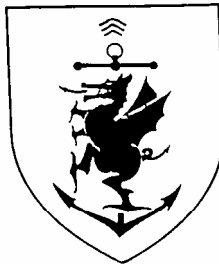


**Bridgend County Borough Council**

***Porthcawl Comprehensive School***

# **School Emergency Framework**

*Gorwel Addysg Gwybodaeth*



*Ysgol Gyfun*

**PORTHCAWL**

*Comprehensive School*

**June 06**  
Version 1

**Education Leisure and  
Community Services,  
Sunnyside  
Bridgend**

Cyngor Bwrdeistref Sirol



## School Emergency Plan

**IF you have not previously read this plan please turn to pages 16-18 for action cards or emergency procedures.**

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## Foreward to School Emergency Plan Guidance by Hilary Anthony

### FOREWORD TO SCHOOL EMERGENCY PLAN GUIDANCE

Emergencies which impact on schools can come in all shapes and sizes and probably every headteacher in Bridgend will have had some experience of dealing with one kind of emergency or another. Thankfully, major emergencies which are life-threatening are rare in schools, although Wales has experienced some terrible disasters such as that which occurred in Aberfan in 1966 .

It is a rather perverse product of 'progress' that the chances of emergencies occurring (or certainly the perception of such) have increased rather than lessened over the past few decades ... whether due to climatic change; the 'overspill' of incidents (such as motorway 'pile-ups' or factory fires) in local areas adjacent to a school; widespread food poisoning or mental illness. Globalisation brings other threats, too, such as the possibility of influenza pandemics or, increasingly, terrorism.

When faced with some tragedies, I am sure that many people have thought '*it could never happen here*'.

Whatever the scale of an accident or emergency, they can be both dangerous and traumatic for the individuals involved – pupils, staff, governors and parents. If not handled well, they can also have far-reaching consequences involving individuals' life-chances, public confidence and legal/financial considerations.

For all these reasons, schools need to give high priority to developing effective emergency plans. In doing this, we need to learn the lessons from both the big and the small incidents that have happened both locally and elsewhere in recent years. Common themes emerge, including:

- staff must be well-prepared and understand what to do
- the need for clarity about who is responsible for what, and
- the critical importance of communications and information.

We all know that, in a crisis, people do amazing things, often acting in completely unselfish and almost super-human ways. By combining those energies with well-thought out and communicated plans, we have the greatest chance of minimising the negative outcomes of emergencies and maximising the health, safety and well-being of the pupils, staff and visitors to our schools.

I hope this guidance will help your school to develop effective emergency planning arrangements... just in case.

### **Distribution List**

*(Below please list all staff members who have a copy of this document and assign them a numbered copy)*

<b><u>Name:</u></b>	<b><u>Copy no.</u></b>
KD	1
GCW	2
DS	3
MC	4
AOB	5
CS	6
DP	7
Mgt E	8

Bridgend County Borough Council  
Education, Leisure and Community Services

## School Emergency Framework

### Document Control

Plan version	Date of Amendment	Amended by	Reason for Adjustment	Information actioned by

### DOCUMENT GUIDANCE

The School Emergency Framework is not a legal requirement but hopes to develop a best practice initiative for all schools in the County Borough. It is the first issue of a document containing new procedures for both schools and the LEA alike and was designed to be generic enough to be applicable to all schools while having the flexibility to cover individual circumstances.

#### Completing the Framework

It is important to involve staff in the planning process, to help ensure there is support for the document and that it can be put into practice in the event of an emergency. It may even be advisable to devote a staff meeting or part of a staff development session to the plan in the initial stages, once the plan is complete, and annually thereafter. It is envisaged that every school will have completed a draft version of the document by December '06 and the responsibility for this lies with each Head Teacher.

Within the document, sentences that appear as follows: *(bracketed italic text underlined in blue and highlighted in grey)* signify areas where the school must provide specific information. To increase the documents usability it may be beneficial to print each section on different colour paper and laminate additional copies of the Action Cards (or print them on card) to increase their durability. The front cover of the document has largely been left blank to provide each school with the opportunity to personalise it as they see fit. Any questions on the document and its completion will be welcomed by the Emergency Planning Team.

Once the processes in the document are in place within the school, an electronic copy of the plan should be sent to: **Assistance Director Mark Shephard,**  
**Shephsm@bridgend.gov.uk**

This is so the LEA is aware of which representatives from the school have been designated emergency responsibilities, and what locations have been identified as evacuation sites. A member of staff should also be assigned the responsibility of updating and reviewing the plan on an annual basis once it is in place.

#### Feedback

During the development stage of the document, consultation on the framework was sought from a range of potential users, all users are now encouraged to comment on the framework and an opportunity to do so will be afforded during the Schools Emergency Planning Seminar on the 14<sup>th</sup> July.

# **PART ONE**

## **Preparing for Emergencies**

## **1.0 Introduction**

Every day, schools have to deal with incidents involving pupils or staff and there are procedures in place to deal with these incidents effectively. However there may be occasions where an incident occurs that is beyond the schools normal coping capacity and additional procedures are required.

This Framework document has been issued to all schools in the County Borough to help ensure a standard response to emergencies involving schools. The guidelines have been produced to increase the schools readiness in preparing for and effectively responding to emergencies. It aims to provide guidance on actions to be taken in the event of a wide range of emergencies and bring attention to the support services that are available from the wider council remit, in particular from the Education, Leisure and Community Services Directorate.

The guidance does not detail response actions for every foreseeable incident but instead details a general response framework that aims to be flexible enough to respond to all incidents that potentially threaten the school. For more specific information on outdoor activities or trips abroad, please see the Regulations and Guidelines for Outdoor Education, and the ACE Insurance documentation which are separate from this document. Additionally there are also separate documents soon to be issued from the council regarding Fire Risk Assessments and Emergency Evacuation Planning.

Taking such an approach is thought to be more effective, as whilst a major fire in a school, a serious accident on a school trip or large scale incident in the surrounding community are all very different types of incidents requiring different scales of response, the designated roles and responsibilities and the command structure will remain much the same.

To help ensure the document is fit for purpose, it has been developed in consultation with representatives from several schools along with senior staff from Education, Leisure & Community Services, Educational Psychology and the Schools Counselling Services. This plan is also supported by the Education Leisure and Community Services Directorate Emergency Plan.

The document is divided into four parts. The first section details the aims and objectives and provides information relating to emergency management and support issues. The second section concerns emergency response, it details the roles and responsibilities of personnel within the school, the LEA and wider authority and also includes action cards for key staff. The third section contains emergency procedures and includes protocols for school evacuation, rest centres and school fires. The final section considers issues to be addressed by the school immediately following an emergency.

### **1.1 Aim**

The aim of this document is to provide schools with a template of guidelines and procedures to increase a school's understanding of its role and responsibilities in responding to an emergency, as well as increasing awareness of the assistance and advice that is available from the Local Authority as a whole.

### **1.2 Objectives**

In order to achieve the above aim the following objectives have been set:

- Develop an effective alerting procedure for relevant parties e.g. emergency services, LEA, parents and Governors.
- Ensure the health and safety of all pupils and personnel.
- Define roles and responsibilities of key personnel both within the school and from the wider local authority.
- Ensure due consideration is given to long term support arrangements, in particular psychosocial care requirements.
- Identify appropriate resources for an effective response.
- Describe the nature of assistance that is available from the wider authority.
- Ensure mechanisms are in place for a swift return to normality.

### **1.3 Definition of Educational Emergency**

As previously stated, this document aims to set out procedures for preparing for and responding to emergencies involving schools. Therefore, for the purposes of this document the following definition is proposed for what is meant by '**educational emergency**':

**"Any incident which cannot be resolved by an educational establishment employing its own resources."**

This could include death or serious injury to a member of staff, pupil, excursion leaders and other helpers using educational property or on an educational visit. It could also include the loss of some or all of a party on an educational excursion or expedition. Additionally it could include traffic accidents, serious disruption caused by fire, bad weather, damage to property, waterborne or foodborne hazards or an emergency occurring in the area around the school.

### **1.4 Plan Activation**

The decision to activate the plan will be made on the severity of the incident which is judged by the Head Teacher (or their nominated representative when off site). Factors which may influence this decision are as follows:

- The extent of the disruption
- Whether the incident has arisen with little or no warning
- Whether the incident is on a scale beyond the coping capacity of the school

- Whether assistance is required by the emergency services and/ or the activation of BCBC's Emergency Incident Control Room or others.
- The school's coping capacity being diminished because it is not operating under normal conditions
- The experience of the head teacher/management team.

### **1.5 Plan Management**

Any plan of this nature requires regular revision to ensure accuracy in staffing structures, job descriptions, directorate departments and designated responsibilities. Without committed management, this plan would cease to be effective in a very short time. An intrinsic element of this plan is, therefore, defining document control and management.

It is the Head Teachers responsibility to ensure this plan is completed, actioned and kept up to date. Each copy of the plan must be numbered and assigned to specific staff members and recorded on a distribution list. It is the overall responsibility of Assistant Director- Community, Recreation and Culture to ensure each school completes the process.

### **1.6 Plan Revision**

In this school it is the responsibility of the School Response Team Leader<sup>1</sup> to ensure the following tasks are addressed:

- Ensure the emergency response arrangements are reviewed at least annually to make certain the plan is still meeting appropriate requirements and details are up to date.
- Ensure the plan is reviewed following any incident, and that important amendments are issued immediately.
- Ensure all staff are aware of the emergency response arrangements as well as their potential role during an incident.
- Ensure that both staff and pupil contact details are kept up to date and copies sent to Assistant Director- Community, Recreation and Culture.

### **1.7 On and Off Site Emergencies**

In the broadest of terms and for the purpose of this document, incidents involving schools have been divided into either on-site incident or off-site incidents. 'On-site' incidents are classed as any emergency occurring within school grounds or in the immediate vicinity, so directly affecting school building(s).

Conversely, an 'Off-site' incident is any emergency that occurs away from school grounds but involves member(s) of the school community. Examples of both incident types that pose a risk to schools and educational activities are listed below;

- A deliberate act of violence, such as the use of a knife or firearm,
- A school fire or laboratory explosion

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<sup>1</sup> Explained on page 9

- The destruction or serious vandalism of part of the school
- Public health threats, (e.g. meningitis)
- Severe Weather- flooding or high winds causing structural damage
- A wide spread emergency in the community e.g. gas leak.
- The death of a pupil(s) or member(s) of staff through natural causes/ accident or incident
- A transport related accident involving pupils and/or members of staff
- Death or injuries on school excursions
- Civil disturbances or terrorism.

### **1.8 Logging**

In the event that an incident may lead to court proceedings or be the subject of a formal inquiry it is advisable to keep an active precise record of occurrences, actions taken and decisions made. It is best to do this for the duration of the incident. An example of a log sheet is included in appendix B on page 27.

### **1.9 Dealing with the Media**

BCBC has a dedicated Public Relations Team who respond to the media on a daily basis and can be a vital resource in the event of an emergency. During an incident press interest is likely to be intense so all press enquiries and press releases are to be co-ordinated by the Public Relations Team who will be working closely with the LEA School Crisis Support Team.

The council's Public Relations Team can arrange a briefing session with the press if necessary. This may help dissuade journalists approaching children, staff and parents at the school gates. At all times best efforts should be made to protect those involved in the incident from publicity, particularly in the early aftermath. However, those involved may wish to approach the press on their own accord, this is often inevitable but best avoided to prevent rumour and false information being released.

### **1.10 Communication**

Effective communication is vital when responding to and co-ordinating the response to a serious incident, therefore the following aspects should be considered;

- How to gather and convey information.
- Identify back up communication links, i.e. mobile phones, other locations (if facilities are lost).
- Ensure that staff, pupils, parents and the school governing body are provided with up to date information.

Once the school community is aware that an incident has occurred involving a school, the school in question is likely to be inundated with call. In the event that the school has to be evacuated, and only if time allows, it may be pertinent to leave a message on a central answer phone briefly explaining the situation.

If the school has experienced an incident that has not affected its opening, for example, an incident on a school trip, but may still cause concern to the school

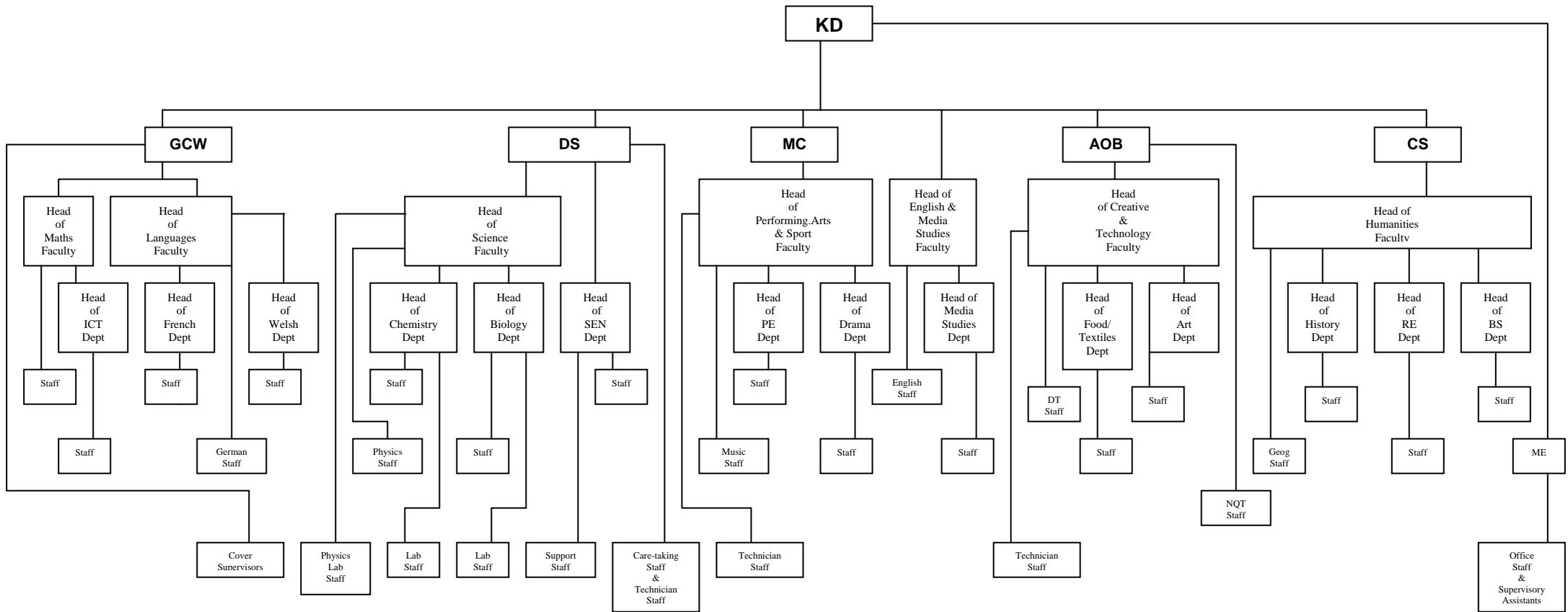
community, it may be useful to prepare a briefing sheet for all call operators to ensure the same information is provided to anxious parents.

### **1.11 Informing Staff**

If circumstances arise out of hours or during a school holiday where all staff need to be made aware of the situation (for example, the death of a child or emergency closure) a procedure needs to be in place to ensure all staff can be informed, including support staff.

A successful scheme already utilised by some schools in the Borough is the adoption of a 'communication tree'. The Head (or their nominated representative) contacts two or three key staff who in turn each contacts three or four representatives and so on until all staff have been notified.

This is just a suggested model and some thought will have to be given to the process to minimise potential loopholes if a key staff member is unobtainable. Each school may wish to devise its own communication process, but the LEA advises that such a procedure is implemented as part of the process to complete this plan. (See Communication Tree Overleaf)



### **1.12 Counselling and Support Services**

Both Social Services and EL&CS, have specialised staff to support the school community following a distressing incident. In the event of a major incident the role of the departments such as Educational Psychology and the School Counselling Service is to assist the school and its community to cope and come to terms with the emotional and psychological impact of a critical incident and its consequent effects. Additional resources are available from Social Workers in Personal Services who have counselling training and have strong links with NHS related services.

This response is instigated by contacting the Principal or link Educational Psychologist for the school, Mr J Noakes, who can be contacted on the following number: 729319

The Educational Psychology Service has developed criteria for gauging the appropriate level of response to any given incident, this is in Appendix C on page 28.

#### Acknowledging the incident

It is important to ensure the entire school community is aware of the support arrangements that are available to them. The potential emotional effects on staff and pupils must be acknowledged to allow them to have the time and space they need. Staff who have been directly involved may not wish to, or feel able to support pupils. Care must therefore be taken to ensure the burden of support doesn't fall disproportionately on a core group of staff. If this is the case professional support must be offered to them regularly.

At this early stage it is important that as many people as possible are made aware of the help which is readily available. Most people affected by trauma do not seek help, so help needs to be offered, but without being intrusive. Information about the availability of help needs to be widely circulated. It is also worth noting that Educational Psychology has material available to disseminate to schools on the affects of incidents on young people.

# PART 2

# THE EMERGENCY RESPONSE

## **2.0 Introduction**

This part of the plan describes the emergency response framework established for managing emergencies involving schools. It is thought that the task of managing a major incident would stretch beyond the coping capacity of the schools immediate resources and assistance would be required from the wider authority. To meet this expectation the response framework follows a tiered approach, starting in the school, then incorporating the LEA and escalating to the wider authority and other partners as required.

## **Roles and Responsibilities**

### **2.1 School Response**

The School Response Team could be separate from the school senior management team. It is made up of school staff members who are best chosen by their expertise and experience, as the group has the initial responsibility of managing any incident involving the school.

The team has pre-designated roles but these need to be flexible and are best rotated to share skills and ensure functions are not wholly reliant on particular individuals. In smaller schools with limited staff resources, support may be sought from office staff or the caretaker, or it may be appropriate to have a parent, Governor or colleague from a neighbouring school on the team. It is important that all those with emergency responsibilities keep an up-to-date copy of this document off school premises.

The team is lead by the Head Teacher (or their nominated representative when off site) who acts as the School Response Team Leader as well as the designated contact for school excursions. This person is also responsible for establishing the School Response Team and requesting the appropriate level of assistance from the LEA.

[The Action Card for the School Response Team Leader is on page 15](#)

[The Action Cards for the School Response Team are on pages 16 & 17](#)

Areas of responsibility which may need to be addressed by the team are as follows:

- provision of a point of contact for emergency services, media, insurance and outside agencies,
- responsibility for contacting parents and families of those involved (can be delegated to the LEA)
- logging all relevant records which should be retained and preserved,
- care and welfare of children, staff and visitors,
- briefing and liaising with staff, pupils and parents,
- making arrangements for pupil and staff support,
- providing background information on the school to BCBC's Public Relations Team,
- managing telephone contacts and individuals coming into the school,
- maintain normal running of the school.

It is also pertinent to give consideration to the location of a designated room within the school from which to coordinate the incident response. The room should have suitable communication facilities to use in the event of an emergency and be close to an exit route so the 'emergency grab bag' (explained on page 20) can be easily retrieved.

## 2.2 The School Response Team

The table below lists the members of the School Response Team and their suggested role in an incident. However the representatives available and the roles they assume are likely to be dependant on the nature of the incident.

- Fill in boxes with names of staff who will assume these roles. Ensure their contact details are included in the contacts list (Appendix A on p. 26) and kept up to date.

Incident Role	Name	Contact
SRT Leader	K E Dykes	01656-774102/667461
Outside agencies Co-ordinator	G C Williams	01656-774111/774172/662787
Business Co-ordinator: ('Normal' running of the school)	A Slade	01656-774130/774174/647935
Parent Liaison officer	M Crockett	01656-774129/774176/01639-892232
School communications Co-ordinator:	J Sloggett	01656-774126/774178/654001
Loggist/ Admin Support(s)	A O'Brien	774105/774179/01639-823506

## 2.3 Information Cascade Aide Memoir

During an emergency it can be difficult to focus on the task in hand and it is easy to miss out key groups who need to be informed of the incident. For the first person being notified of the incident it is also easy to miss out key questions which may soon prove important to the emergency response. To help with this issue Appendix D contains three flow charts to provide guidance in the event of an emergency.

The first flow chart provides guidance for the **School Response Team Leader** to follow in the event of an **incident occurring on school grounds** in school time. See page 30.

The second flow chart provides guidance for **group leaders** to follow in the event of an **incident occurring on out of hours activities**. See page 31.

The third flow chart provides guidance for a **member of staff** on **being notified of an off-site incident** either in or out of school hours. See page 32.

## 2.4 On-site Support

Following any incident involving an educational establishment, the parents and relatives of staff and pupils involved will need to be kept informed of the situation and may well wish to congregate in the school. In such circumstances, the School Response Team will arrange for the school to be opened and for additional staff to attend the school, (or other appropriate location if the school cannot be accessed) to support relatives and answer any questions.

In addition to this, if a serious incident involving pupil(s) occurs during a holiday period it may be beneficial to open the school to allow friends and classmates to congregate and share their feelings and arrangements will need to be made to accommodate this, the provision of counselling support may also prove a consideration.

### **2.5 Role of the Local Educational Authority**

It is essential for the school to contact the LEA to inform them of a serious incident but the LEA can also be a valuable source of advice and assistance, as well as an access point to other council resources.

The Directorate for Education, Leisure and Community Services are prepared for such circumstances and have procedures in place to activate a designated support team called the School Crisis Support Team.

### **2.6 LEA School Crisis Support Team**

The LEA will support the school in managing the incident, working to meet the needs of the School Response Team Leader and taking over their responsibility if required. This would be achieved by the LEA establishing a *School Crisis Support Team* in response to the incident.

Their role is to alleviate pressure from the School Response Team by coordinating the response on behalf of the wider Authority. The support team is located in Sunnyside offices; however, a member of this team may be required at the incident site. The team will activate any additional resources required from other BCBC areas.

### **2.7 LEA School Crisis Support Team Leader**

The School Crisis Support Team is lead by an Assistant Director from EL&CS who assumes the role of overall incident manager and reports directly to the Executive Director- Learning. Contact details for the Team Leader(s) are in Appendix A of this plan. In the event that assistance is required from the School Crisis Support Team, contact should be made with the Team Leader as soon as possible to maximise the effectiveness of the response. The contact details

**The following pages contain the action cards for the School Response Team:**

<b><u>Team</u></b>	<b><u>Page</u></b>
<b>1. School Response Team Leader</b>	<b>16</b>
<b>2&amp;3 School Response Team</b>	<b>17-18</b>

## 2.8 ACTION CARDS

### Action Card 1:

#### SCHOOL RESPONSE TEAM LEADER

TASK	WHO	STATUS/ DATE/TIME
Collate all relevant information relating to the emergency.		
Consider the need to alert other colleagues (LEA) and external agencies.		
Establish the School Response Team and allocate roles.		
Co-ordinate the emergency response strategy, liaising with relevant agencies, e.g. the emergency services, the wider authority and School Governors as appropriate.		
Monitor the emergency response		
Provide regular staff/ team briefings		
Authorise any additional expenditure		
Co-ordinate and manage staff in the School Response Team.		
Ensure any associated schools <sup>2</sup> are informed on the incident.		
Call staff meetings to provide updates on the situation.		
Ensure a 'hot debrief' is carried out at the end of every shift/end of the incident.		
Inform the Principal or link Educational Psychologist to instigate psychosocial care response.		
Ensure a full debrief is carried out at an appropriate time (assistance is available from the Emergency Planning Team).		

<sup>2</sup> Associated school- a school where a sibling of a pupil affected attends, or where the site is shared by two schools.

**Action Card 2:**

**SCHOOL RESPONSE TEAM**

<b>TASK</b>	<b>ASSIGNED TO:</b>	<b>STATUS/ DATE/TIME:</b>
Monitor staff welfare and organise staff roster.		
<b>Parent Liaison Officer(s):</b> <ul style="list-style-type: none"> <li>- Advise parents and provide information.</li> <li>- Provide point of contact</li> <li>- ..Arrange on site co-ordination of visiting parents.</li> <li>- Maintains regular contact with parents where appropriate</li> </ul>		
<b>Admin Support:</b> <ul style="list-style-type: none"> <li>- Staff telephone lines.</li> <li>- Help collate information.</li> <li>- Relay incoming and out going messages by phone, fax, email etc.</li> <li>- Provide admin support to the School Response Team Leader</li> <li>- Maintain a master log of key events and decisions, including expenses incurred.</li> </ul>		
<b>Communications Officer:</b> <ul style="list-style-type: none"> <li>- Act as point of contact for media enquiries.</li> <li>- Liaise with the BCBC Public Relations Team to prepare media statements/ interviews.</li> <li>- Assist with internal communications.</li> </ul>		
<b>Business Co-ordinator:</b> running of the school <ul style="list-style-type: none"> <li>- Ensure safety and security of pupils.</li> <li>- Provide information and offer reassurance.</li> <li>- Monitor pupils physical and psychological welfare.</li> </ul>		

**Refer to Action Card 3**

**Action Card 3:**

**SCHOOL RESPONSE TEAM (cont.)**

**Additional tasks for the School Response Team**

This is a generic list so not all tasks may be applicable to the incident; additional space has been left to assign additional responsibilities.

<b>TASK</b>	<b>ASSIGNED TO:</b>	<b>TIME SCALE</b>	<b>STATUS DATE/TIME</b>
Obtain all factual information on the incident		Immediately	
Carry out a quick assessment of the immediate response required		Within first hour	
Select and establish control arrangements		Within first hour	
Inform pupils in an appropriate manner		Within first hour- if practicable	
Arrange a debrief meeting for staff involved in the incident		Before leaving school	
Arrange a debrief meeting for pupils involved in the incident		Before leaving school	

# Part 3

# EMERGENCY PROCEDURES

### 3.0 Introduction

This part of the document outlines general protocols for responding to incidents that affect all or part(s) of the school site. It is essential that actions in this section are specifically tailored to the school, and give consideration to the nature of the site, for example the size and distribution of buildings and the available surrounding resources i.e. vicinity to neighbouring school or other potential evacuation centres.

### 3.1 Evacuation

Circumstances following some incidents may require all or part of the school to be evacuated, for example due to substantial structural damage, fire, flood or security threat. It may also be the case that the usual evacuation locations are inappropriate and a secondary location needs to be utilised.

The Primary evacuation point for this school is the school yard.

In the extreme event when the above fire assembly point is unsuitable the secondary assembly point is school field.

*NB: The secondary assembly point must be as far away as reasonably possible from the building(s) at risk, but must allow ease of egress from the school. This location may even be off school grounds.*

- On hearing the alarm evacuate school following usual fire drill procedures.
- The Head teacher (or their designated nominee if off site) is to take the lead in the incident.
- A member of staff (A Slade/G Williams) should wait outside Reception, A Block to receive the emergency services.

If the building is not safe for re-entry the School Response Team leader must decide if alternative accommodation is required and take the appropriate action, contacting the Local Education Authority for assistance.

### 3.2 Emergency Accommodation

In extreme circumstances pupils and staff may have to evacuate to an alternative site which would act as a holding area while arrangements are made to send pupils home. Any location which is thought appropriate to provide such short term shelter must be approached in the planning stage to ensure the site owner is aware of and in agreement with this expectation. If the site owner is in agreement, the LEA must also be notified of the schools intentions. It may even be appropriate to forge a reciprocal agreement with a neighbouring school for the provision of emergency shelter. Examples of potentially suitable sites may include a local community centre, church hall or near by school,

For this school the following site(s) are aware of the potential expectation placed upon them to provide short term shelter in the event of a school evacuation:

**The Grand Pavilion, Porthcawl**

**The Promenade, Porthcawl**

### **In the event that the school cannot be re-entered:**

The School Response Team Leader will contact the intended evacuation site to inform them their premises are required and must keep the LEA updated on the situation. Upon notification the LEA will activate the School Crisis Support Team to contact parents and provide assistance as requested.

### **3.3 Emergency 'Grab Bags'**

It is advisable to make preparations for an evacuation in the form of a 'grab bag' which would be retrieved by a designated member of staff in the event of an on site emergency. The bag could contain items such as:

- a copy of the plan
- a mobile phone and charger
- high visibility vest
- Up to date contact list- including pupil emergency contact numbers
- Pens, blank log sheets and clip board.
- The Health and safety file (useful for emergency services in the event of gas leak/fire)
- (Asthma inhalers?? Insulin pen??)etc.

### **3.4 Non-Evacuation**

In light of some extreme incidents across the world it may be valuable to consider the need to keep children in the school buildings, rather than evacuating in the event of certain incident. Such incident may include a toxic release or the threat from an intruder on school premises.

In the event of a toxic/chemical release or local industrial accident, such as factory fire, the Emergency Services may advise staff to remain inside the school. In response to such an incident all doors and windows should be kept shut and extractor fans/air conditioning should be switched off.

To instigate such a procedure there must be a predetermined signal to initiate the 'non-evacuation' that clearly differs from the evacuation signal. For this school the alarm is the continuous sounding of the air horn.

When utilising such procedures consideration should be given to the following:

Calling the emergency services

Moving pupils into classrooms or other safe area.

Lock doors, close windows and blinds.

Keep pupils seated and away from windows and doors.

If such a procedure is deemed necessary it must be enforced appropriately ensuring no one is allowed out of the class room/ safe area. Non-teaching staff should, where possible, congregate in a pre-designated room (Mrs M Evans' office in A Block) and drills should take place during both lesson and break times so staff and pupils become familiar with the procedure.

### 3.5 Rest Centres

Due to the resources in this area of the County Borough it has been necessary to designate this school as a Rest Centre for use in an emergency. This means that in the event of an emergency occurring in the surrounding community, where by residents have been evacuated from their homes and need emergency accommodation, the school premises will be utilised to provide this service while other measures are arranged.

Staff to operate the Rest Centre would be organised by EL&CS with assistance from representatives from the Voluntary sector, but the Head Teacher will be informed if a rest centre is required in their school because of the potential disruption it will cause.

The Sports Hall, not school building, has been designated.

### 3.6 Procedure for dealing with a school fire out of school hours

#### Scope

This guidance is particularly relevant if a fire is reported at a school out of office hours, and the damage may be significant enough to affect the normal working of the school.

Normally, the Fire Service will contact the Council's 'Hotline' telephone number [07831 143600] and the appropriate duty officer from the Environmental & Planning Services Directorate will respond. The duty officer, will then contact the Education Department's first emergency contact person (or second contact, if appropriate) with details of the fire and school. Action will then be required to ensure that key people are informed and subsequent planning is co-ordinated to minimise, as far as possible, disruption to the education of children at the school.

#### In Advance

It is essential that all key personnel involved in this contingency plan have a copy of this plan and are familiar with its contents.

#### Trigger

The trigger for activating this protocol will be when one of the key contact representatives within the Directorate of Education, Leisure & Community Services is notified of a fire in a school by an official source, such as the police fire service, even though the official trigger should come from a BCBC Highways Duty Officer.

#### Communications

The first contact person is the designated lead education officer, at Assistant Director level, who will ensure key personnel are notified of the fire, and who will co-ordinate planning as set out in the paragraphs on Planning on the following page.

#### 1. Executive Director – Learning:

2. **Headteacher of the school** - who is asked to notify his/her Chairman of Governors, caretaker, and staff.

3. **Cabinet Member for Education, Leisure & Community Services**, who will ensure Cabinet and other elected members are kept informed.

#### **4. County Borough's Insurance Officer**

The Council's Insurance Company will need to be notified by Insurance Officer, for site visit as soon as possible.

#### **5. Principal Officer for Community Education:**

if there is adult/youth education normally provided.

**6. Local Radio/TV** so that parents can be advised if a serious fire prevents the school from opening.

**7. Public Relations Officer:** to respond to any further media enquiries.

#### **8. Service Manager responsible for school meals**

#### **9. Service Manager responsible for school transport**

#### **Planning**

Co-ordination of any repairs, clean-up work to be undertaken through the Education, Leisure & Community Services' Research & Development Unit in conjunction with Council's central cleaning services unit.

Details of incident to be logged by Research & Development Unit to allow reports to be prepared for Executive Director, Cabinet Member, and Insurance Officer.

In the event of substantial loss of buildings, and/or failure of the school to open, the lead officer for Education will arrange a planning meeting, with the Headteacher, as soon as practical to include appropriate representatives from: the school, Research & Development Unit, Personnel, Health & Safety, Education IT, Catering, together with key technical officers from Environmental & Planning Services, the Council's Insurance Officer and building professionals.

#### **Agenda items to include:**

1. assessment of extent of damage and status of school buildings,
2. cleaning / repair arrangements;
3. alternative accommodation arrangements – short / long term;
4. communications: keeping parents / pupils / governors informed; keeping members / media briefed;
5. liaising with other county borough departments etc.
6. liaising with the enforcing agencies, e.g. Health & Safety Executive, Environmental Agency
7. Follow-up meetings.

# Part 4

# RESPONDING TO THE SCHOOL COMMUNITY

#### **4.0 Introduction**

Much work has been done in the professional domain regarding school emergencies and meeting the needs of the school community during such a time. This section summarises some of the best practice guidance on dealing with the effects on the school community. Greater detail can be found in appendix E on page 33.

#### **4.1 Informing Pupils and Staff**

In the event that an incident occurs involving a pupil or member of staff during the school day that results in a death, any pupils or staff who were present at the time need to be told what happened before they leave at the end of the day. Special consideration also needs to be given to any siblings or close relative in the school.

In the case of a death of a pupil, it may be appropriate to inform the class or year to which the pupil belonged after staff have been informed.

#### **4.2 Associate schools**

The siblings of those affected may attend other schools. It is important that accurate information is provided to these schools by the LEA and that appropriate actions are taken.

#### **4.3 Informing Parents**

It is the responsibility of the Police to inform the parents of the pupil(s) involved. However, all parents should be informed of the incident and an opportunity provided to voice any concerns as soon as is practicable.

#### **4.4 Helping the School Recover**

The school should be open in times of crisis. Remaining open provides a caring environment for pupils to discuss and express their feelings and provides an opportunity for psychosocial services to channel their activities.

#### **4.5 Anniversaries**

Anniversaries of serious incidents are difficult times. Preparations for anniversaries should be made well in advance with maximum consultation with parents of the pupils, the pupils themselves and staff members who were most affected. A positive move may be to form a small working group of pupils, staff and parents to discuss possible arrangements.

Further details on considerations to be made when planning a suitable memorial/tribute are suggested in appendix F of page 34.

N.B. Any press enquiries regarding the anniversary should be referred to BCBC's Public Relations Team.

## Appendices

### Appendix A

#### Key Contact Details

It is the school's responsibility to ensure the numbers below are kept up to date.

[(h) home, (o) office, (m) mobile]

Position	Name	Contacts
<b>Education, Leisure and Community Service Senior Management</b>		
Assistant Director	Trevor Guy (w.e.f 6.11.06)	(h) (m)
Assistant Director	Richard Landy	(h) 01656 720469 (m) 07799 862947
Assistant Director	Mark Shephard	(h) 02920 521447 (m) 07747 622031
Acting Manager, Research & Development.	Mark Beauchamp	(h) 01443 682957 (m) 07970 969179
Out of hours contacts	Bryncethin	01656 720213

<b>Media</b>		
BBC Wales		02920 322000
Local Radio – Bridge FM		01656 868993
BCBC Public Relations Officer	Liam Ronan	(o) 01656 643210

**N.B. - Education, Leisure & Community Services' contact person(s) must be provided with up to date contact numbers as below.**

*(Fill in as appropriate)*

<b>School Contacts</b>		
Head Teacher	Mr K E Dykes	01656-774102/667461
Deputy Head	Mr G C Williams	01656-774111/774172/662787
Caretaker	Mr D Parker	01656-774125/774177/786881
Chair of Governors	Mrs A Davies	01656-771594
Deputy Head	Mr A Slade	01656-774130/647935



## **Appendix C**

### **Psychosocial Response**

The Educational Psychology Service is committed to providing assistance to schools in the event of a serious incident. They are prepared to respond to such incidents and have strong existing links with all schools to do this.

The service also has good working relations with external agencies which can also be called upon to support the psychosocial response from teams within the Primary Care Trust.

The Educational Psychology Service has developed a three-tiered model to help categorise incidents which affect schools:

- **Sad event**

The death of a pupil or teacher away from the school site and not witnessed by others.

- **Critical Incidents**

A sudden, unexpected event that is distressing to pupils and/or staff, it may involve violence against members of the school, a serious accident or the sudden death of a child or teacher (all the more traumatic if witnessed by others), or it could be that the school is subjected to major vandalism such as arson attack.

- **Emergencies**

A major disaster involving the school resulting in the implementation of Bridgend County Borough's Major Incident Plan.

### **Role of the Educational Psychology Service (EPS)**

#### **Sad Events**

When a sad event occurs the EPS will provide support to the school through existing EPS links. This will involve providing information for the school to distribute to pupils affected by the event. There will also be material for staff to use as a reference in organising school based response to the situation.

It may be appropriate for the link educational psychologist to provide some direct support to pupils or staff most significantly distressed by the event. If large numbers of pupils become distressed or support is required in the medium to longer term the event may need to be re-classified as a critical incident.

#### **Critical Incidents**

The link educational psychologist will prioritise visiting the school to consult with senior management to assess the situation and level of support required. Their role is to:

- Provide immediate support to groups or individual pupils
- Provide written material for staff and pupils
- Alert other agencies
- Liaise with staff on a regular basis to monitor the situation and consider further involvement.
- Work with other services to ensure a joint approach.

- Advise Principal Educational Psychologist on the need to involve further team members or request assistance from other services.

### Emergencies

To operate in conjunction with staff from Personal Services Directorate and follow procedures as outlined in the EL&CS Directorate Emergency Plan and to offer direct support and counselling to those affected either at school or designated rest centre.

### **Role Schools Counselling Service**

Where a school buys into the service, assistance can also be called upon from the School Counselling Service, but this is not borough wide and does not provide cover for Primary Schools. Staff with specialist training from Personal Services may also be utilised in an emergency and they too have strong links with the Primary Care Trust.

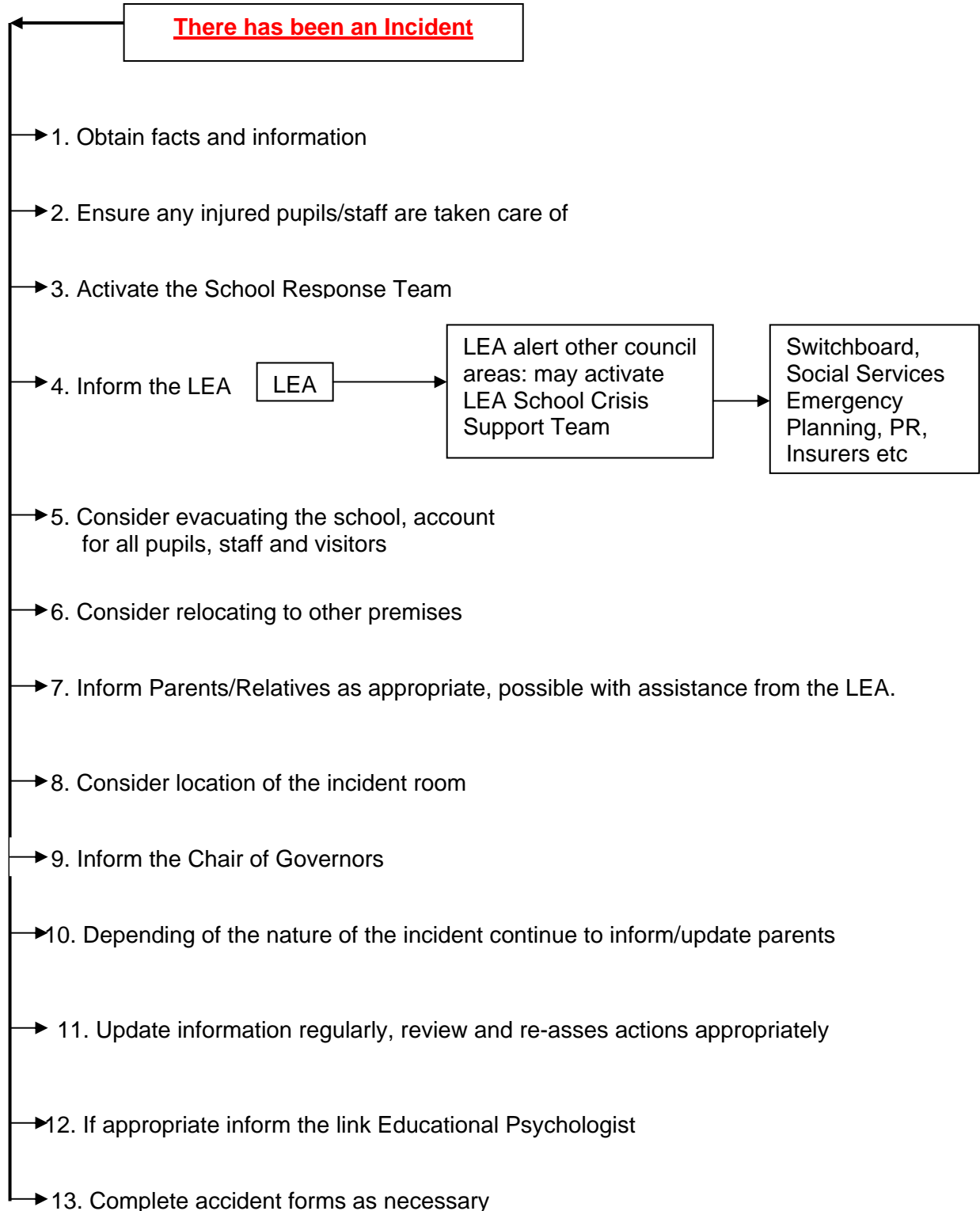
### **Additional Support**

BCBC has many departments that could play a significant role in the provision of psychosocial care services potentially required in response to a major emergency. However, currently no agreement exists between the departments regarding the provision of such a service. To redress this work is being undertaken to develop closer working relations, culminating in a Psychosocial Care Response Plan, which would identify a lead department to coordinate the response if such a service was required by schools. The project is currently in a very early stage and an update will be sent out to all schools upon completion.

## Appendix D

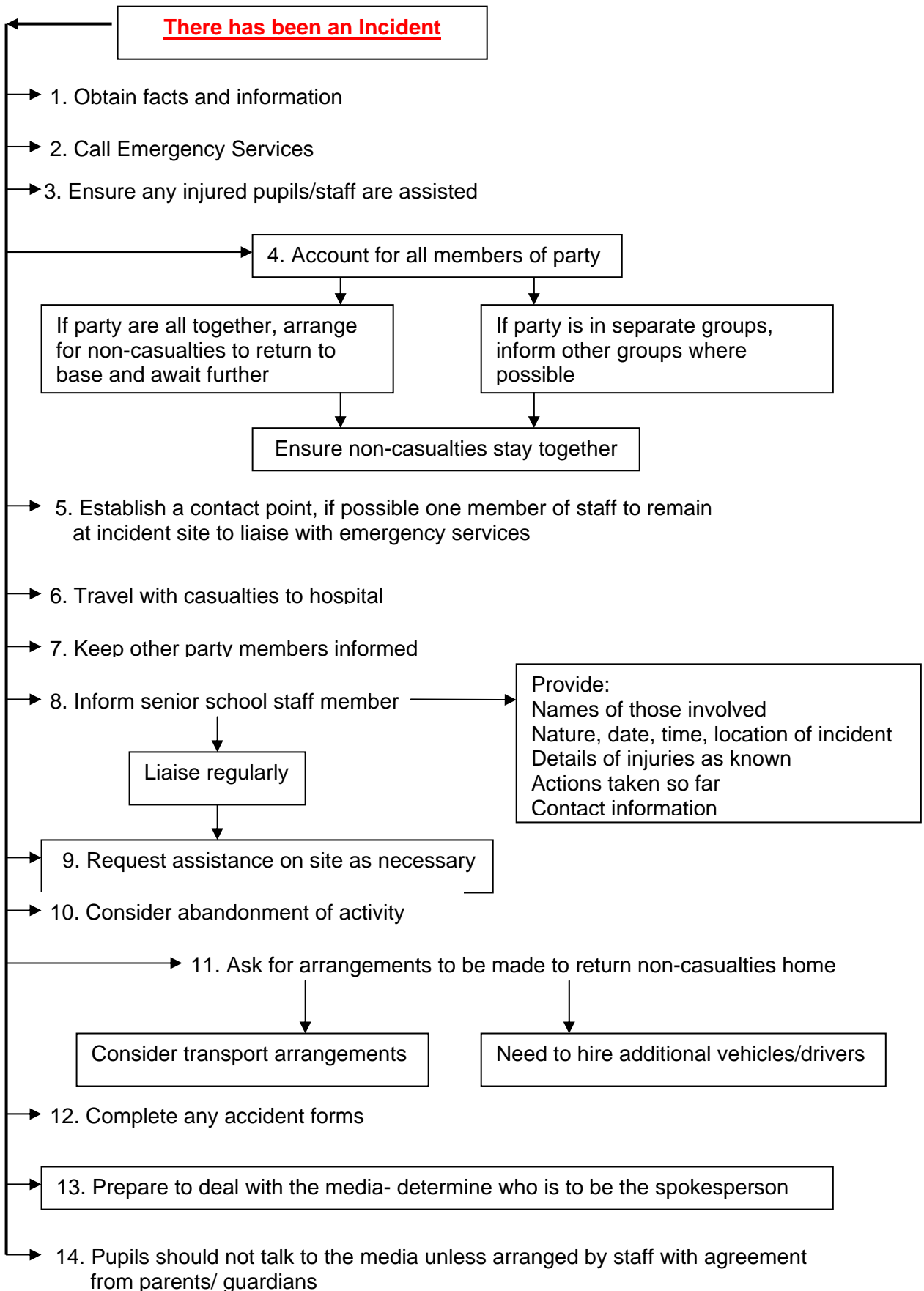
### 1. Guidance for Staff following an Emergency On School Grounds

**RECORD ALL ACTIONS-** if not immediately, as soon as possible after the event.

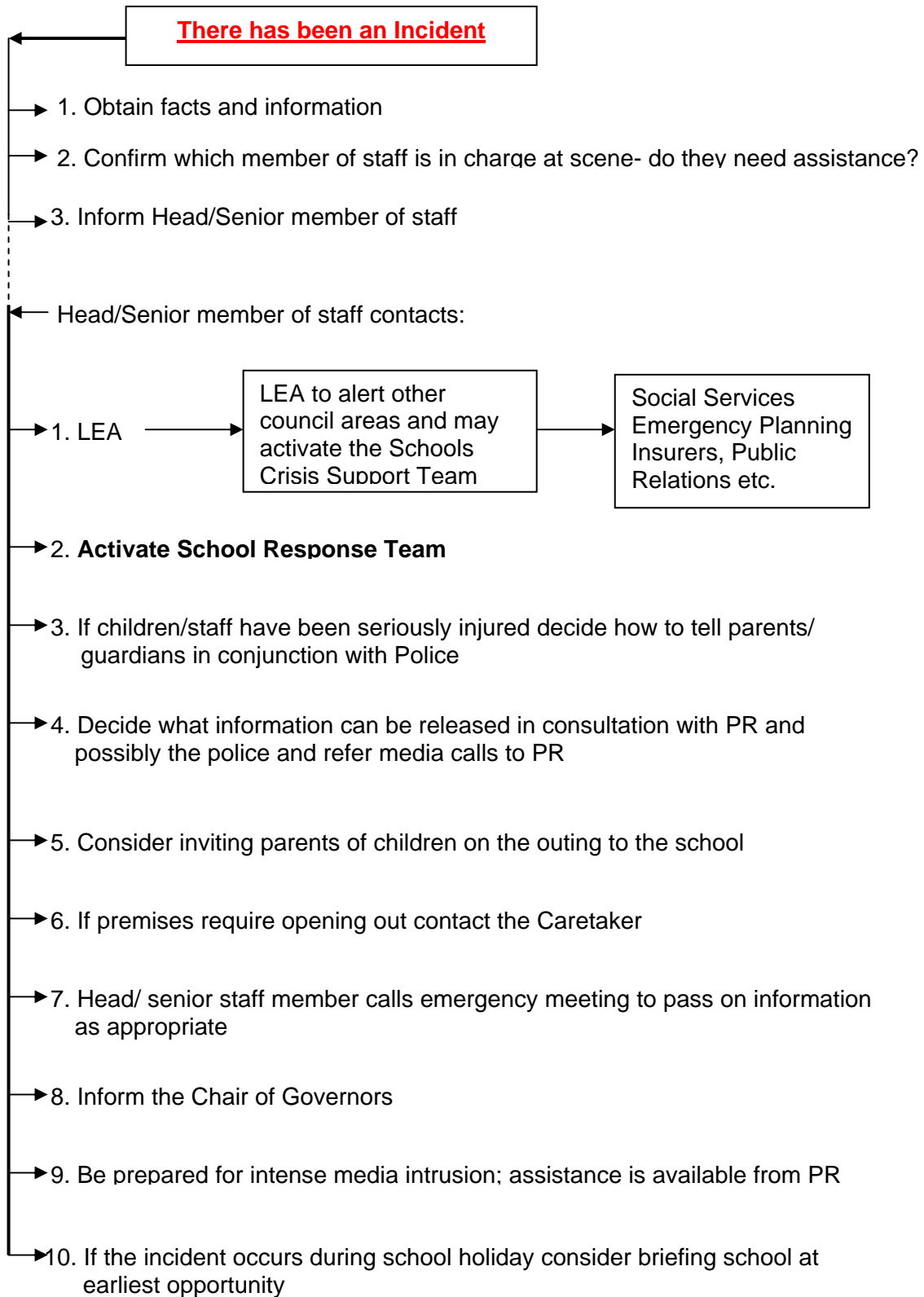


## 2. Guidance for Group Leaders on All Off-Site/Out of School Activities

**RECORD ALL ACTIONS-** If not immediately, as soon as possible after the event.



### 3. Guidance for 'on-site' staff following notification of an off-site incident (either in or out of school hours)



## **Appendix E**

### **Responding to the School Community**

#### **Informing Pupils**

It is important to agree with the Police the timing and content of the information provided to pupils so as to meet the needs of the pupils whilst not impeding any Police investigation.

Consider whether there are siblings, close relatives, or boy/girl friends who will also need to be quickly told, but it may be wise to do this only when parents/guardians are ready to collect them.

When informing pupils it is probably best to inform them in the smallest groups possible, their class, year group or tutor group. Provide pupils with a chance to have their questions answered.

Best practice advises that this is best done just before the end of the day. The pupil will listen intently until you tell them that the pupil has died. Then they stop hearing. If a pupil has died as the result of an accident it may be prudent to ask them not to speculate about causes of the accident and not to spread rumours. Getting them to hear this is very difficult. Expect that some pupils may be approached by the local press or that they may contact the press themselves. If it is intended for teachers to tell other pupils, a statement should be prepared ready for them to read out before they are advised.

#### **Informing Staff**

This may have to be after key pupils have been informed. Those staff who were nearest to the incident will need to be informed first. Depending on who that teacher is, they may well need someone with them.

If circumstances allow, a staff meeting should be convened by the Head Teacher or senior member of the School Response Team to inform them of the incident. This should include all staff such as classroom support, caretaker and school meals staff etc.

#### **Informing Parents**

The Police are responsible for informing parents in the event of a fatality. Though all parents who are directly affected should be contacted as soon as possible. All other parents should be informed that the school has experienced a crisis and that their child may be upset.

If it is left to the school to contact parents who's children are involved, this must be done quickly and sensitively and assistance may need to be sought from the LEA. Sending a letter to all parents, which expresses both sympathy and gives factual information about the death, is very important. It saves the rumours which can be intensely hurtful to other pupils, parents and teachers.

If parents are coming to the school to seek information regarding the incident, it may be appropriate to have a counselling team/ support services on hand to offer support to distressed/ grieving parents. A designated area may need to be provided for this. Parents should be kept up to date, being briefed regularly as appropriate with an honest approach.

Briefing and liaising with parents may well involve other agencies and a wide group of parents. It may be appropriate to inform those directly affected at a meeting and the wider remit by letter.

## **Appendix F**

### **Memorials**

Following a serious incident that has led to a death in the school community the following areas may be considered:

- An appropriate memorial taking families wishes into consideration
- Support for arrangements that families may have for a memorial
- Attendance at funerals; is a school representative welcome?
- Consider a sympathy card/messages from staff/pupils
- Special Assembly'
- Consider the involvement of local religious leaders
- A memorial service/assembly
- A routine day with a special time set aside for reflection or a service
- Commemorating a child who has died at the end of the school year or at other important times (Christmas, Easter)
- Inform any new staff on the incident and any long term pupil needs

**END OF DOCUMENT**