

St. Bridget's C of E Emergency Plan (Updated November 2020)

PREPARATORY ACTION BY HEADTEACHERS

General Preparatory Measures for the Development of the School Emergency Management plan

It is recommended you:

1) Make time for developing the School Emergency Management plan

i) Initial support

Recognise that a climate of support, trust and confiding, will strengthen the school's response at a time of crisis. Involve the School Management Team and Governors in acknowledging such an initiative is needed.

Ensure GB aware of Plan Annually

Ensure GB appoint Governor to support plan E.g. C of G and Priest

ii) Involve School Staff

Devote a staff meeting, or part of a staff development session in the initial stages and on its completion. Consider in the school Professional Development Plan the needs of staff for training in areas such as bereavement.

Ensure that SLT have reviewed plan and have relevant copies at home and school- Annually

2) Identify 'key' School Staff

i) Head Teacher involvement

You, as the Head teacher, need to be actively involved in planning and co-ordinating your school's response.

ii) Establishing a 'School Emergency Management Team'

Experience has shown that a group of teachers, identified from within the staff who are prepared to assume emergency roles and assist in leading the response, is particularly valuable. The contact mechanisms within your school may already be sufficient, but should be examined to make it possible for appropriate contact can be made with those staff, both during term-time and school holidays.

iii) Establish a nominee for plan maintenance

Once the plan is operational, it is advisable to nominate a member of staff to regularly review and update plan details and to encourage key staff to maintain an awareness of its content.

3) Recognise what the plan needs

Establish a network of potential support

1. An important aspect in the plan will be to recognise the need for support and how to acquire it. In addition to the local authority assistance described above, links also need to be developed with other agencies.
2. Depending on the nature of the Incident, it may be appropriate to deploy support from other Agencies, either via LA officers, or to make contact directly. The School should therefore identify and develop specific links with representatives from particular agencies.
3. Recognise and utilise ways in which the National Curriculum Programmes of Study serve staff in providing learning experiences for pupils about Loss, Change and Bereavement.

B) Specific Preparatory Measures

In order to enable actions to be taken quickly and correctly in the event of an Incident, it is recommended the following measures should be put in place, in support of the plan.

1. Media

- i) Nominate a person (either a Governor or member of staff) who can be called upon to assist in responding to the Media. NB: Governors should be made aware of this nomination and

adhere to this arrangement, in the event of receiving an approach from the Media. The Headteacher or nominee, should approach the Council's Press & Public Relations Office for support through the established Local Authority Support Team arrangements.

ii) All other Staff should be instructed not to:

- give interviews
- make comments, or pass, or draw attention to, any relevant written or printed material
- In the early stages of an Incident, they should direct any requests to the Headteacher (or their Nominee), until the arrival of the Authority's Press & PR support.

2. At Home

i) **The School Emergency Management plan and Home Telephone list** The Headteacher, together with those staff who agree to be nominated to assist them or deputise for them at a senior level, should always have an extra copy of the most up to-date version of these documents at home.

3. At School

i) Contacting staff, pupils, Governors and next-of-kin

Nominated admin staff should be able to confidently access Personnel Modules etc

Up to-date lists of contact 'phone numbers and addresses should be held centrally, both on computer and in readily accessible folders.

Ideally, a set of addressed adhesive labels should be available for immediate use.

ii) Consideration should be given to communication issues including the likely difficulty in contact with the school should a traumatic event occur.

iii) The roles of all members of staff should be clarified, particularly for tasks such as informing parents and others.

iv) Staff should be identified who might be able to quickly provide support to very distressed pupils.

v) Make staff aware who live locally that they may well find themselves contacted at an early stage by the Media.

vi) For security reasons, consider preparation of named lapel identity badges

vii) Those Schools who have had their own chaplain have found it helpful, when faced with a serious incident.

St. Bridget's C of E Primary School
School Emergency Management plan

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DEFINITION

'An event - or events - usually sudden, which involve the experience of significant personal distress to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.'

AIMS

1. To create an awareness of the need for planned arrangements to be made.
2. To provide reassurance of the practical help that is available from the local authority and other agencies, at short notice.
3. To recommend the need for each school to develop complementary emergency arrangements, in line with the enclosed draft plan.
4. To pass on advice based upon previous experiences.
5. To give guidance on other sources of information and help.

SCOPE OF THE PLAN

In school

A deliberate act of violence, such as a knifing or use of firearm.

A school fire or a laboratory explosion.

A pupil or teacher being taken hostage.

The destruction or serious vandalism of part of the school.

Outside school

The death of a pupil or member of staff through natural causes or accidents.

A transport-related accident involving pupils and / or members of staff.

A more widespread disaster in the community.

Death or injuries on school journeys or excursion.

Civil disturbances & terrorism.

Emergency Action List

Headteacher (or Nominee)

Stage 1 - Initial actions

Open and continue to maintain a personal log of all factual information received, actions taken, and the time of those events.

Make every attempt to clarify exactly what has happened.

Then consider whether Incident requires involvement of 'Local Authority Support Team'

NB It is requested that initial contact is always made with the Local Authority in emergencies in case they have wider significance.

If so, contact one of the single point contact numbers listed on page 3. Establish whom they will contact. Check this includes the Education Committee Chair.

If during term time, unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines & timetables.

If outside term time (or outside school hours)

1. Arrange for the Caretaker to open certain parts of the school, as appropriate, and to be available (and responsive) to requests.
2. Arrange immediate School Admin support.
3. Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV Interview.
4. If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements. Try to postpone Media comment until after the LA's PR officer arrives (who will be part of the 'Local Authority Support Team'). If you can't, see Appendix 2 for some key points to remember.

NB: It is especially important that if any names of those who may have been involved in the Incident, are known, DO NOT release - or confirm- them to anyone, before those identities are formally agreed and parents are informed.

If deputising for the Headteacher, try if possible to contact and brief him / her.

Inform Chair of Governors of Incident and, if appropriate, of involvement of 'Local Authority Support Team' they should standby to be available for interview by the Media Call in the designated staff members to form the 'School Emergency Management Team', and nominate one as an On-Site Coordinator to oversee that Team on your behalf.

Be prepared to receive many telephone calls.

Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 -Once Established:

Brief Staff Member acting as On-Site Coordinator to oversee the following-

If 'Local Authority Support Team' being activated, to arrange for On Site facilities for the Team Agree appropriate identification of staff by using badges.

Expect to see identification of Local Authority Support Team officers.

Set up arrangements to manage visitors and arrange for their names to be recorded.

Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring sufficient help is available to answer the many calls that could be received (The Local Authority Support Team will be able to assist with a 'Help-Line')

Advice for Answering Phones

Staff maintain records of calls received.

Brief, but up-to-date prepared statements are available to staff answering 'phones.

Media calls are directed to the LA's PR officer.

Care is taken when answering telephone calls.

An independent telephone is made available for outgoing calls only- a mobile 'phone can be useful- but remember such messages can be readily intercepted.

Telephone staff are reminded that some calls could be bogus.

To arrange for all staff - not just teaching staff -to be called in, if necessary to be briefed at an early stage. (Subsequent briefings say 2x per day for 10 mins, should be arranged).

To be aware of how colleagues are coping.

To arrange for all pupils to be told, in simple terms, at an early stage (ideally in small groups and initially by class teachers, wherever possible).

To brief Team to discourage staff and pupils from speaking to the Media.

To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

Parents:

If pupils are involved, the contacting of parents will be an important early task (Remember if it is a major Incident, the parents may well have already heard). It may be appropriate to ask the parents to come to the school for a briefing and support. This will need to be done with the utmost care.

Maintain regular contact with parents

If Incident away from school, seek Police advice whether parents should travel to the scene, or whether children should be taken home

Staff:

Remember to have regular breaks and advise others to do so.

Maintain regular contact with staff (Teachers and office staff).

Make a point of seeing that all staff involved know each other's roles & responsibilities.

Always try to think of something positive to say to staff & respond positively to ideas and suggestions.

Be available to see staff when required.

Remember some members of staff may be so affected, that they will not be able to help in supporting children.

Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support.

If Incident is away from school, try to dissuade shocked staff from driving parents to the scene.

'Local Authority Support Team':

Maintain liaison with 'Local Authority Support Team' Senior Officer for duration of Incident

Stage 3 -Period following the Close of the Incident

When appropriate, seek advice from 'Local Authority Support Team' and local clergy contact on special assemblies / funeral / memorial services.

Prepare joint report with named Senior Officer, for Director of Education

Arrange for a member of staff to make contact with any pupils either at home or in hospital

Make sensitive arrangements for the return to school (as appropriate)

Stage 4 -Longer-Term Issues

The effects of some Incidents can continue for years. Thought will need to be given to-

Work with Staff to continue to monitor pupils informally

Clarify procedures for referring pupils for individual help
Be aware that some Staff may also need help in the longer term
Recognising and if appropriate, marking anniversaries
Remember to make any new staff aware of which pupils were affected and how they were affected
Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the school
Remember if the Incident does attract Media attention, it is likely that interest will continue for many weeks

Emergency Action List

School On-Site Co-ordinator

Stage 1 - Initial actions

- Obtain full facts of Incident from Headteacher
 - Open and continue to maintain a personal log of information received, actions taken and the time of those events
 - Liaise with Headteacher & arrange On-Site facilities for 'Local Authority Support Team'
 - Arrange to contact other nominated members of the 'School Emergency Management Team'
 - Arrange for admin assistance (ideally from the school) to support the Teams.
- (NB. if bringing them in from home, remind them to bring any keys they may need!)
- Informs Local Authority Support Team Co-ordinator on arrival, of factual information of the Incident.

Stage 2 -Once Established:

Expect early briefing from Head teacher (or nominee) re:

- arrangements for On-Site facilities to be made should the 'Local Authority Support Team' be activated,
- set up arrangements to manage visitors -set aside rooms (for media queuing and interviews) -arrange for their names to be recorded
- set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring-

Management of telephone calls:

- Brief up-to-date prepared statements are available to staff answering telephones
 - Staff maintain records of calls received
 - Media calls being directed to the Local Authority's PR officer
 - Care is taken when answering telephone calls
 - An independent telephone is made available for outgoing calls only
 - A mobile phone can be useful- but remember such messages can be readily intercepted
 - Remind telephone staff that some calls could be bogus
 - Ensuring Team discourages staff and pupils from speaking to the Media
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- Establish with Team Co-ordinator, areas of need.
 - Assist in the preparation of statement which can be used to assist those dealing with telephone calls
 - Keep Headteacher fully informed.
 - Joint organisation & management of Team with 'Local Authority Support Team' Co-ordinator throughout Incident
 - Assist On Site Coordinator to debrief 'Local Authority Support Team' members each evening

Stage 3 -Period following the Close of the Incident

With 'Local Authority Support Team' Co-ordinator, assist with debriefs.

Emergency Action List

‘School Emergency Management Team’

Stage 1 - Initial actions

- Obtain full facts of Incident from Head teacher.
- Open and continue to maintain a personal log of information received, actions taken and the time of those events.
- Assist, where appropriate, in assessing the emotional needs of staff and pupils Co-ordinate rapid action to sensitively inform staff and pupils and provide appropriate support.
- Assist class teachers who will undertake classroom briefings.
- Arrange special groups for very distressed pupils.

Stage 2 -Once Established:

- Under guidance from School On-Site Co-ordinator, assist the Headteacher (or nominee)
- Work with LA Support Team, the Headteacher (or nominee) and School On-Site Co-ordinator, as directed

Stage 3 -Period following the Close of the Incident

- As above

This Team should comprise

Up to 4 senior members of staff, together with office staff

Emergency Action List

Administrative Assistants'

Stage 1 - Initial actions

- Obtain full facts of Incident from Headteacher
- Open and continue to maintain a personal log of information received, actions taken and the time of those events

If coming in from home, remember to bring useful items, such as any keys needed

Stage 2 -Once Established:

- Under guidance from School On-Site Co-ordinator, assist the Headteacher (or nominee)
Work with LA Support Team, the Headteacher (or nominee) and School On-Site Co-ordinator, as directed
- Remember the school office is likely to be the first point of contact for visitors, so exercise caution in making comments
- Concerning incoming telephone calls
 - take especial care when answering telephone calls early on
 - maintain a record of calls received
 - only give out information from prepared statements that will be made available
 - remember that some calls could be bogus

Stage 3 -Period following the Close of the Incident

- As above

APPENDIX 1

School staff List (Updated every September)

Neil Le Feuvre
Ryan Neal
Alex Coughlin
Andrea Coakley-Hines
Abby Hannah
Andy Ryan
Cathy Lacey
Janice Butler
Karen Nickson
Kelly Jones
Lyndsay Daltrey
Nadine Smith
Natasha Inglis
Peter Marriot
Rachel Cotterell
Sandy Wilson
Susannah Darby
Tracey Taziker
Vicky Yates
Rosie Ross
Vicky McDowall
Jackie Wendham
Kate Holloway
Amanda Broughton
Amy McHattie
Colleen MacKenzie
Carol Warbuton
Clair Redgrift
Claire King
Ellie Grisdale
Hannah Roberts
Imogen Longmore
Jill Champion
Jenny Coughlin
Jackie Paterson
Jack Nolan
Jess Mumford
Lorna MacLeod
Matthew Biggins
Paula Carroll-Vickers
Richard Green
Pam Emery
Sheena Marriott
Jenny Singleton
Marianne Pilkington
Jenny Mountain
D robinson
E Wood
M Henshaw
M Jenkinson

P Donaldson
Steve Wilkins
Phil jenkinson
N Hayes
E Drew
K Gerrard
N Hannah

APPENDIX 2

Points to Note with Media Interviews

- Have another person with you, if possible, to monitor the interview. If possible, agree an interview format i.e. establish what the interviewer wants to ask
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Don't read it out.
- Remember you could be quoted on anything you say to a journalist, even if it isn't part of the formal interview
- Be prepared to say you can't comment.
- Don't over-elaborate your answers.
- Refuse requests for photos or schoolwork of children / staff involved.
- Try to keep a grip on your emotions during interviews-especially if it's TV.
- Most journalists are responsible, but check where interview / camera team go, when interview over

INCIDENT LOG FORM

NB. It is most important that you record your actions and any contact made with you, during the course of the emergency.

Log No.	Date / Time	From	To	Message	Action taken & by whom

CONTACT LIST

USEFUL CONTACTS: Containing information regarding names, organisations and telephone numbers of individuals who might be useful/ helpful to the school in an emergency.

ORGANISATION OR SPECIALISING OFFICIAL	NAME	TELEPHONE NUMBER
Wirral Borough Council	Out of Hours Service	0151 666 5003
Children & Young People's Department Hamilton Building, Birkenhead	Facilities Management section	0151 606 2000 day-time (6665624)
Children & Young People's Department	Wirral Community Patrol	0151 606 2613 (day-time) 0151 666 5265 (out of hours)
LEA support team		0151 606 2000 day-time
WBC Press Relations	Nikki Mullineux	0151 691 8360
Health Protection Nurse	Helen Oulton	0151 643 5402 0151 643 5300
School Headteacher	Neil Le Feuvre	0151 678 4798 or 07920097901
School Deputy Headteacher	Ryan Neal	07414808989
Chair of Governors	Dr Alex Owen	(to update)
Vice-Chair of Governors	Kevin Chappell	0151 625 1052
Parish Priest		
Diocesan Officer		652 6300/653 4020
N.S.P.C.C.	Sue Noakes	0151 777 2154
Community Police		
School Nurse		
Caretaker	(to update)	
	Steve Wilkins	07834860986
Social Services (CDT)		0151 606 2006
Arrowe Park Hospital		678 5111

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EMERGENCY CONTACT NUMBERS

NAME OF SCHOOL	St. Bridget's C of E Primary
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	Name –Please Print	Position	Work Contact Number	Home Contact Number	Mobile Contact Number	Email Address School	Email Address Home
First Contact	Steve Wilkin s's	Caretaker	0151 625 7652	078348 60986		caretaker@stbridgets.wirral.sch.uk	Steve Wilkins's

Second Contact	Neil Le Feuvre	Headteacher	As above	0151 6784798	07920097901	headteacher@stbridgets.wirral.sch.uk	lefeuvre@tiscali.co.uk
Third Contact	Ryan Neal	Deputy Headteacher	As above		07414808989	deputyheadteacher@stbridgets.wirral.sch.uk	

Head Teacher – Print Name	Neil Le Feuvre	
Head Teacher's Signature		
Date	May 19	