERGENCY/INCIDENT	IMPACT	BC MEASURES	ACTION PLAN	
Teaching & Learning	Loss of a Building, e.g. due to fire, flood, major utility failure etc	High impact from the start	<ul style="list-style-type: none"> <li>• Temporary accommodation</li> <li>• Temporary utilities</li> <li>• Space at other schools</li> <li>• Bldgs &amp; Contents Insurance</li> <li>• Loss of resources</li> <li>• School closure (if reqd)</li> <li>• On-line learning</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with Council</li> <li>• Council/utility companies</li> <li>• Reciprocal arrangements with other schools</li> <li>• Policies in place</li> <li>• E-Archiving policy</li> <li>• Closure Plan</li> <li>• E-learning plans</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SBM</li> <li>• Headteacher</li> <li>• SBM</li> <li>• SBM</li> <li>• Headteacher</li> <li>• Teachers and ICT Helpdesk</li> </ul>
Teaching & Learning	Loss of Key Staff, e.g. due to unforeseen illness, bereavement or death	Medium impact after the first week	<ul style="list-style-type: none"> <li>• Cover by other staff</li> <li>• HR Service from Council</li> <li>• Supply teachers</li> <li>• Help from other schools</li> <li>• Loss of Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Timetabling arrangements</li> <li>• Buy back from Council</li> <li>• List of suitable teachers</li> <li>• Reciprocal arrangements</li> <li>• HR service from Council</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head</li> <li>• SBM</li> <li>• SBM</li> <li>• Headteacher</li> <li>• Chair of Governors</li> </ul>
Teaching & Learning	Loss of ICT, e.g. failure of broadband, server crash, telephone system goes down etc	Medium impact from the start	<ul style="list-style-type: none"> <li>• Temporary provision</li> <li>• Alternative supplier</li> <li>• Hard copy learning resources</li> <li>• Assessment &amp; Records</li> <li>• Help from other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Temp arrangements</li> <li>• Procurement of</li> <li>• Transfer to hard copy</li> <li>• Transfer to hard copy</li> <li>• Reciprocal arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Manager</li> <li>• SBM</li> <li>• Teachers</li> <li>• Teachers</li> <li>• Headteachers</li> </ul>

Teaching & Learning	Loss of Key Supplier, e.g. school meals service	Medium impact within a week	<ul style="list-style-type: none"> <li>• Alternative supplier</li> <li>• Temporary arrangements</li> <li>• Cooking at other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Procurement of</li> <li>• Cold food purchased</li> <li>• Reciprocal arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• SBM/LA SLA</li> <li>• Bursar</li> <li>• Headteacher</li> </ul>
Reputation	Schools response to emergency incident poorly managed	High impact within a week	<ul style="list-style-type: none"> <li>• School Emergency Plan</li> <li>• Training &amp; Exercising Plan</li> <li>• Effective support from the LA</li> </ul>	<ul style="list-style-type: none"> <li>• Plan in place</li> <li>• Training &amp; Exercising</li> <li>• Close liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Head</li> <li>• Headteacher</li> </ul>
Reputation	Loss of confidence by parents/carers	High impact within a week	<ul style="list-style-type: none"> <li>• Good Communications Plan</li> <li>• Consistent messages given</li> <li>• Media are managed</li> </ul>	<ul style="list-style-type: none"> <li>• Communications Plan</li> <li>• Close liaison with Council</li> <li>• Pro-active approach</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head</li> <li>• Headteacher</li> <li>• Head &amp; Chair</li> </ul>
Site & Administration	Loss of Key Staff, e.g. due to unforeseen illness, bereavement or death	Medium impact after the first week	<ul style="list-style-type: none"> <li>• Cover by other staff</li> <li>• HR Service from Council</li> <li>• Agency staff</li> <li>• Bursar cover</li> <li>• Help from other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Re-allocation of tasks</li> <li>• Buy back from Council</li> <li>• Agency contacts</li> <li>• Council insurance</li> <li>• Reciprocal arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head</li> <li>• SBM</li> <li>• SBM</li> <li>• SBM</li> <li>• Headteacher</li> </ul>
Add others as required		Format RAG			

## Appendix D

### School Emergency Plan

#### 4.03 School Closure Plan

- a) The Council has provided the following procedures to be followed in the event of school closure:



#### SCHOOL CLOSURE PROCEDURES

1. Inform the Chair of Governors
2. Inform the Council:
  - During office hours (08.00 to 17.00)
    - Telephone 01344 354004
    - AND**
    - Email [school.closures@bracknell-forest.gov.uk](mailto:school.closures@bracknell-forest.gov.uk)
  - Outside office hours(17.00 to 08.00)
    - Telephone Forestcare 01344 786500.
    - AND**
    - Email [school.closures@bracknell-forest.gov.uk](mailto:school.closures@bracknell-forest.gov.uk)
3. Inform parents/carers as early as possible to avoid unnecessary disruption. This could include:
  - Using the Local Radio Stations\*
  - Updating the school's website
  - Updating the school's ansaphone message
  - Email/text where this is available
  - By letter if this is appropriate

The Council will also post the details on its website and keep them updated in response to your calls. The weblink is <http://www.bracknell-forest.gov.uk>

There should be further guidance on coping with Severe Weather in your School Emergency Plan.

If your school does not have an Emergency Plan, there is a blank version of this on the Council's website at <http://www.bracknell-forest.gov.uk/env-emergency-planning.htm>

**Please note, unless the LA is informed that your school is closed, we will assume that the school is open.**

\*The local radio contact details can be obtained from David Eagle at [david.eagle@bracknell-forest.gov.uk](mailto:david.eagle@bracknell-forest.gov.uk)

## Appendix D

### School Emergency Plan

#### Binfield CE Primary School Closure Plan June 2026

<b>Initiate the School Closure Plan</b>	
<ul style="list-style-type: none"> <li>Assemble the School Emergency Management Team</li> <li>Gather the information, assess the situation and decide what to do</li> <li>Chair of Governors to approve closure, then notify LA</li> </ul>	<i>Headteacher / Deputy headteacher</i>
<ul style="list-style-type: none"> <li>Notify all staff when the School Closure Plan will be activated</li> <li>Nominate staff to deputise for those staff in the Plan who are absent.</li> <li>Organise/ instruct other staff to assist where appropriate.</li> <li>Make and initiate appropriate arrangements for anyone who is disabled, vulnerable or has special needs.</li> <li>Liaise with the LA if additional staff/resources are required</li> </ul>	<i>Headteacher / Deputy Head</i>
<ul style="list-style-type: none"> <li>If appropriate contact School Governors and/or PTA to come to assist the School</li> </ul>	<i>Chair of Govs</i>
<b>Provide Information to Parents/Carers</b>	
<ul style="list-style-type: none"> <li>If there is time draft a letter to parents/carers informing them why the School has closed, when it is expected to re-open, or if this is unknown refer them the where/how they can obtain further information</li> <li>Be visible/accessible when parents/carers collect their children</li> </ul>	<i>Headteacher / SBM / PA</i>
<ul style="list-style-type: none"> <li>Print/copy/distribute letters for teachers to give to pupils to give to parents/carers</li> </ul>	<i>SBM / Secretary</i>
<ul style="list-style-type: none"> <li>Laminate copies of the letter and fix them to the external notice boards at the School gates</li> </ul>	<i>SBM / Site Controller</i>
<b>Inform People that the School is Closing</b>	
<ul style="list-style-type: none"> <li>Contact parents/carers</li> <li>Request local radio stations to broadcast details – see Communication Plan</li> <li>Notify caterers, cleaners, contractors and other site users</li> <li>Cancel after School clubs</li> <li>Notify School Crossing Patrollers and Midday Meals Supervisors</li> <li>Cancel relevant bookings and lettings</li> <li>Inform absent staff</li> <li>Notice to be placed on the School website</li> </ul>	<i>SBM / Secretary &amp; Office Team</i>
<ul style="list-style-type: none"> <li>Request the LA to contact/notify the following if applicable:               <ul style="list-style-type: none"> <li>Home-School transport</li> <li>LA catering contractor</li> <li>LA cleaning contractor</li> <li>LA grounds maintenance contractor</li> <li>Borough construction/maintenance contractors</li> <li>Notice to be placed on the Council website</li> </ul> </li> </ul>	<i>SBM</i>
<b>Pupils are Collected by their Parents/Carers</b>	
<ul style="list-style-type: none"> <li>Inform pupils and supervise them until their parents/carers collect them</li> <li>Only release pupils to parent/guardian or person nominated by them to collect pupil</li> <li>Keep log that includes the name of the pupil, the name of the person collecting the pupil, and the date, time and purpose for collection.</li> <li>Persons picking up pupils to provide proof of identity, if not known to staff.</li> <li>Make a risk assessment before allowing, and record of all the children who have walked home on their own, as they normally would.</li> </ul>	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> <li>Be visible/accessible when parents/carers collect their children</li> </ul>	<i>Headteacher</i>
<b>Before you Leave</b>	
<ul style="list-style-type: none"> <li>Leave an appropriate message on the School ansaphone</li> </ul>	<i>Secretary</i>
<ul style="list-style-type: none"> <li>Make appropriate arrangements for the care of any pets/animals</li> <li>Secure the School buildings and site after everyone has left</li> </ul>	<i>Site controller</i>

## Appendix E

### School emergency plan

#### 4.04 Communications Plan

**a) The following general principles will be followed by the School in all communications in an emergency:**

- Information will be verified, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed, based on hearsay or second hand.
- Information will be true. False information can be misleading, cause distress and be subject of accusations/litigation at a later date.
- Information will be consistent with what has been previously released by the school and the LA.

**b) Means of Communication**

- The school will consider which methods of communication are appropriate for the particular emergency situation. Telephone is likely to be the principal means of communication in an emergency, but the following is a list of other possible means of communication:
  - Local Radio – see section g below
  - Television – contact via the BFC Communications Team
  - Newspapers – contact via the BFC Communications Team
  - E-Mail
  - Fax
  - Telephone
  - Mobile Phone
  - Letter By Post
  - Letter By Pupil
  - Handouts
  - Posters
  - Notice Boards
  - Leaflets Door To Door
  - Text Messages
  - Ansaphone/Voicemail
  - Call Centre/Help Line
  - Conference Call
  - Video Conference
  - Restricted Meetings
  - Open Meetings
  - School Web Site
  - Council's Web Site - contact via the BFC Communications Team
- c) Contact the LA if any additional staffing/resources are required to help with communications.

## Appendix E

### School emergency plan

#### d) Communicating with the LA

- The LA will be contacted in the event of an emergency incident in accordance with the Initial Response procedures above.

<b>BRACKNELL FOREST COUNCIL EMERGENCY CONTACT NUMBERS</b>		
DURING OFFICE HOURS Monday to Friday 9am to 5pm	TIME SQUARE	01344 352000
OUTSIDE OFFICE HOURS	FORESTCARE	01344 786500

- Bracknell Forest LA maintains a out of hours Emergency Duty Officer (EDO) rota, so that there is always a senior Education manager available to support schools in an emergency situation. <https://www.bracknell-forest.gov.uk/council-and-democracy/get-in-touch/out-hours-emergencies>
- The EDO will assist the school in evaluating the information gathered, assessing the response level and in implementing the initial response.
- Most of the emergency situations that occur are minor in nature and are dealt with by schools with little or no support from the EDO. However in more serious situations the EDO will also provide the liaison between the school and the other departments of the LA, e.g. the LA Communications Team, relieving the school from the task of communicating and organising, freeing up the school to concentrate on its internal situation.
- Where the situation demands, the Director of Children Young People & Learning will form an LA Emergency Management Team comprising the EDO and other senior managers within the department, to support the School in dealing with the emergency.
- Where Schools require emergency support in the form of additional staffing resources the LA can mobilise its staff from their other departmental duties to work in support of the school either on site or from the Council's offices. All LA staff are subject to DBS checks.
- The LA can also assist the school to locate additional teaching staff to be made available from supply contacts or from other schools where this is required.
- Where the emergency involves the wider community e.g. a major fire, or incident involving evacuation of large areas, the LA has its own Emergency Plan. If this happens the LA will provide the link between the Council's Emergency Operations Centre (EOC) and the school, relaying the requirements of the Borough's emergency response to the school and keeping the EOC apprised of the school's situation and progress.
- It is essential that there will be good liaison between the school and the LA if the above arrangements are to work properly.

## e) Communicating with Parents/Carers

### Appendix E

#### School emergency plan

- In an emergency situation the school will need to communicate effectively and efficiently with parents/carers in order to allay fears and minimise panic or disruption.
- The school will understand and appreciate the feelings of parents/carers for the safety and well-being of their children in an emergency situation.
- The school will remain person-focused rather than purely process focused.
- The school will be sensitive, honest and caring.
- Communication with parents/carers will be drafted and delivered in an informative and re-assuring manner
- The school will not seek to down-play serious issues – give them the facts.
- The school will treat parents/carers of pupils involved in an incident as individuals, not members of a group.
- Parents/carers will hear important facts from the school directly, and before they are released through the media.
- Parents/carers needs for communication should be managed so as to ensure they do not distract emergency services and school staff from doing their jobs.
- The media can move very fast so the school will react quickly to events as they unfold.
  - A telephone cascade system may be an appropriate way of circulating urgent information as it prevents one person having to make many phone calls. Each family who is called can phone one or two others. Telephone cascades are only as reliable as the weakest link so the cascade will include feedback to the school from each chain of the cascade so that the school will know that the message has got through. Cascades will not be used to communicate sensitive information e.g. concerning casualties as this information will come direct to parents/carers from the school.
  - Where appropriate, letters will be sent to parents/carers as soon as possible after the outset of the incident to inform them of what has happened and to reduce the number of subsequent incoming enquiries:
    - Explaining what has happened
    - Reassure them that the school and LA have emergency planning procedures in place to deal with incidents
    - Indicating how long it could last
    - Explaining where/how they can obtain further information
- The school will pre-draft letter templates that could be immediately available to be used in the event of having to activate the School Evacuation, Migration or Closure Plans.

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- Some elements of the press and media may be unscrupulous and unethical in their methods, including trespassing and posing as parents/carers or others to obtain information. Identities will be verified before any authorised information is given out by the school.
- The school will provide a means for parents/carers and members of the public to contact them outside normal hours by including reference to the LA's Forestcare emergency call centre number (see above) on their answerphone, by posting this on the external school notice boards and on the schools website.
- Parent contact details are maintained and kept up to date by the school secretary and copies are kept in Sharepoint, in the Admin section, in the Emergency Plan folder.
- Further Guidance: Department for Education article [Communicating with parents: Steps for communicating with parents in an emergency](#)

#### f) Communication From Parents/Carers

- The school will also consider how parents/carers will communicate with the school:
  - Telephones manned by people are preferable to recorded messages on ansaphones or voicemail, as this will just make anxious parents/carers go elsewhere for information.
  - Additional staff may be required to staff telephones.
  - Separate telephone lines/mobile numbers may be required to handle incoming calls so as to free up other lines for the school to make outgoing calls to manage the emergency.
  - Additional telephone lines/mobile numbers may be required at short notice.
  - Where mobile phones are used, arrangements will be made for recharging batteries.
  - In a serious situation a separate help line could be established by the LA Customer Services to deal with incoming calls. This would also take some of the pressure off the school, but the school will keep the help line updated with accurate information.

#### g) Communicating with the Media

**ALL PRESS AND MEDIA ENQUIRIES WILL BE REFERRED TO THE LA COMMUNICATIONS TEAM, WHO WILL DEAL WITH THE PRESS AND MEDIA ON BEHALF OF THE SCHOOL.**

- The school will liaise closely with the LA Communications Team, who will assist the school to deal with the media in the event of an incident, including drafting press releases and statements, organising press conferences and dealing public requests for information.

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- The school will prepare general prospectus-type information about the school in advance of any emergency. Having this information ready to give to the media could take the pressure off the school when they are in an emergency situation. This includes the following information:
  - Name of School:
  - Address:
  - Telephone number:
  - Fax number:
  - Headteacher
  - Chair of Governors
  - Site and brief history of the school
  - Has the school had to deal with any crises (e.g. arson, health matters) in the past that may be of interest to reporters seeking background information about the school? Please give details and dates.
  - Number of pupils on roll:
  - Age range of pupils:
  - Total number of staff:
  - Number of teachers:
  - Date of most recent Ofsted inspection:
- The school will aim to create and maintain a positive relationship with the media, because in some emergency situations the media can help the school by giving out important information messages.
- Local radio stations already provide assistance in communicating details of school closures, but they, and the other media (television, newspapers etc) may also have a role to play in ongoing communication in an incident, e.g. in helping to get messages across to parents/carers, neighbours and other stakeholders.
- The school will therefore consider taking a pro-active approach, scheduling press conferences etc as required. This may also reduce the ad hoc demands from the press and media for information.
- The school will not release photographs to the press without first obtaining written permission of parents/carers, pupils and adults who may appear in the photos. All photography will be in accordance with the schools own policy and LA Guidelines.
- The school will appoint a dedicated Media Spokesperson. After consultation with BFBC Media department this will most likely be the Head teacher and / or the Chair Of Governors.
- The Spokesperson's role will include:
  - Speaking for the school to give information and reassurance.
  - Liaising with the LA Communications Team on behalf of the school
  - Approving press releases and statements on behalf of the school
  - Giving short media briefings/interviews organised by the LA Communications Team
  - Dealing with internal communication issues within the school.
- Other staff will not deal with communications/media as they may not be in possession of all of the current facts or may have information that has changed.

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This could lead to unnecessary concern or anxiety amongst staff, parents/carers and the public.

- The school Spokesperson will be given coaching/briefing by the LA Communications Team on how to communicate with the media, but the following points will be considered:
  - Follow the General Principles laid down at the beginning of this section
  - Select an appropriate location to speak to the media with adequate lighting, quite with a suitable background.
  - Ensure that furniture is appropriate, e.g. tables and chairs, lectern etc. If the media are standing then stand, if they are sitting then sit but try to keep any cameras etc from looking down on you.
  - The updated Initial Contact – Information Gathering section may be an appropriate format for providing information about the incident
  - If information is lacking, explain that more details will be made available as soon as possible.
  - Prepare your one or two key messages – your ‘must points’.
  - Try to have a smart appearance
  - Set a calm tone from the beginning.
  - Speak calmly and slowly
  - Keep eye contact.
  - Always start with expression of condolences or concerns for any victims and their families.
  - Do not be afraid to show emotion but try not to break down
  - Do not speculate about the cause of any incident
  - Do not place blame for the incident.
  - “That question will have to be referred to the Police/Fire Service/Health & Safety Executive”.
  - The spokesperson will not confirm numbers of any injured/dead – this will be a matter for the emergency services.
  - State that appropriate follow-up services are being provided for children & young people, staff and parents/carers by internal and external resources (if true).
  - Show that you are in control of the situation and doing everything you possibly can to minimise the consequences (if true).

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- Counter or deny dangerous rumours if you know they are untrue.
- Use the three P's if this is appropriate: Pity, Praise and Promise, e.g. "this has been a terrible incident which has had a profound effect on everyone in the school...our thoughts are with ...."  
"...there has been a tremendous response from staff in the school who are working with ... to ..., and I would like to thank the emergency services..."  
"...the school will be co-operating fully with ... to find out what happened, and to ensure that this will not happen again..."
- Remember, be sure of your facts before releasing any details – once a 'fact' is in the public domain, there is no going back.
- The school will keep a record of what the Spokesperson says publicly, so that this is available in the event of a subsequent inquiry.
- Local radio stations may have a role to play e.g. publicising details of school closures, and/or late openings. Once a decision is taken to close, you should contact the 3 local radio stations; see School Closure Procedures (section 4.03a); with information for broadcasters about school closure or partial closure on each day of closure, there is no need to call them to announce re-opening on subsequent days.
- You should provide them with the following information:
  - Relevant password for each radio station (Up to date contact details and passwords can be obtained from the LA Emergency Duty Officer who can be contacted via Forestcare
  - The name of your school
  - The area in which your school is based
  - The degree of closure – which years are affected etc
  - Give an indication as to how long the school will be closed
  - If it is open but there are significant restrictions, please give details e.g. no meals, no heating, warm clothing required etc

#### **h) Communication with Pupils**

- The school will ensure pupils are kept up to date with the emergency as it unfolds
- Communication with pupils will be appropriate so as not to cause distress or upset
- Face to face verbal communication will be used by staff who are known and trusted by the children (make reference here to who will do this and how it will be achieved, this is best done by their regular teachers)

#### **i) Communicating With Staff and Governors**

- Staff and Governors will be kept up to date with the emergency as it unfolds

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- Line management in the school is the most appropriate method of communication in most instances.
- All communication with school governors will be channelled through the Chair who will approve all information before it is sent out.
- A telephone cascade system will be used to circulating urgent information as it prevents one person having to make many phone calls. Each member of staff who is called can phone one or two others. Telephone cascades are only as reliable as the weakest link so the cascade will include feedback to the school from each chain of the cascade so that the school will know that the message has got through. This could be a way of assembling a group of responders much more quickly. (make reference here to any cascade system in use, who will keep it updated, how and when it will be tested and include the cascade information as a supplementary APPENDIX. if a cascade system is not in place then give details of who will be responsible for keeping staff in the picture, and how this will be achieved)
- Staff will be instructed not make statements or give information to the press or media unless authorised to do so by the Headteacher. This is because they may not be in possession of all of the current facts or may have information that has changed. This could lead to unnecessary concern or even panic amongst staff, parents/carers and the public.
- Individual staff at school or outside school may be approached by the press or media and put under direct pressure to answer questions. However all staff will be made aware not to answer questions and not let themselves be tricked or pressurised into giving out information.
- Staff and Governor contact details are maintained and kept up to date by the SMB and School Secretary.

#### **j) Translation and Interpretation**

- Where an emergency situation requires support for translation or interpretation e.g. an emergency with an offsite visit in another country or involving a deaf person, the school will make use of the following support services which are available via the Council:
  - The Translation and Interpretation Guide, can be obtained from the LA Emergency Duty Officer who can be contacted via Forestcare
  - The National Interpreting Service, which provides a 24 hour service for an interpreter over the telephone to facilitate a 3 way conversation in any language can be obtained from the LA Emergency Duty Officer who can be contacted via Forestcare

## k) Contact Details

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- **Parents/Carers:** A list of contact details for parents/carers should be maintained by the school. It is suggested that this list should include:
  - Child's Name, Class, Date of Birth,
  - Parent/ Guardian 1 Name, address, telephone, e-mail
  - Parent/ Guardian 2 Name, address, telephone, e-mail
  - Other persons who are authorised to collect the child from school
  - Name, address, telephone, e-mail
- **School Governors:** A list of contact details for the school governors should be maintained by the school. It is suggested that this list should include:
  - Name
  - Role
  - Committees
  - Address, telephone, e-mail
  - Relevant skills/expertise that may be of use to the School in an emergency e.g. language skills
- **Staff:** A list of contact details for the staff should be maintained by the school. It is suggested that this list should include:
  - Name
  - Post held
  - Address, telephone, e-mail
  - Relevant skills/expertise that may be of use to the School in an emergency e.g. counsellor, special needs
- **LA Contact Details**

<b>BRACKNELL FOREST COUNCIL EMERGENCY CONTACT NUMBERS</b>		
DURING OFFICE HOURS Monday to Friday 9am to 5pm	TIME SQUARE	01344 352000
OUTSIDE OFFICE HOURS	FORESTCARE	01344 786500

LA contact details, can be obtained from the LA Emergency Duty Officer who can be contacted via Forestcare

#### 4.05 Bereavement Plan

- a) For use in the event of the death, e.g. of a pupil or member of staff. Each individual case will be different and it is impossible to create a plan for every possible scenario. Each case will therefore need to be carefully considered in the light of the circumstances pertaining. The following may be utilised if appropriate, but should be regarded as a checklist of possible responses to bereavement.
- b) In the event of the death of a pupil or member of staff, the school will immediately inform the Director, People Department.

##### c) The Family of the Deceased

- In addition the school will consider how to deal with the family of the deceased, working with the Police Family Liaison Officer, the staff, pupils, parents/carers and the wider school community where appropriate.
- The school will immediately establish a line of communication with the family of the deceased, and agree with the family whether and what information can be released about how the person died and what happened. (Via the Police Family Liaison Officer if appropriate)



##### d) The Family of the Deceased

- In addition the school will consider how to deal with the family of the deceased, working with the Police Family Liaison Officer, the staff, pupils, parents/carers and the wider school community where appropriate.
- The school will immediately establish a line of communication with the family of the deceased, and agree with the family whether and what information can be released about how the person died and what happened. (Via the Police Family Liaison Officer if appropriate)
- The school will also consult with the family about what the school is doing and will respect the wishes of the family concerning any arrangements including involvement by the family. In the same way the school will respect the wishes of the family about involvement by the school in any arrangements being made by the family e.g. for the funeral.
- Where the deceased or their family are from a minority or ethnic group, the school will ensure that staff understand and are sensitive to their cultural needs. Responses to death and the beliefs and rituals surrounding it vary across different cultures and religions. Teachers and professionals need to be aware of these differences, which include dress, hair, food, emotional reaction and funeral customs. What may seem disrespectful in one culture may be a mark of respect in another. This could be incorporated into teaching and learning so that children as well as staff are respectful of these differences.

- In the case of the death of a member of staff, the school will liaise with the LA Head of HR in respect of pension entitlements for the family of the deceased. The HR team will also deal with the necessary correspondence including a letter from the Director to the family of the deceased where this is appropriate.

#### **e) Teaching staff**

- Will be notified and may also need to be briefed about what the school is doing, take time to prepare themselves to handle questions from pupils and parents/carers, and to monitor pupils for any signs of emotional trauma.
- Arrangements will also be made to notify ancillary staff such as nursery, admin, catering and cleaning staff etc at the appropriate time in an appropriate way. Staff may themselves be affected by the bereavement, and the Headteacher will talk to them collectively and individually over the coming days/weeks/months, monitor them, and ensure they receive the necessary support if they are unable to cope e.g. bereavement counsellors, obtainable via the LA Head of HR. The Chair of Governors and governing body may also have a role in monitoring the Headteacher and staff for signs of stress.

#### **f) Children and Young People**

- It is important for the school to carefully manage the way the news is given to pupils, which will be in a controlled manner. Time will be taken to plan how to break the news to pupils, what to say, and who will say it. Ideally this will be by the Headteacher at morning assembly followed up by class time in tutor groups.
- Pupils will need to be told what has happened and how everyone is feeling about it. It may also be appropriate to tell them why it happened, and younger pupils may need to be re-assured that it will not happen again, and it will not happen to them.
- It may be necessary to explain to pupils that the school is grieving/mourning the loss of the individual, what this means, how this makes us feel, that this is a natural process we all go through, what will be happening in school because of this, and how they can participate.
- It may be important for pupils, and especially younger pupils, to then be with the teachers and staff who they are familiar with so that they can feel safe to talk and share about how they feel about what has happened.
- This follow-up time is important to enable teachers to provide reassurance, answer individual questions and provide guidance to the class group about how they should be feeling, that it is alright to feel sad, or not to feel sad, and how to respond to what has happened. Bereavement is a normal part of human experience and while it may be very sad, it is important not to over-play it, or make pupils feel traumatised or distressed.
- Pupils may also need some practical way to focus how they feel about what has happened, and the school can provide ways to do this, e.g. writing cards, making floral tributes, planting a tree of remembrance, a plaque, a book of condolence, a book of remembrance, a special assembly, a memorial service etc.

- An appropriate quiet area could be set-aside in the school for pupils to come to talk to staff about what has happened. The school will take advice from the LA Principal Education Psychologist when planning how to handle the pupils in this situation.

#### **g) Parents/Carers**

- The Headteacher may need to write a letter to parents/carers to inform them about what has happened and concerning any arrangements that have been made.
- If the deceased is a member of staff, parents/carers may need to know what arrangements the school is making to provide staff to cover their classes.
- In addition the Headteacher and staff may need to make themselves available before/after school for parents/carers and others to talk to. A follow up letter may be required to notify parents/carers about subsequent events and arrangements e.g. special assembly, memorial service etc.

#### **h) The Wider School Community**

- The wider school community will also need to be notified and involved in an appropriate way. They may also be able to provide useful support e.g. the PTA, extended school providers, early years providers, voluntary organisations, local churches, faith groups etc. and anyone who has links with the school. The school website and newsletter could also be used to carry the news.



#### **i) Cards, Flowers & Gifts**

- In cases of bereavement many people may feel the need to express their feelings about what has happened, by sending cards, flowers, money or other items to the school, unless they are specifically told not to.
- Cards could be put on a special pin board/display, forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance. They will not be thrown away because this might hurt the sender's feelings.
- The school may need to designate a suitable place for people to put flowers where they are visible and can be perused. It may be appropriate to make them into a floral tribute, but ensure that flowers that may arrive later can also be included otherwise people may feel excluded.
- Pupils could help with displaying/arranging the flowers. Remember flowers will quickly perish without water, and even with water flowers may wilt and become unattractive in time.
- But disposal of flowers may also be a contentious issue, and they will not be just thrown away. The school may need to adopt a policy for this e.g. the flowers to be used at the funeral, or taken to the cemetery, or another appropriate location

at an appropriate time. This may be an opportunity to discard any wilted stems, remake the floral tribute or make them into wreaths.

- The small cards sent with the flowers may also contain written messages, and these could be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.
- Items such as toys or photographs could also be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.
- Books of condolence or remembrance could be forwarded to the bereaved family at an appropriate time.
- N.B. the family of the bereaved may not want to be bombarded with cards, flowers or other items, so the school will always ask first before forwarding these to the family.
- A clear written record of any money received and donors will be maintained by the school, and the money will be used for the purpose for which it was given. Money given for the family of the deceased will be passed on to them or donated to a charity instead if they prefer, and the school will respect their wishes. In the case of multiple bereavements the school will carefully consider a policy on how such money will be distributed. The school will take specialist advice if it is considering setting up charitable trusts.



#### **j) Counselling Support**

- It will generally not be necessary to provide help-lines for counselling in respect of a single bereavement, however this may be appropriate in respect of multiple fatalities or where the incident involved violence.
- Where individual pupils or staff appear to be more seriously affected, bereavement counselling assistance can be obtained from the LA Head of HR, and the LA Principal Education Psychologist.
- The school may also consider seeking help and advice from appropriate external organisations.
- Please refer also the sections below on Communicating, and Recovery.

#### **k) Business Continuity**

- Where the deceased is a member of staff the school may also need to make arrangements for other staff to cover their classes, arrange for temporary or supply teachers, and for making a new appointment to the post. The LA Head of HR can also assist with this.
- Neighbouring schools may respond sympathetically to requests for assistance if needed. Reciprocal arrangements with neighbouring schools should be explored and agreed as part of this Emergency Plan.

## 4.06 Evacuation and Fire Drill Plan

Binfield CE Primary School

### SCHOOL EVACUATION PLAN

This plan is for the evacuation for the School buildings in the event of an emergency.

<b>If the Fire Alarm Sounds</b>	
<ul style="list-style-type: none"> <li>• Call the emergency Services</li> <li>• Initiate an action log</li> </ul>	<i>Secretary / SBM</i>
<ul style="list-style-type: none"> <li>• Notify the LA and request additional staff/resources if required</li> </ul>	<i>Headteacher</i>
<ul style="list-style-type: none"> <li>• Notify the Chair of Governors and other site users</li> </ul>	<i>SBM</i>
<ul style="list-style-type: none"> <li>• Nominate staff to deputise for those staff in the Plan who are absent</li> <li>• Organise/ instruct other staff to assist where appropriate.</li> <li>• Make appropriate arrangements for the disabled, vulnerable or special needs.</li> </ul>	<i>Deputy Head</i>
<ul style="list-style-type: none"> <li>• If appropriate contact School Governors/PTA to come to assist the School</li> </ul>	<i>Chair of Govs</i>
<b>Gather the Resources You Will Need</b>	
<ul style="list-style-type: none"> <li>• Bring your mobile phone/charger and your copy of the School Emergency Plan</li> </ul>	<i>All</i>
<ul style="list-style-type: none"> <li>• Bring the Grab Bag: class registers, pupil information, contact lists for parents/carers, staff, governors, safe havens &amp; LA, pens &amp; paper, visitors book, site hazard register, site and floor plans, fire drawings, spare copies of the School Emergency Plan</li> </ul>	<i>Secretary</i>
<ul style="list-style-type: none"> <li>• Bring the Emergency Laptops/chargers: with e-copies of the above</li> </ul>	<i>SBM</i>
<ul style="list-style-type: none"> <li>• Bring class registers and pens</li> <li>• If there is time make the children bring their coats and lunch boxes</li> </ul>	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> <li>• Bring the School Grab Bag and distribute the contents to staff/pupils as necessary: high visibility tabards, torches, disposable rain ponchos, disposable foil blankets, spare batteries, umbrellas, mobile phone charger/s</li> </ul>	<i>Secretary</i>
<ul style="list-style-type: none"> <li>• Bring the First Aid Grab Bag/s: first aid kit, water/biscuits, medications &amp; instructions</li> </ul>	<i>Secretary / PA</i>
<b>Evacuate the Buildings</b>	
<ul style="list-style-type: none"> <li>• If there is time, switch off electrical equipment and close windows.</li> <li>• Evacuate the buildings via the designated fire exits</li> <li>• Form up by classes/groups at the designated assembly point.</li> </ul>	<i>All</i>
<ul style="list-style-type: none"> <li>• If the assembly point is covered by smoke or too close to the fire, designate the backup assembly point to be used.</li> </ul>	<i>Headteacher</i>
<ul style="list-style-type: none"> <li>• Inform pupils what is happening</li> <li>• Take a class register and send a report to the Deputy Head.</li> <li>• Supervise the children</li> </ul>	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> <li>• Check the Visitors Book, account for any visitors, contractors and suppliers</li> <li>• Report to the Deputy Head.</li> </ul>	<i>Secretary</i>
<ul style="list-style-type: none"> <li>• Ensure the whole School is accounted for.</li> <li>• Initiate appropriate action to locate/report missing individuals.</li> <li>• No-one is to re-enter the buildings unless it is safe to do so.</li> <li>• Report to the Headteacher.</li> </ul>	<i>Deputy Head</i>
<ul style="list-style-type: none"> <li>• Make appropriate arrangements for the care of any School pets/animals.</li> <li>• If appropriate, shut off power and gas supplies if it is safe to do so.</li> </ul>	<i>Site controller</i>
<b>Fire Fighting</b>	
<ul style="list-style-type: none"> <li>• DO NOT attempt to fire a fire under any circumstances</li> </ul>	<i>All</i>
<b>Handover to the Emergency Services</b>	
<ul style="list-style-type: none"> <li>• Handover to the Emergency Services and follow their instructions</li> <li>• Report any persons still in the buildings, or who are unaccounted for.</li> <li>• Handover copies of the site and floor plans, site hazard register and fire drawings to the Fire &amp; Rescue Service</li> </ul>	<i>Headteacher</i>
<b>Manage the Situation</b>	
<ul style="list-style-type: none"> <li>• Assemble the School Emergency Management Team</li> <li>• Gather the information, assess the situation and decide what to do.</li> <li>• Consider activating the School Migration/Closure Plans.</li> </ul>	<i>Headteacher</i>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Notify the LA, request additional staff/resources if required</li></ul> |  |
|---|--|

- a) This plan is tested as part of the school's regular fire drills.

Further detailed and specific information on fire, bomb threats and evacuation procedures can be found in [Section 2.3 Emergency-procedures](#) and [Section 2.4 Fire Safety](#) of the Corporate Health, Safety and Welfare Manual of Guidance and [Section 3.1 Emergency Procedures](#) of the Schools Health and Safety Manual.

#### **4.07 Examinations Emergency Plan**

- a) Where emergencies interrupt or disrupt public examinations and national tests, for example a fire alarm sounding, in such cases a test administrator will:
- Stop the clock. If the problem can be dealt with in a straightforward way, for example, if it is an audible disturbance that can be stopped, the test can be restarted and the pupils given the correct remaining time to complete the test.
  - If necessary, follow their normal school policy for evacuating a building, seeking to uphold the integrity of the tests.
  - The test will continue as soon as possible. All pupils will be given the correct amount of time.
- b) The Headteacher or senior teacher will make a note of the incident and the times at which the test was stopped and restarted.
- c) If the problem cannot be dealt with in a straightforward way, the Headteacher or senior teacher will contact the LA Chief Adviser. If they are not available, for end of Key Stage tests, the school will contact the Standards and Testing Agency on 0300 303 3013.
- d) Where possible, pupils will remain in the test room while the problem is being resolved. They will be supervised at all times and not allowed to talk to one another.
- e) Major disruptions during public examinations will be reported to the relevant examination board.

### 4.08 First Aid Plan

#### a) Risk Assessment

- Employers have to make a judgment based on their own particular circumstances and a suitable and sufficient risk assessment. Governing bodies and Headteachers should consider the likely risks to pupils and visitors as well as employees when drawing up policies and deciding on the complement of first aid personnel. This should include the following:

#### b) First Aiders

- There are no rules on the exact numbers of first-aid personnel required in a school, but the Health and Safety Commission has issued guidance on numbers of first-aid personnel based on employee/pupil numbers. This is captured in the DfE guidance referred to below.
- The minimum requirement is that an appointed person must take charge of the first aid arrangements.
- First aiders must complete a training course approved by the Health and Safety Executive. At school, the main duties of a first aider are to:
  - Give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at school
  - When necessary, ensure that an ambulance or other professional medical help is called.

#### c) Appointed Persons are not first aiders, but someone who:

- Takes charge when someone is injured or becomes ill
- Looks after the first aid equipment, e.g. restocking the first aid container
- Ensures that an ambulance or other professional medical help is summoned when appropriate.

#### d) Further Information: Schools Health and Safety Manual <https://schools.bracknell-forest.gov.uk/policies-guidance/>

#### e) Further information: Department for Education guidance on [First Aid](#)

#### f) Further information: [The Health and Safety \(First Aid\) Regulations 1981](#)

#### g) First-aid Containers

- There is no mandatory list of items for a first aid container. However, the Health and Safety Executive recommend that, where there is no special risk identified, a minimum provision of first aid items would be:
  - a leaflet giving general advice on first aid
  - 20 individually wrapped sterile adhesive dressings (assorted sizes)

## Appendix F

### School Emergency Plan

December 2021

- two sterile eye pads
  - four individually wrapped triangular bandages (preferably sterile)
  - six safety pins
  - six medium sized individually wrapped sterile unmedicated wound dressings
  - two large sterile individually wrapped unmedicated wound dressings
  - one pair of disposable gloves.
- A school's first aid procedure should identify the appointed person (see above) responsible for examining the contents of first aid containers. These should be checked frequently and restocked as soon as possible after use. There should be extra stock in the school and items should be discarded safely after the expiry date has passed.

#### h) Record Keeping

- Headteachers should ensure that records are kept of any first-aid treatment given by First-aiders and appointed persons. This information should also be logged on the incident report form. It is good practice for these records to include:
  - the date, time and place of the incident
  - the name and class of the injured or ill person
  - details of the injury/illness and what first aid was given
  - what happened to the person immediately afterwards
  - the name and signature of the first-aider or person dealing with the incident.

#### i) Notification

- In an emergency, the Headteacher/teacher in charge should have procedures for contacting the child's parent/named contact as soon as possible. It is also good practice to report all serious or significant incidents to the pupil's parents/carers, e.g. by sending a letter home with the pupil or telephoning the parent.


**4.09 Notifiable Diseases Plan**

- a) The following diseases are notifiable (Ref: Berkshire Health Protection Team Annual Report April 2005).

Acute encephalitis	Paratyphoid fever
Acute poliomyelitis	Plague
Anthrax	Rabies,
Cholera	Relapsing fever
Diphtheria	Rubella
Dysentery (amoebic and bacillary)	Scarlet fever
Food Poisoning	Smallpox
Leprosy	Tetanus
Leptospirosis	Tuberculosis
Malaria	Typhoid fever
Measles	Typhus fever
Meningitis	Viral haemorrhagic fever
Meningococcal septicaemia	Viral hepatitis (A,B,C & other)
Mumps	Whooping cough
Ophthalmia neonatorum	Yellow fever

- b) Children and staff who are affected and show signs and symptoms of the notifiable disease should be sent home immediately or cared for separately if there is a delay. In all cases, parents should be advised to take the child to a medical practitioner for assessment and suitable treatment. They should not return to school until you have been advised by health professionals that it is safe for them to do so.
- c) In the event of an occurrence of a notifiable disease or serious illness in the school, the Headteacher will notify the LA who will, if required:
- Alert the LA Emergency Planning Officer, Safety Officer and Environmental Health Officer
  - Arrange for the appropriate health professionals to become involved and give advice
  - Where necessary will circulate information to other schools to minimise the risk of the disease or illness spreading
  - Alert the LA Communications Team to assist the school with media enquiries
  - Alert the school meals catering contractor, where this is relevant
  - Consider requests from the school for additional support (e.g. staffing or finance)
- d) The nature of the advice given by the health professionals will depend on the type and seriousness of the illness, and whether it is an isolated case or an incident involving multiple cases. But in general terms it will include guidance to the school on:
- what the health authority will do,
  - what the school should do,
  - what advice should be given to parents/carers.

## Appendix G

- e) Further Information: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities> issued by Public Health England
- f) The school will take the advice of the health professionals and manage the incident by:
- Nominating a member of staff to liaise with the other relevant parties.
  - Guided by the health professionals, provide information to parents/carers and other site users advising them of the incident, of the action the school is taking and what action parents/carers and families need to take.
  - Keeping suitable records of current, new and suspected pupil cases including ages and numbers by class, date of commencement of illness, details of any other family members known to be affected and when the symptoms ended.
  - Keeping similar records in respect of members of staff and other site users.
  - Following the advice of the health professionals by implementing relevant control measures required to minimise the risks of spreading the infection which could include:
    - Instigating any additional cleaning/disinfection regimes where required.
    - Applying any necessary 'exclusion' of cases to prevent the spread of the disease or illness.
    - Ceasing use of drinking water fountains, water play cooking lessons where food is consumed.
    - Temporarily closing school kitchens.
    - Undertaking hygienic cleaning as required
    - Implementing enhanced hygiene procedures such as hand washing etc
- 
- g) The response to a more widespread serious communicable disease or illness such as a flu pandemic will be likely to be managed by the Department of Health advised by Public Health England at a regional or national level. LA will receive medical advice and instructions from the government as the situation develops and will pass these on to schools. In such a situation it is unlikely that action would be required on the part of individual schools, as all schools in the Borough, County and region will be likely to be equally affected and the advice and guidance issued would be likely to apply to all.
- h) Experience has shown that some parents/carers may decide to keep their children away from school if they believe they are at risk of becoming ill, despite medical advice or

guidance to the contrary. The school will ensure that any medical advice passed on to parents/carers is in written form and simple to understand.

### 4.10 Sickness and Diarrhoea Plan

- a) Sickness and Diarrhoea are not classified as notifiable diseases except for food poisoning for which is covered under the Notifiable Diseases Plan (see section 4.09).
- b) Sickness and Diarrhoea are however not uncommon, and may occur at schools for a variety of reasons.
- c) The aim of this Plan is to deal with multiple cases of sickness and diarrhoea in schools and to prevent spread of infection within the school, to other schools and the wider community
- d) The Objectives of this Plan are to:
  - Ensure a coordinated and joined up approach when dealing with multiple cases of sickness and diarrhoea.
  - Minimise the impact of the incident on the normal running of the school.
  - Enable all persons involved being aware of their roles and responsibilities and those of others.
  - Ensure a consistent message is relayed to all parties including parents
  - Ensure that accurate information is given out as and when required.
- e) **Background - Gastroenteritis**
  - Gastroenteritis is an infection, which causes stomach upset. It may be caused by a number of different germs including viruses, parasites and bacteria. These may be contracted from food, but some can be passed directly from person to person.
  - The main symptoms include diarrhoea, vomiting, nausea, abdominal pain and fever. Different germs cause different symptoms, but the same germs can cause different symptoms in different people.
  - It is not always infectious, and infection is sometimes caused by eating infected food or drinking infected water. It can also sometimes spread directly from person to person, especially if hygiene is poor such as with small children. It may continue to be infectious for several weeks even after the person feels well. It can be spread if someone who is ill prepares food for others.
  - The incubation period varies from a few hours to a few days, depending on the germs and how much infected food was eaten.
- f) **Initial Response to an Outbreak of Sickness and Diarrhoea**

- The school should in the first instance contact the **Environmental Health Officer (EHO)** on **01344 352506** or via **BFC Customer Services** on **01344 352000** for advice if unusually high numbers of cases are seen. Be prepared to provide details of the size and scale of the problem and details of the activities
- that have taken place in the school that may be relevant to determining the cause and the risk of the outbreak spreading, also details of other users of the school site e.g. caterers and clubs.
- Notify the LA and communicate any additional support required e.g. staffing or finance.
- If the EHO agrees, notify **Public Health England (PHE)** formerly known as the Health Protection Agency on **0845 2799879**. Be prepared provide more details of which classes, age ranges and the numbers of affected persons in each class including members of staff. Also the number of persons who have eaten school meals, packed lunches or who go home for meals.
- Nominate a member of staff to liaise with other parties and be the point of contact for the school. The EHO/PHE will determine who will be the main contact for the school and advise the school who that is.
- The LA will where necessary circulate information to other schools to minimise the risk of the disease or illness spreading.
- The LA will alert the Communications Team to assist the school with media enquiries
- The EHO/PHE will provide information to the school on measures required to minimise the risks of spreading the infection, including on 'exclusion' of cases for 48 hours.
- The school will follow the advice of the EHO/PHE. Specific advice may be given on a site by site basis but this plan sets out the control measures that are generally applicable to dealing with an outbreak of sickness & diarrhoea.
- The EHO/PHE may advise to temporarily cease use of drinking water fountains, water play cooking lessons where food is consumed, etc. where necessary in consultation with EHO and Headteacher

#### **g) Treatment**

- Most people will get better with no treatment. One or two of the least common germs may require some specific treatment
- Guidance from PHE is that at first, the infected person should drink plenty of clear fluids and try not to eat. Water, non-fizzy fruit drinks or tea without milk are good. The symptoms will usually clear up after 24 hours
- If the symptoms last for more than 24 hours, or there is blood in the diarrhoea, the person should contact their GP.

#### **h) Limiting the Spread of the Illness**

- The school should take measures to limit the spread of the illness.
- Infected persons should avoid preparing food for others.

- Specific advice may be given by the EHO/PHE on an incident by incident basis, however in most cases robust hygiene protocols are required to prevent an outbreak of sickness & diarrhoea from spreading.
- It should also be noted that such measures may also prevent an outbreak from occurring in the first place and these are set out in more detail below.

### i) Hygiene Protocols – Hand Washing

- Personal hygiene should be very strict. Everyone should always wash their hands with warm, soapy water and dry them thoroughly after going to the toilet and before handling food.
- Careful and effective hand washing is probably the single most important prevention and control measure. It is therefore essential to have good hand washing facilities.
- All staff should be instructed regarding good technique. Children should also be taught and encouraged to wash their hands.
- Hand washing technique is set out on the diagram below and includes:
  - Wet hands under running warm water
  - Apply liquid soap
  - Rub all parts of the hands vigorously, without applying more water, using the six-step technique
  - Rinse hands under running water
  - Dry thoroughly using disposable paper towels



- Hands need to be washed:
  - After using the toilet
  - Before eating meals or snacks
  - Before cooking
  - After dealing with an infected case
  - After cleaning
  - When hands are visibly dirty
  - After handling animals

#### **j) Hygiene Protocols – Enhanced Cleaning**

- Enhanced cleaning of the school and home environment is also recommended, to prevent/reduce the risk of an outbreak of sickness and diarrhoea, with particular attention to toilet facilities.
- All communal toilet areas should be cleaned twice daily with detergent, warm water and disinfected with freshly made 1000ppm (0.1%) hypochlorite solution (bleach) or Milton at the recommended concentration.
- Particular attention should be made to flush handles, toilet seats, sink taps, door handles and light switches.
- Separate mops and buckets should be used for toilet areas.
- Mop heads and buckets should be stored dry between use.
- Non-disposable mop heads should be disinfected in a washing machine (hot cycle).
- Disposable mop heads should be changed daily.
- Cleaning cloths should be disposable.
- Water used for cleaning should be fresh and changed regularly, at least between areas and after cleaning a spillage.
- All surfaces should be cleaned with a neutral detergent.
- After cleaning, disinfect with freshly made 1000ppm (0.1%) hypochlorite solution (bleach) or Milton at the recommended concentration or with ultra heated dry steam vapour if bleach would damage the material.
- Carpeted areas should be steam cleaned following each episode of contamination.
- Vacuuming carpets and buffing floors is not recommended as it can re-circulated the virus.
- Steam cleaning of upholstered furniture is suggested.
- Machine wash all soft toys in the affected areas. All other toys should be wiped with hot soapy water and then disinfected.

- Disposable gloves and an apron should be worn when cleaning surfaces or equipment, in affected areas.

#### **k) Specialist Cleaning**

- The PHE will advise on the scope and scale of any specialist cleaning over and above the schools enhanced cleaning regime.
- Specialist cleaning may not be necessary in all cases but where it is specialist contractors will be required with appropriate training and specialist equipment.
- The school needs to be very clear about the scope and scale of any specialist cleaning required before it is purchased, as these two factors can greatly affect the complexity, disruption and final cost.
- A Medical Deep Clean would need the school to be closed for the period of the clean.
- Education Capital & Property team can advise on specialist cleaning contractors that have been previously employed in schools.

#### **l) Dealing With A Child With Sickness And Diarrhoea**

- The first priority is the child's well being. One staff member should remain with the child, and this staff member should put on disposable gloves and a disposable apron.
- Other staff should be called in to assist with the child, keep people away from the contaminated area and to carry out a vigorous cleaning programme.
- The following equipment should be made available to them to carry out the cleaning – an emergency box should be kept containing: -
  - Paper towels
  - Disposable wipes
  - Disposable gloves
  - Disposable apron
  - Yellow clinical waste bag
  - Red soluble linen bag
  - Bowl
  - Detergent
  - Bleach or Milton.
- Procedure for cleaning
  - Wear disposable gloves and apron
  - Paper towels should be used initially to absorb fluids and placed in a clinical waste bag
  - Clean the soiled area with detergent and warm water using a disposable cloth



Dear Parents/Carers

**RE: Diarrhoea and Vomiting at .....**

I write to inform you that at present the school is currently experiencing an increase in the number of pupils with symptoms of diarrhoea and vomiting illness.

We are working with Public Health England and Environmental Health to minimise the risk of spread of the infection within the school.

If your child is unwell we request you not to send your child to school until they have been symptom free for **48 hours**. However, please ensure that you contact us and inform us so that we can monitor the situation.

*Delete if not applicable under advice from EHO/PHE: [If your child is suffering from sickness and diarrhoea the investigating team urge you to try and collect a stool sample as soon as possible. An early stool sample gives them the best chance of finding the cause of this illness.*

*Arrangements for school sample collection are .....* ]

With this letter we are also enclosing a Fact Sheet on gastroenteritis/diarrhoea and vomiting that you may find useful. If you are concerned about your child's health please seek medical advice.

If you have any general questions please feel free to call the school office.

Yours sincerely

**o) Investigating the Cause**

- If appropriate, the EHO will carry out investigations of kitchens, including possible samples of food or taking copies of information e.g. temperature records, menus, food samples etc. if necessary.
- The EHO will provide the results of any analysis of food samples taken to the school and any other relevant parties, e.g. the catering contractor.
- Where an organism has been identified, additional control measures may be required. The Head Teacher will carry out communication of those measures. Where necessary a further meeting of all parties will be arranged.
- Where a food poisoning organism has been identified, the EHO may carry out further investigations to determine the source.
- Head Teacher liaises with all parties on a daily basis. All representatives ensure that any new information is passed to the Head Teacher so that it can be cascaded to others where necessary.
- When there are no new cases for 5 days unless incubation of suspected disease is longer, the Head Teacher will arrange a final meeting to summarise any lessons learnt during the incident and identify any measures that can be

taken to prevent future occurrences. Other parties may be invited as appropriate, e.g. EHO.

**p) Exclusion Period**

- Children and staff who are affected and show signs and symptoms of vomiting and/or diarrhoea should be sent home immediately or cared for separately if there is a delay.
- People should stay away from school or work until they have been free of symptoms for **48 hours**.
- Those who handle food as part of their work should check with their employers and GP before returning.
- If a child or a member of staff becomes ill at home this exclusion period should also be applied.

**RESPONDING TO AN OUTBREAK OF SICKNESS AND DIARRHOEA.**

An increasing or unusually high number of cases of sickness and diarrhoea



Contact Environmental Health Officers on 01344 352506  
(or via Customer Services on 01344 352000)



Contact Public Health England  
**0845 2799879**



Emphasise need for strict & supervised hand-washing  
Exclude cases until they are symptom free for 48 hours  
Implement Infection Control Measures



Consider sending a letter with information sheet to all parents and carers.



Record daily numbers of children & staff who are symptomatic, upon the information sheet



Ensure adequate numbers of domestic staff to maintain good infection control principles.



Have in place a routine cleaning schedule. Additional enhanced cleaning will need to be carried out. Spillages should be dealt with promptly

#### 4.11 Lockdown Plan – *known as Chameleon in school*

- a) This is a procedure for keeping pupils safe by keeping them indoors in their classrooms or other safe locations away from a perceived threat. For example when an intruder is seen on or near the school site following the Broadmoor Alert.
- b) Lockdown could also apply if the intruder is within the school buildings, in which case a quick assessment will be made as to whether it is safer to keep pupils within their classrooms or to evacuate and disperse them.
- c) *The Site Controller* will activate the lockdown signal *which is the blue light electronic alarm system*. NB it must be audible in every part of the school and there must be special arrangements to notify deaf/hard or hearing people)
- d) *SBM* will call the emergency services.
- e) Teachers will clear the halls and get all pupils and staff into the closed classrooms or safe areas (insert details of safe areas if different from classrooms).
- f) Staff will keep all pupils in their classrooms until given the all clear.
- g) Consider locking doors/gates if possible, shut/lock windows and close blinds.
- h) Turn off lights if necessary.
- i) Keep pupils seated and away from doors and windows. There may be circumstances when it is best to sit on the floor or under desks.
- j) Teachers will maintain (as best they can) a calm atmosphere in the classroom and keep alert to the emotional needs of pupils.
- k) Try and keep pupils engaged in a quiet activity or game.
- l) Staff will not allow anyone out of the classroom in any circumstances.
- m) Teachers will remain with their pupils at all times.
- n) If the teacher is out of class at the time of the incident, they should only attempt to go back to the classroom IF SAFE to do so. However, if this is too risky or dangerous, then they will try and make contact with the children as soon as possible.
- o) Follow the Emergency Initial Response: [1.1 flow chart and 1.2 checklist](#).
- p) Parents/carers will not be allowed to pick up their children during a lockdown procedure.
- q) If the children are outside, teachers/supervisors will use their initiative depending on the situation e.g. move them to the nearest building that can be secured and has an alternative escape route, or ask them to hide, disperse or take cover.
- r) The Headteacher will approve the all clear signal, which is (insert the details of the signal here).

#### 4.12 Migration Plan

- a) In certain circumstances, it may be necessary to vacate the site and relocate pupils and staff to an alternative location for safety reasons, for example, during bad weather, or in the event of smoke from a nearby fire making the assembly areas untenable.
- b) The school will develop reciprocal arrangements with other nearby schools and suitable organisations to provide options for safe havens to which the school could migrate in an emergency. The locations to be close by to enable migration on foot along safe routes, available during school hours, and to provide suitable and safe accommodation.
- c) There will be more than one safe haven preferably in different directions from the school to allow for migration in more than one direction.
- d) The designated safe havens are:
  - a. *The field next to school*
  - b. *St Marks Church if the safe haven needs to be further away from site. Although emergency services would be required to escort all children and staff safely to this location.*
- e) Because migration may not be without hazards e.g. very young children crossing roads, the situation will be subject of a risk assessment by the Headteacher, and migration will only be undertaken if the risks of staying exceed the risks of going, or if instructed to do so by the emergency services.

## SCHOOL MIGRATION PLAN

This plan is for the evacuation of the whole School site and moving to a place of safety.

<b>Initiate the Migration Plan</b>	
<ul style="list-style-type: none"> <li>• Assemble the School Emergency Management Team</li> <li>• Assess the situation, only migrate if the risks of staying exceed the risks of going, or if instructed to do so by the emergency services</li> <li>• Decide which Safe Haven is the most suitable and ensure it is available, notify them the School is coming</li> <li>• Consider activating the School Closure Plan</li> </ul>	<i>Headteacher</i>
<ul style="list-style-type: none"> <li>• Notify the LA, request additional staff/resources if required</li> <li>• Request the LA to organise transport if there is time</li> </ul>	<i>SBM</i>
<ul style="list-style-type: none"> <li>• Notify all staff when the School Evacuation/Migration/Closure Plan will be activated, the mode of transport and to which Safe Haven.</li> <li>• Nominate staff to deputise for those staff in the Plan who are absent.</li> <li>• Organise/ instruct supernumery staff to assist where appropriate.</li> <li>• Make and initiate appropriate arrangements for anyone who is disabled, vulnerable or has special needs.</li> <li>• Liaise with the Safe Haven/LA if additional staff/resources are required</li> </ul>	<i>Deputy Head</i>
<ul style="list-style-type: none"> <li>• Inform the Police, LA, Chair of Governors and other site users when the School Migration Plan will be activated, mode of transport and to which Safe Haven.</li> <li>• Check the Visitors Book and send away all visitors, contractors and suppliers.</li> <li>• Initiate an action log</li> </ul>	<i>SBM / Secretary / Office Team</i>
<ul style="list-style-type: none"> <li>• If appropriate contact School Governors and/or PTA to come to assist the School</li> </ul>	<i>Chair Govs</i>
<b>Dispatch an Advance Party to the Safe Haven</b>	
<ul style="list-style-type: none"> <li>• Take copies of the School Emergency Plan, mobile phones/chargers and laptops.</li> <li>• On arrival at the Safe Haven make arrangements for the arrival of the School, including reception and directions, accommodation, toilets, catering, disabled access, special needs, Safe pick-up points for parents/carers collecting children.</li> <li>• Liaise with the Safe Haven/LA if additional staff/resources are required.</li> <li>• Prepare to activate the School Closure Plan</li> </ul>	<i>Deputy Head / Assistant Heads</i>
<b>At the designated time activate the School Evacuation Plan</b>	
<i>Headteacher</i>	
<b>When the Evacuation is complete, activate the Migration Plan</b>	
<i>Headteacher</i>	
<ul style="list-style-type: none"> <li>• Inform the pupils what is happening</li> <li>• If transport is available, travel in class groups with at least 2 adults per class</li> <li>• If transport is not available, form up into a column by class groups with youngest (slowest walking) children at the front of the column.</li> <li>• Walk in column by class groups to the Safe Haven.</li> <li>• Keep together and take care crossing roads.</li> <li>• If parents/carers join the column while en route encourage them to walk with the column to the Safe Haven. Children will only be released to parents/carers en route if their identity is known.</li> <li>• Keep a register of children who are collected by their parents/carers en route.</li> </ul>	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> <li>• Secure the School buildings and site after everyone has left, and report the site as secure to the Headteacher</li> <li>• Make appropriate arrangements for the care of any School pets/animals</li> </ul>	<i>Site Controller</i>
<b>On arrival at the Safe Haven</b>	
<ul style="list-style-type: none"> <li>• Proceed as directed by the Advance Party</li> </ul>	<i>All</i>
<ul style="list-style-type: none"> <li>• Take a class register and send a report to the Deputy Head</li> <li>• Keep the children under supervision and engaged in appropriate activity</li> </ul>	<i>Teachers and LSAs</i>
<ul style="list-style-type: none"> <li>• Ensure the whole School is accounted for, Initiate appropriate action to locate/report missing individuals and report to the Headteacher.</li> </ul>	<i>Deputy Head</i>
<ul style="list-style-type: none"> <li>• Remain at the Safe Haven until it is safe to return or activate the School Closure Plan</li> <li>• Liaise with the Safe Haven/LA if additional staff/resources are required</li> <li>• Be visible/accessible when parents/carers collect their children</li> </ul>	<i>Headteacher</i>