

# Queen Eleanor's C of E Junior School Emergency Plan



**If there is an EMERGENCY right now:**

**ONSITE GO TO PAGE 8**

**OFFSITE GO TO PAGE 13**

| <u>CONTENTS</u>  | <u>Page</u> |
|--|-------------|
| DISTRIBUTION LIST .....  | 3           |
| SECTION 1: INTRODUCTION.....   | 3           |
| SECTION 2: SCHOOL DETAILS .....  | 5           |
| <b>SECTION 3: EMERGENCY CONTACTS.....</b>                              | <b>6</b>    |
| <b>SECTION 4: EMERGENCIES IN SCHOOLS - ACTIVATION .....</b>            | <b>8</b>    |
| SECTION 5: EMERGENCIES IN SCHOOLS – IMPLEMENTATION .....               | 10          |
| <b>SECTION 6: EMERGENCIES ON EDUCATIONAL VISITS – ACTIVATION .....</b> | <b>13</b>   |
| SECTION 7: EMERGENCIES ON EDUCATIONAL VISITS - IMPLEMENTATION .....    | 15          |
| SECTION 8: STAND-DOWN AND RECOVERY .....                               | 17          |
| SECTION 9: ROLES AND RESPONSIBILITIES .....                            | 18          |
| SECTION 10: TRAINING AND EXERCISE .....                                | 19          |
| <u>Appendices</u>  |             |
| Appendix 1: School site plan .....                                     | 20          |
| Appendix 2: School hazard assessment & locality map .....              | 21          |
| Appendix 3: Facilities List .....                                      | 21          |

|   |  |
|---|--|
| <b>VERSION</b>                              | <b>3.0</b>   |
| <b>First Edition</b>                        | September 2012   |
| <b>Next Review</b>                          | September 2016   |
| <b>Locations of copies of plan</b>          | School office, Headteachers office, emergency grab bag                             |
| <b>Person responsible for updating plan</b> | Headteacher - Mr Roger Blackburn<br>&<br>School Business Manager - Annabel Morland |

|   |    |
|---|----|
| Appendix 4: Evacuation & Sheltering .....   | 22 |
| Appendix 5: Buddy Establishments .....  | 25 |
| Appendix 6: Bomb threat prompt card for reception staff .....                     | 25 |
| Appendix 7: Emergency arrangements for other services using the school site ..... | 26 |
| Appendix 8: Closing the school .....  | 26 |
| Appendix 9: Pandemic Flu .....  | 27 |
| Appendix 10: Incident Logging .....   | 28 |
| <b>Appendix 11: Business Continuity</b> .....                                     | 29 |

## Distribution List

### Internal

| School Staff / Location of copies                      | No of copies |
|--|--------------|
| Roger Blackburn - Headteacher                          | 2            |
| Lorna Hines - Senior Leadership Team & Class Teacher   | 1            |
| Gary Papworth - Senior Leadership Team & Class Teacher | 1            |
| Annabel Morland - School Business Manager              | 1            |
| Jo Davies - Office Manager                             | 2            |
| Emergency Grab Bag in School Office                    | 1            |
| Peter Brayne - Chair of Governors                      | 1            |

### External

| Organisation              | No of copies |
|---------------------------|--------------|
| Local Education Team      | 1            |
| Emergency Management Team | 1            |
| Guildford County School   | 1            |
| Good Shepherd Trust       | 1            |

## Section 1: Introduction

This plan relates to:

- a) An event which threatens the safety of children and/or staff, or a crisis which might affect the public reputation of the school,  
and

- b) Where the headteacher considers that the school will benefit from receiving additional (external) support  
or,
- c) Where the community in which the school is based is affected by an emergency.

The plan provides generic guides to actions that should be considered by the headteacher, his/her nominated deputy, the school duty officer and the school emergency management team (SEMT) (see guidance document 'Roles & Responsibilities') in case of an emergency in school or the local community, or on an educational visit. It also provides supporting information.

School emergency plans should cover the whole school site and all activities taking place there. Where schools share sites with other services, or hire out space to other organisations, it is important to involve these other parties in the planning process and make sure that all staff on site are aware of the plan and how it affects them.

Any emergency affecting a school may afterwards be the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference.

### **Aim**

The aim of this plan is to give guidance to enable this school to provide a structured response to, and manage and coordinate an emergency, together with the actions to be taken to ensure continuity of service.

## Section 2: School Details

**School name:** Queen Eleanor's C of E Junior School

**Address:** Queen Eleanor's Road  
Onslow Village  
Guildford  
Surrey  
Gu2 7SD

**Telephone number:** 01483 561323

**Headteacher:** Mr Roger Blackburn

**Chair of Governors:** Peter Brayne

**Local Education Officer:** Jane Van Den Broeke - SW Area Education Officer  
**LEO telephone number:** 01483 517835

**Number of pupils:** 363 (013/09/2016)  
**Age range:** 7-11

### Extra-curricular activities:

| Activity              | Day                               | Time             | Main Contact                                    | Telephone  |
|-----------------------|-----------------------------------|------------------|---|------------|
| Dodgeball             | Tuesday                           | 3.30pm – 4.30pm  | Selina Anderson                                 | [REDACTED] |
| Football              | Thursday & Friday                 | 3.30pm – 4.30pm  | Selina Anderson                                 | [REDACTED] |
| After School Swimming | Monday, Tuesday, Thursday, Friday | 3.30pm – 4.00pm  | Roger Blackburn<br>Lorna Hines<br>Gary Papworth | [REDACTED] |
| Basketball            | Wednesday                         | 3.30pm – 4.30pm  | Condra McCann                                   | [REDACTED] |
| Young Magicians       | Monday                            | 12.10pm – 1.10pm | Richard Kettle                                  | [REDACTED] |
| Netball               | Monday & Thursday                 | 3.30pm – 4.00pm  | Kay McManus                                     | [REDACTED] |
| Drama                 | Monday & Thursday                 | 3.30pm – 4.00pm  | Ant Stones                                      | [REDACTED] |
| Chess                 | Monday                            | 3.30pm – 4.30pm  | Chris Baker                                     | [REDACTED] |
| Running               | Tuesday & Friday                  | 8.00am – 8.30am  | Maddy<br>Selina<br>Beth                         | [REDACTED] |

## Emergency Plan for Queen Eleanor's C of E Junior School

|              |                   |                 |                                |  |
|--------------|-------------------|-----------------|--------------------------------|--|
| Yoga         | Tuesday           | 8.00am – 8.30am | Rafaella Breare                |  |
| Hockey       | Tuesday           | 3.30pm – 4.30pm | Selina Anderson                |  |
| Judo         | Wednesday         | 8.00am – 8.30am | Pete Sweetenham                |  |
| Maths        | Wednesday         | 3.30pm – 4.30pm | Marta                          |  |
| Street Dance | Thursday          | 8.00am – 8.30am | Selina Anderson                |  |
| Cookery      | Thursday & Friday | 3.30pm – 4.30pm | Roger Blackburn<br>Jo Whitaker |  |
| Sewing       | Thursday          | 3.30pm – 4.30pm | Marta                          |  |
| Pottery      | Thursday          | 3.30pm – 4.30pm | Alison Moulden                 |  |
| Orchestra    | Friday            | 3.30pm – 4.30pm | Sylvia Cross                   |  |

### External Clubs:

| Activity  | Day             | Time             | Contact               | Telephone |
|---|-----------------|------------------|-----------------------|-----------|
| Piano Lessons   | Tuesday         | 12.30pm – 3.00pm | Surrey Arts           |           |
| After School Club   | Monday - Friday | 3.00pm – 6.00pm  | Fiona<br>Barnes-Green |           |
| Guildford<br>Symphony<br>Orchestra  | Tuesday         | 7.30pm – 10.00pm | Ahmed Hussain         |           |
| South West Surrey<br>County Windband<br>& Surrey County<br>Council Music<br>Lessons | Saturday        | 8.30am – 1.00pm  | Steve Panniser        |           |
| CentrePoint<br>Church   | Sunday          | 9.00am – 1.00pm  | Cara Newman           |           |

In an emergency see 'emergency arrangements for other services using the school site' Appendix 7.

### Additional notes:

Outdoor swimming pool  
Two external classrooms

## Section 3: Emergency Contacts

THIS SHOULD BE UPDATED IN RESPONSE TO CHANGES AND REVIEWED ANNUALLY

### Internal contacts - School staff identified for incident response – SEMT

| Keyholder<br>✓ | Name               | Status                 | School<br>Extension | Home<br>telephone | Mobile<br>phone |
|----------------|--------------------|------------------------|---------------------|-------------------|-----------------|
| ✓              | Roger<br>Blackburn | School duty<br>officer | NA                  |                   |                 |
| ✓              | Roger<br>Blackburn | Headteacher            | NA                  |                   |                 |
|                | Maddy              | Headteacher's          | NA                  |                   |                 |

Emergency Plan for Queen Eleanor's C of E Junior School

|   |               |                                    |    |  |  |
|---|---------------|------------------------------------|----|--|--|
|   | Wilkinson     | <a href="#">nominee</a>            |    |  |  |
| ✓ | Condra McCann | <a href="#">Caretaker</a>          | NA |  |  |
|   | Jo Davies     | <a href="#">First Aid Officers</a> | NA |  |  |
|   | Sarah O'Keefe | <a href="#">First Aid Officers</a> | NA |  |  |

**Other school contacts**

None

**External contacts**

|  |   |
|--|---|
| Local Education Officer<br>Assistant LEO   | <a href="#">Jane Van Den Broeke</a><br><a href="#">01483 517835</a>   |
| SCC Emergency Management Duty Officer - 24 hour number                                       | 07831473039   |
| SCC Emergency Management Team (office hours only)  | 020 8541 9160   |
| SCC Contact Centre   | 08456 009 009   |
| <a href="#">Guildford County School</a>  | 01483 504089  |
| <a href="#">Babcock4S</a>  | 0800 073 4444   |
| <a href="#">School Insurance company</a>   | <p><b>Building Contents</b><br/>RPA<br/>Policy number: 141446<br/>Tel: 01179769361</p> <p><b>Public Liability</b><br/>RPA<br/>Policy number: 141446<br/>Tel: 01179769361</p> <p><b>Employers Liability</b><br/>RPA<br/>Policy number: 141446<br/>Tel: 01179769361</p> |
| <a href="#">Teacher Support Network</a><br>(trained support and counsellors available 24hrs) | 08000 562 561   |
| <a href="#">Health and Safety Executive - to report accidents</a><br>- Infoline              | 0845 300 9923<br>0845 345 0055  |
| <a href="#">The Foreign Office (links with British Consulates etc)</a>                       | 020 7270 1500   |
| <a href="#">Met Office Weathercall (60p/min local forecast)</a>                              | 09014 722 052   |
| <a href="#">The Samaritans</a>   | 08457 909090  |
| <a href="#">Water supplier</a>   | Thames Water Utilities Ltd<br>Account No. 89834-90220<br>Tel: 0845 9200800  |

|  |   |
|--|---|
| <a href="#">Gas and Electricity supplier</a>           | Kent County Council<br>Account No. 27921003042<br>Tel: 0800111999 |
| <a href="#">DHP - Building Maintenance Contractors</a> | 01932 850100  |

### Control point for SEMT

A known location for the School Emergency Management Team to congregate following an incident.

|                          |  |
|--------------------------|--|
| Primary Location         | <a href="#">Headteachers office</a>              |
| 2 <sup>nd</sup> Location | <a href="#">External Classroom</a>               |
| Off-site                 | <a href="#">Guildford County School, Canteen</a> |

## Section 4: Emergencies in Schools - Activation

Information about an incident may come from a staff member, pupil, parent, the emergency services or the Local Authority.

**Whoever receives the alert should ask for, and record, as much information as possible:**

|  |  |
|--|--|
| Name of the person informing of the incident                           |  |
| Details of the incident:<br>(Including actual words used by informant) |  |
| Who else has been informed?  |  |
| Exact location of the incident   |  |
| Casualties   |  |
| Any action taken so far  |  |



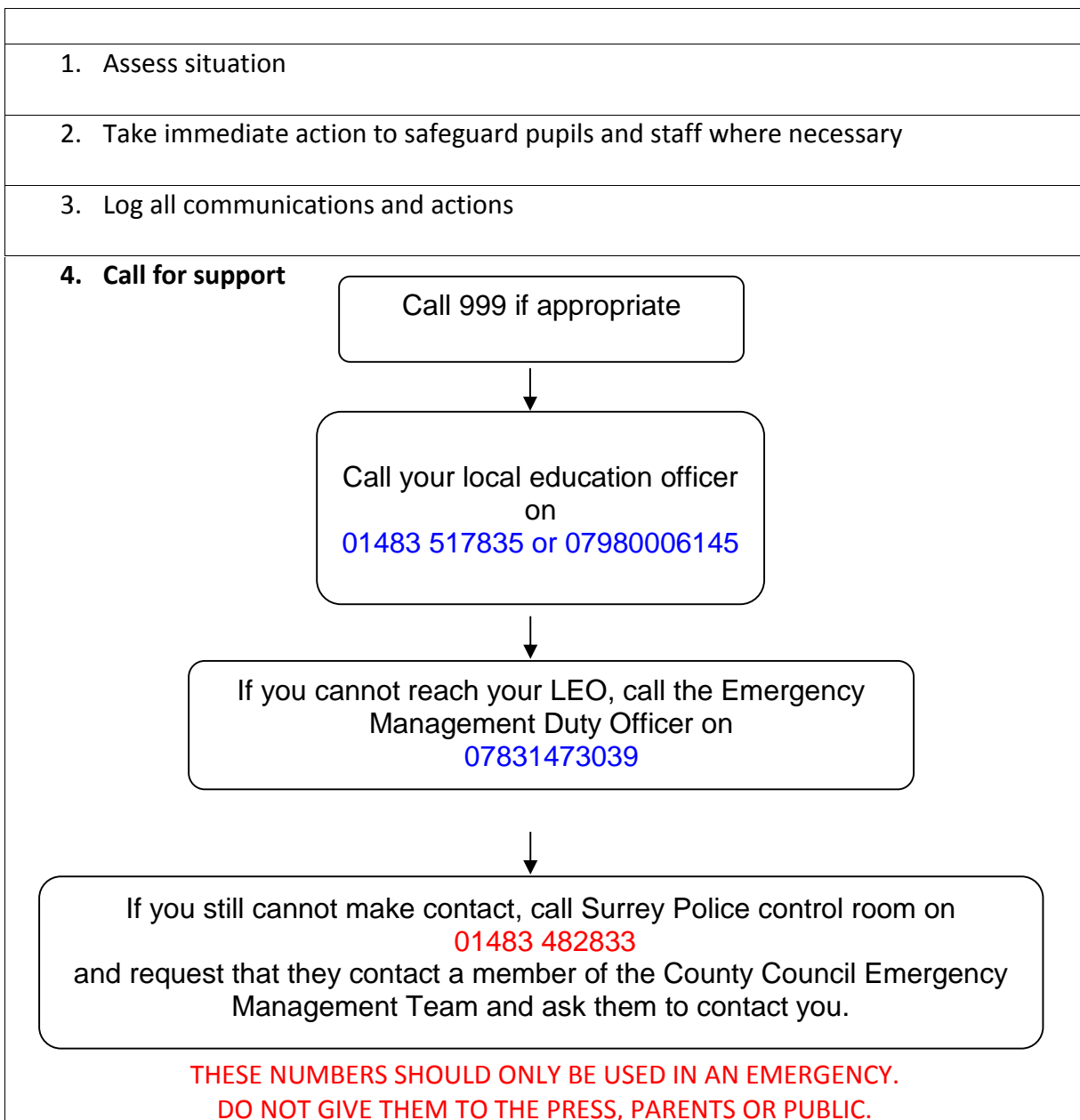
|                              |  |
|------------------------------|--|
| Name of contact at the scene |  |
|------------------------------|--|

**If appropriate, they should call 999 for the police, fire or ambulance, giving the information above. If in doubt, call 999.**

**Then immediately inform Roger Blackburn - Headteacher or Senior Leadership Team.**

**If neither is able to respond (they may be involved in the incident) the senior person present must follow the instructions of initial action by headteacher or nominee on the next page.**

**INITIAL ACTIONS BY HEADTEACHER OR NOMINEE**



|  |
|--|
| 5. Assemble a school emergency management team from pre-identified staff (see Section 9) and relieve them of their normal duties |
| 6. Refer to the list of emergency contact numbers in Section 3 for additional support if required.                               |
| 7. Where possible, avoid closing the school and try to maintain normal routines.   |

**Having activated this emergency plan, go on to the next stage - implementation.**

## Section 5: Emergencies in Schools – Implementation

### STAGE 1 – ESTABLISHING THE RESPONSE

*These are not an exhaustive list of actions; the headteacher or nominee and the SEMT should continue to consider their response with the aim of returning the school to normality as quickly as possible.*

#### Action list for headteacher or nominee coordinating SEMT

|  |
|--|
| Ensure that accurate, factual information is available for those arriving at the scene.  |
| Liaise with the police, fire and ambulance services, Surrey County Council, and other agencies that may become involved. Act as the main contact to coordinate response and give your contact details. |
| Inform the chair of governors.   |
| Inform all staff, and parents of injured pupils. Decide how to inform other parents.   |
| Ensure all staff maintain a log of actions and decisions.  |
| Allocate tasks below between SEMT as appropriate.  |
| Identify who will be recording staff's personal and school costs and collecting the incident logs  |

#### Action list for SEMT

|   |
|---|
| <b>Welfare</b>  |
| Take actions to secure the immediate safety of pupils and staff – this may include evacuation or keeping pupils and staff inside the building (sheltering).   |
| Establish the whereabouts of all pupils, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for.  |
| <b>Communications</b>   |
| Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception. If necessary, seek support from SCC Emergency Management Team, who can set up a public helpline for enquiries from the public in the event of a major emergency.<br>Line to be used for incoming calls only:.....<br>Line to be used for outgoing calls only:..... |
| <b>Media management</b>   |

|   |
|---|
| If possible, avoid responding to media enquiries and direct them to either the police if they are present for a statement or to county press office. Liaise with County press office as quickly as possible, and work with them to decide the information for release to the media, which should be agreed with the headteacher and LEO before release. |
| Ensure that any media access to the site, staff and pupils is controlled. In a major emergency, the police can deal with the press and prevent intrusion onto the site.<br>Be aware of the potential problems caused by the spread of misinformation through pupil and/or staff use of mobile phones.   |
| <b>Resources</b>  |
| Ensure access to site for emergency services  |
| Open/close parts of school as required, and turn off water, gas and electricity supplies if necessary – see map in 'school site plan' appendix 1  |
| Ensure the security of the school premises  |

## **STAGE 2 - ONGOING RESPONSE**

### **Action list for headteacher or nominee**

|  |
|--|
| Provide regular briefings for staff, and continue to liaise with the emergency services and the LEO.   |
| Try to maintain normal routines as far as possible.  |
| Tell the staff involved to prepare a written report of their involvement, noting events and times. Inform the Head of Strategic Risk Management who will advise on reporting procedures, and inform trade unions if necessary. Accident report should be completed and, in the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours.<br>Staff may wish to submit draft reports to trade union legal officers. |
| Allocate tasks listed below between SEMT.  |

### **Action list for SEMT**

|   |
|---|
| <b>Communications</b>   |
| Inform pupils, in groups as small as practicable, considering the best way to impart tragic news (advice is available from the educational psychology service).   |
| Inform parents of children not directly involved in the incident, as decided by the headteacher or nominee. Use any existing arrangements, such as a telephone cascade, for contacting parents quickly and efficiently. |
| Receive visitors to the school, ensuring they sign in and out and are issued with identification badges.  |
| <b>Welfare</b>  |
| Establish a staff rota and ensure that staff take regular rest periods  |
| Identify those pupils and/or staff who are badly affected, and who need extra support.  |
| Make arrangements for reuniting pupils with their parents.  |

Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend.

**Media management**

Liaise with SCC press office to prepare a press statement, to be agreed by the headteacher and LEO, and to decide the ongoing strategy for dealing with the press.

Be prepared to be interviewed by the press if necessary.

**Resources**

Establish a safe and secure base for the SEMT

Arrange a place to receive parents of children involved

## Section 6: Emergencies on Educational Visits – Activation

Following Operation Duke procedures the group leader should immediately inform the duty officer at the school of any incident. If unavailable they should contact the SCC Emergency Management Duty Officer: 07831473039 or their LEO: [01483 517835](tel:01483517835)

### INITIAL ACTIONS BY DUTY OFFICER AT THE SCHOOL

|   |   |
|---|---|
| 1.  | Maintain a written record of your actions using this pro forma. Start a log<br>(See appendix 10)  |
| 2.  | Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic. |
| 3.  | <b>Follow Operation Duke</b> procedures to find out what has happened   |
| <b>Who informed you of the incident?</b> (usually the group leader) |   |

Emergency Plan for Queen Eleanor's C of E Junior School

|   |                       |                          |                           |
|---|-----------------------|--------------------------|---------------------------|
| Name:   | Status:               | Telephone number:        | Additional Tel number(s): |
|   |                       |                          |                           |
| Name of group involved  |                       |                          |                           |
| Location and exact nature of incident   |                       |                          |                           |
| Is a fatality involved?<br>Confirmed?<br>By whom?   |                       |                          |                           |
| People affected   | Full Name(s) & Age(s) | Exact nature of Injuries |                           |
|   |                       |                          |                           |
| Local emergency services informed?  |                       |                          |                           |
| Next of kin informed?<br>If so, how?  |                       |                          |                           |
| <b>Depending on the scale of the incident, consider assembling a school emergency management team from the list of staff from Section 3, to assist with the response.</b> |                       |                          |                           |

**Additional information to obtain if possible from caller**

|  |        |          |              |
|--|--------|----------|--------------|
| Where the affected people are / will be taken to |        |          |              |
| Names and locations of hospitals involved        |        |          |              |
| Number of people on the visit                    | Pupils | Teachers | Other adults |

|   |  |  |  |
|---|--|--|--|
|   |  |  |  |
| Arrangements for pupils not directly involved in the incident |  |  |  |

## Section 7: Emergencies on Educational Visits - Implementation

For advice on dealing with emergencies on educational visits please refer to the '**Guidelines for Educational Visits and Outdoor Activities (Operation Duke)**' document.

**This section contains actions the school duty officer should consider, however it is not intended to be an exhaustive list. Incident circumstances, such as its scale, will determine the response provided by the school and the level of involvement required from the local authority.**

### Considerations for school Duty Officer

|  |
|--|
| <b>Communication</b>   |
| Inform school staff as appropriate, depending on the time and scale of the incident.   |
| <p>Contact the SCC Emergency Management Duty Officer: 07831473039 for details of the support available that would be coordinated by the LEO, Head of Strategic Risk Management and Emergency Management Team. It includes:</p> <ul style="list-style-type: none"> <li>a) Help with media management, including press statements and interview briefing</li> <li>b) Help with arranging travel and transport between the incident, parents and the school</li> <li>c) Provision of extra communications, including public telephone helpline where appropriate</li> <li>d) Assistance at school or at the site of the incident by Local Authority officers, and/or others</li> <li>e) For an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc.</li> <li>f) Advice regarding insurance matters.</li> </ul> |

|  |
|--|
| <p>Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required.</p> <p>Line to be used for incoming calls only:.....</p> <p>Line to be used for outgoing calls only:.....</p>  |
| <p>Inform parents of any other pupils on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed.</p>  |
| <p>Inform pupils and staff at school and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed. In the event of a tragic incident, consider seeking support from the educational psychology service and 4S about the best way to inform pupils and to support them afterwards.</p> <p><b>Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).</b></p> |
| <p>Inform the chair of governors.</p>  |
| <p><b>Media management</b></p>   |
| <p>Introduce, if necessary, controls on school entrances and telephones.</p>   |
| <p>At least initially, the school is advised to avoid responding to media enquiries and direct these to SCC press office.</p>  |
| <p>Liaise with SCC press office and the LEO as early as possible, and work with them to prepare a press statement.</p>   |
| <p><b>Resources</b></p>  |
| <p>Consider arrangements required in order to receive people that may be arriving at the school, such as parents of children involved, media, emergency services.</p>  |
| <p>Consider resources required and their location in order to be able to respond efficiently to the incident.</p>  |
| <p><b>Reporting of accidents</b></p>   |



Tell the staff involved to prepare a written report noting events and times. Inform the Head of Strategic Risk Management who will advise on reporting procedures and inform trade unions if necessary. Accident report forms should be completed and, in the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.

## Section 8: Stand-down and Recovery

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process.

Headteachers should work with their LEO to develop a recovery plan for the school. A range of support will continue to be available from across the Local Authority. This support should be accessed through the school's LEO.

There may be formal inquiries or even police investigations into the incident, which may continue for some time, and require the cooperation and support of school staff, pupils and parents.

Some elements that should be considered or undertaken include:

### Recovery plan

|   |
|---|
| <b>As soon as possible after the emergency:</b>   |
| Liaise with parents regarding plans for attendance at funerals  |
| Liaise with parents regarding plans for attendance/representation at memorial services  |
| Arrange debriefing meetings for staff and pupils  |
| Arrange debriefing meetings for the headteacher and SEMT  |
| Identify and support high-risk pupils and staff   |
| Promote discussion of the emergency in class  |
| Consider the need for individual or group support   |
| Help affected pupils and staff to come back into school   |
| Identify and consider legal implications and seek advice appropriately  |
| Initiate a review of the school emergency plan, evaluating the school's response and feeding in any lessons learnt  |
| <b>In the longer term:</b>  |
| Consult and decide on whether and how to mark anniversaries.  |
| The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected. |

Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school.

Remember to make any new staff aware of which pupils were involved and how they were affected.

## Section 9: Roles and Responsibilities

The headteacher, or the Headteacher's pre-agreed nominee, will take charge of the incident on behalf of the school. The school emergency management team (SEMT) will assist the headteacher in managing the incident. They will be supported by their Local Education Officer (LEO) and the Local Authority, which will activate its own emergency procedures to assist with the response to a major emergency affecting a Surrey school.

[Roger Blackburn – Headteacher](#)

[Annabel Morland – School Business Manager](#)

[Lorna Hines – Senior Leader](#)

## Section 10: Training and Exercise

| Activity                      | Autumn Term 2014 | Spring Term 2014 | Summer Term 2014 | Autumn Term 2015 | Spring Term 2015 | Summer Term 2015 | Autumn Term 2016 |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Production of school plan     | A                |                  |                  |                  |                  |                  |                  |
| Plan review<br>(Annually)     | A                |                  |                  | A                |                  |                  | A                |
| General training for staff    | B                |                  |                  | B                |                  |                  | B                |
| Training for SEMT             |                  | C                |                  |                  | C                |                  |                  |
| Tabletop exercise             |                  | C                |                  |                  | C                |                  |                  |
| Training on drills for pupils |                  |                  | D                |                  |                  | D                |                  |
| Exercise on drills            |                  |                  | D                |                  |                  | D                |                  |
| Full live exercise            |                  |                  |                  | D                |                  |                  | D                |

**A** = Plan Writer

**C** = School Emergency Management Team (SEMT)

**B** = School Staff

**D** = Full school involvement

*Appendix 1: School site plan*

(Floor plan diagram, cut off valves, fire control equipment...)

## Appendix 2: School hazard assessment & locality map

(Location of hazardous chemicals, nearby industrial sites and rivers...)

| Hazards                                    | Location  | Description (Type/quantity)   |
|--|---|---|
| Flammable materials                        | Caretakers cupboard<br>Cleaner's cupboard<br>Swimming Pool Plant Room | Cleaning materials  |
| Toxic materials                            | Caretakers Cupboard   | White spirit  |
| Asbestos reports                           | School Business Managers Office                                       |   |
| Fuel storage                               | None  |   |
| Radioactive material                       | None  |   |
| Chemicals                                  | Swimming Pool Plant Room  | Chlorine  |
| Free standing gas/compressed air cylinders | None  |   |
| Garaged vehicles                           | None  |   |
| Chemistry laboratory                       | None  |   |
| Paint/chemical cupboards                   | None  |   |
| Boiler                                     | Boiler Room<br><br>External Classroom Boiler Room                     | Boilers for internal school heating system<br>Boiler for school heating external classrooms |
| Swimming pool                              | Internal Courtyard  | Outdoor swimming pool   |

## Appendix 3: Facilities List

(Location of electronic equipment, fire control, cut off switches & operation...)

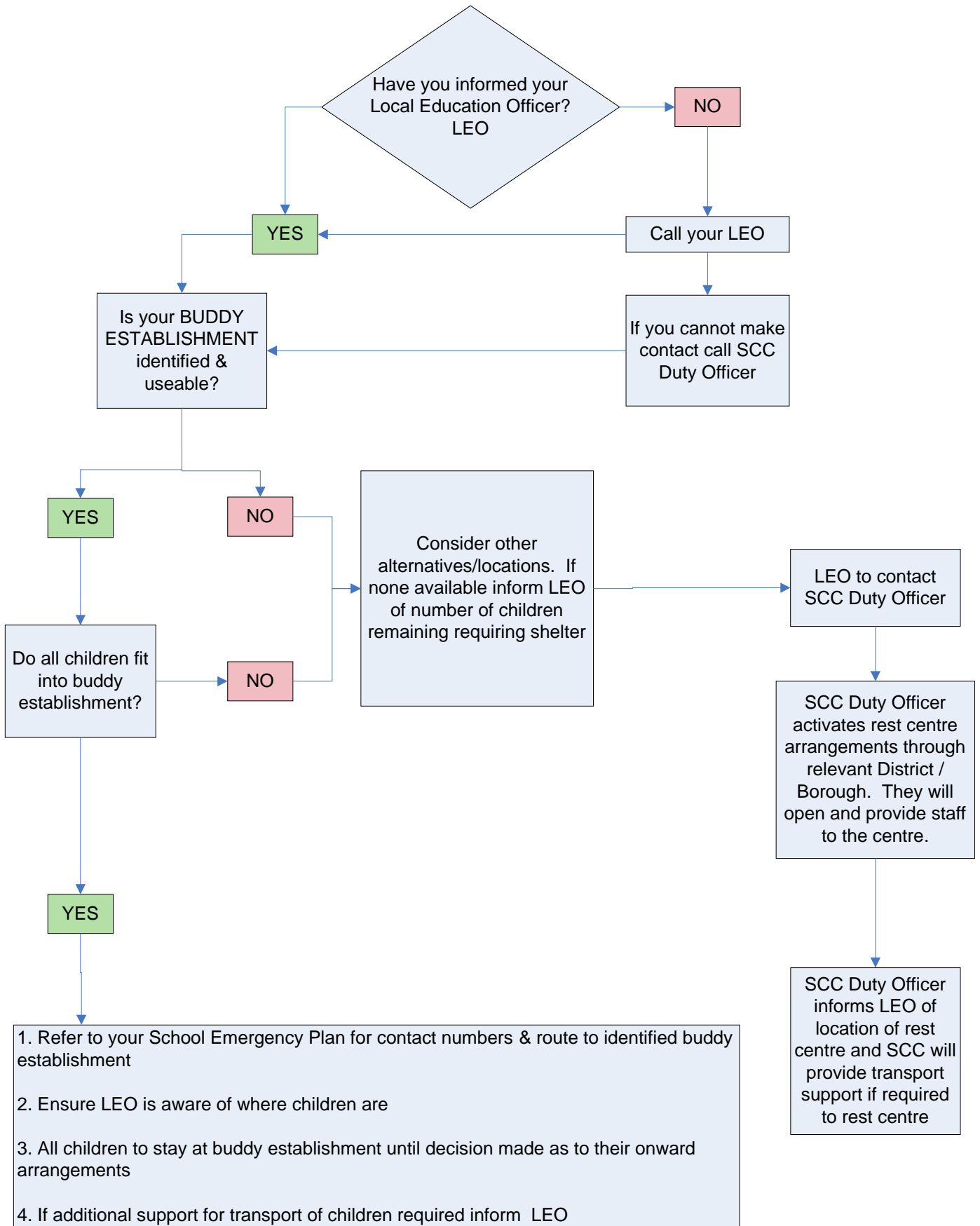
| Facility                                     | Location   | Description  |
|--|--|--|
| Grab bag                                     | 1 x school office  | Contains all emergency documents as per Surrey Guidance        |
| Keys to buildings                            | Headteacher, Deputy Head<br>Caretaker, School Business Manager   | Master key<br>All internal keys                                |
| Keys to gates                                | Headteacher, Deputy Head<br>Caretaker, School Business Manager, Sports Coach,<br>CentrePoint Church, Guildford<br>Borough Council Refuge | All master keys on a Surrey Master Padlock                     |
| Next-of-kin contact lists for pupils & staff | 1x grab bag<br>1x main office<br>1x Headteachers office  | In bag, updated monthly<br>Filed<br>In Emergency Planning File |
| First aid kits                               | 2 x main office  |  |
| Spillage clean up equipment/disinfectant     | Caretaker's Cupboard   |  |

Emergency Plan for Queen Eleanor's C of E Junior School

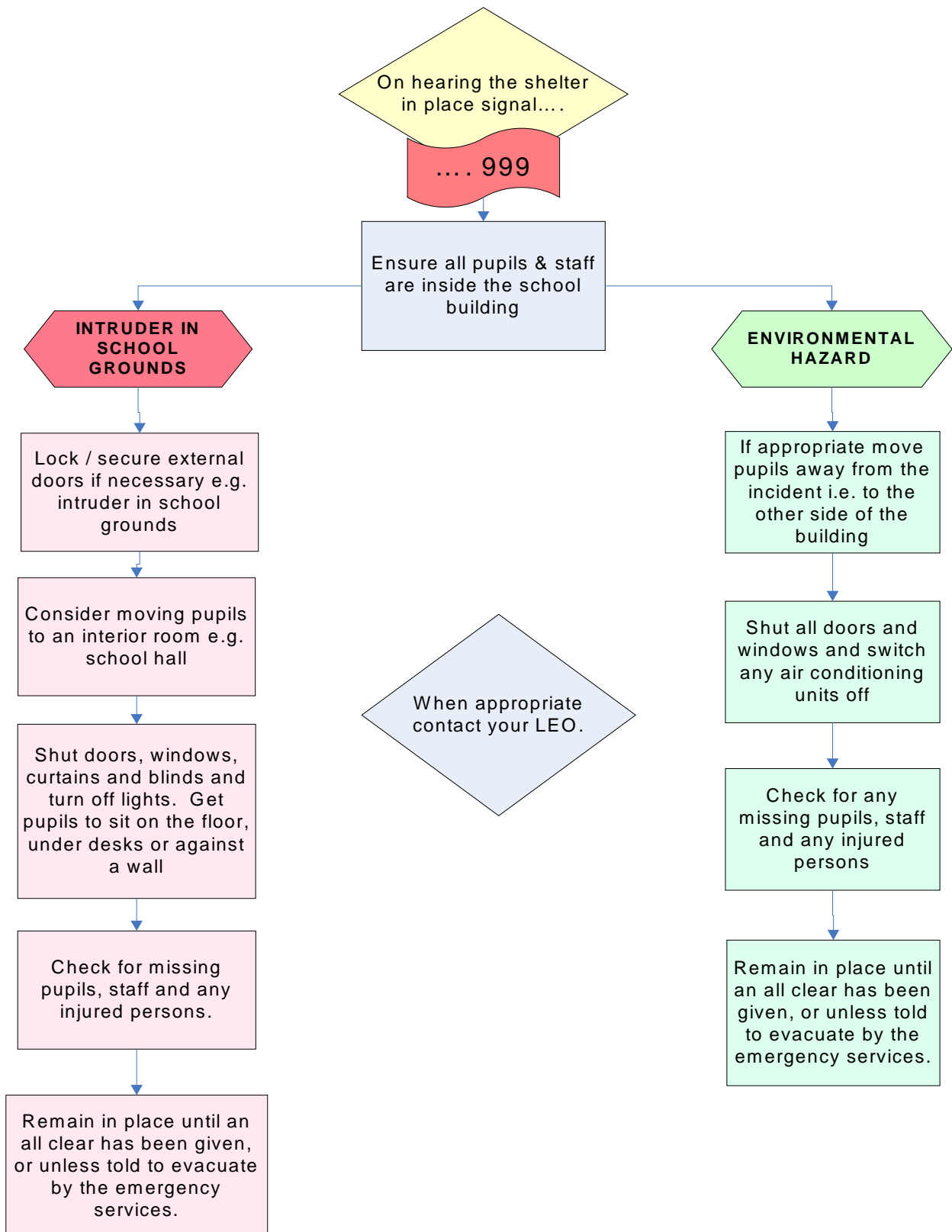
|                               |   |                               |
|-------------------------------|---|-------------------------------|
| Protective clothing           | Headteacher's office  | High Visibility Vests         |
| <b>Fire Controlling</b>       |   |                               |
| Fire hydrant                  | None  |                               |
| Fire extinguishers            | In each classroom   | 10 x water 2 x dry powder     |
| Fire exits                    | See school map appendix 1   |                               |
| Fire alarm/Fire control board | Control box in teacher's work room  | Caretaker                     |
| Lifts                         | NA  | NA                            |
| <b>Shut off switches</b>      |   |                               |
| Gas shut off                  | Behind corridor door, key?  | Mode of operation             |
| Electricity shut off          |   |                               |
| Water shut off                |   |                               |
| <b>Electronic equipment</b>   |   |                               |
| Landline phones               | 2 x school office,  |                               |
| School mobiles                | 1 x Headteacher, 1 x Deputy<br>Mobiles, 1 x School Business<br>Manager mobile, 1 x Senior<br>Leadership Team mobile       |                               |
| Radios                        | 4 x school office   |                               |
| Computer                      | 2 x school office   | Has next of kin contacts list |
| Laptop                        | 1 x Headteacher, 1 x Deputy<br>Headteacher, 1 x School Business<br>Manager computer, 1 x Senior<br>Leadership Team mobile | Has next of kin contacts list |
| Fax machine                   | 1 x school office   |                               |
| Television                    | None  |                               |

#### Appendix 4: Evacuation & Sheltering

### School Evacuation Flowchart



### Shelter in Place Flowchart





## Appendix 5: Buddy Establishments

A buddy establishment is any identified 'place of safety' nearby where pupils and staff can be taken if unable to return to the school for some time.

| Name & Address of establishment   | Contact name & number                     | Arrangements for getting pupils there |
|---|---|---------------------------------------|
| <a href="#">Guildford County School, Farnham Road, Guildford, Surrey, Gu2 4LU</a> | Jack Mayhew – Headteacher<br>01483 504809 | Walk there                            |

See Appendix 4 for a school evacuation flow chart. If you need to evacuate your school your first action, following calls to the emergency services, should be to call your Local Education Officer.

## Appendix 6: Bomb threat prompt card for reception staff

|   |
|---|
| 1. Stay calm  |
| 2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any codeword they might give.  |
| 3. Make a note of: <ul style="list-style-type: none"> <li>● the exact time of the call</li> <li>● the caller's sex and approximate age</li> <li>● any accent the person has, or any distinguishing feature about their voice eg speech impediment, state of drunkenness etc.</li> <li>● any distinguishable background noise.</li> </ul>  |
| 4. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none"> <li>● Where is the bomb?</li> <li>● What time is it due to go off?</li> <li>● What kind of bomb is it?</li> <li>● What does it look like?</li> <li>● What will cause it to explode?</li> <li>● Why are you doing this?</li> <li>● What is your name?</li> <li>● What is your address?</li> </ul> |

|  |
|--|
| <ul style="list-style-type: none"><li>• What is your telephone number?</li></ul>   |
| 5. Dial 1471 - you may get the details of where the phone call was made from, especially in the case of a hoax caller.   |
| 6. Report the call to the police and the headteacher/nominated deputy <b>immediately.</b><br>In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the headteacher. |

## Appendix 7: Emergency arrangements for other services using the school site

Each group has received a copy of the school plan in order for them to know the day time arrangements in case of emergency.

Each of the external users of the site have their own emergency procedures for using the school site. In the event of an emergency, they would evacuate the building and contact a member of the Senior Emergency Management Team.

## Appendix 8: Closing the school

When the decision is made to close the school by the Headteacher Roger Blackburn or the Deputy Headteacher, Paul Day, the Chair of Governors, San Boden or the LEO [Paula Evans](#) should be contacted during office hours, if unavailable or out of office hours contact the Emergency Management Duty Officer on [07831473039](#)

### Closure before the school day

For closure before the school day we will inform the parents in the following ways

1. Through the local radio stations County Sound and Eagle Radio
2. Our school website
3. The school answerphone
4. Through ParentPay e-mail

### Closure during the school day

For closure during the school day we will inform the parents in the following ways

1. Through ParentPay e-mail and text alert systems

2. Call each family individually – team of callers using the emergency contact lists in the school office
3. Our school website
4. The school answerphone

## **Appendix 9: Pandemic Flu**

In the event of a pandemic flu outbreak we would follow the procedures laid down in the DFE's guidance leaflet '[Planning for a Human Influenza Pandemic – School's Guidance](#)' which is included as a further appendix (Appendix 12).

[A decision on whether or not to close the school will be taken by the Chair of Governors in consultation with the Headteacher and Local Education Officer.](#)

[If the Chair of Governors is not available, the decision to close the school would pass to the Vice Chair of Governors who would consult with the Local Education Officer.](#)

[The decision to close the school can only be delegated to the Headteacher \(in consultation with the Local Education Officer\) in extraordinary circumstances when either the Chair or Vice Chair of Governors is unavailable.](#)

[It is the responsibility of the Headteacher to contact the LEO and SCC to inform them of a school closure.](#)

## Appendix 10: Incident Logging

All incidents will be recorded in the Emergency Log which is clearly marked and kept in the emergency grab bag held in the office.

The log book is a hardback notebook with numbered pages. The dedicated log keeper is Sarah Mackenzie.

| <b>Time</b> | <i>Name</i>         | <b>Information</b> | <b>Action required</b> |
|-------------|---------------------|--------------------|------------------------|
|             | <b>From</b><br>/ To |                    |                        |
|             | <b>From</b><br>/ To |                    |                        |
|             | <b>From</b><br>/ To |                    |                        |

## Appendix 11: Business Continuity

The school maintains a separate asset management register which is kept in the School Business Manager's office and is backed up electronically of site. A copy of this register is available in Appendix 13.

The asset management register is available for the SEMT to use offsite via the school's online backup system at any point.

The key assets are listed below.

### Equipment Inventory

| Description | Make  | Model number | Serial number | Purchase price | Purchase date | Location           |
|-------------|-------|--------------|---------------|----------------|---------------|--------------------|
| Photocopier | Ricoh |              |               | Leased         | 07/09/2011    | Reprographics room |
|             |       |              |               |                |               |                    |
|             |       |              |               |                |               |                    |

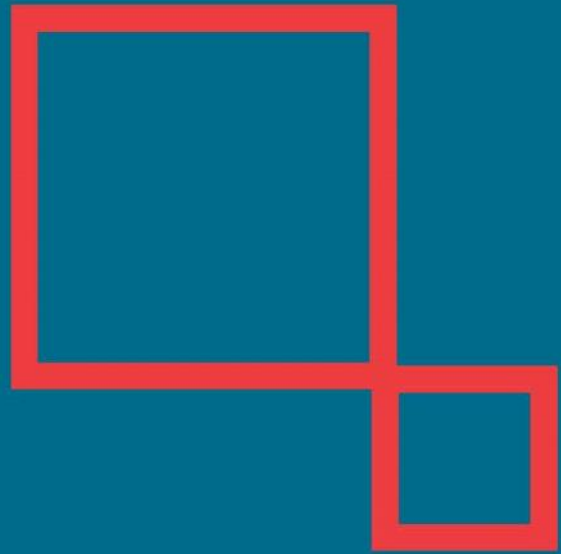
### Data / IT Systems

| Data / IT System                                       | Users requiring access | Backed up? | Where is the back up held?                            |
|--|------------------------|------------|---|
| Headteacher's electronic files                         | 1                      | Yes        | Backed up daily onto secondary off-site backup server |
| School's Information Management system database (SIMs) | 4                      | Yes        | Backed up daily onto secondary off-site backup server |

### Paper-based records

| Document                   | Location      | Duplicated? | Where is the back up held?   |
|----------------------------|---------------|-------------|--|
| School Emergency Plan      | School office | Yes         | Off-site with Guildford County School, off-site with Headteacher, Deputy Headteacher and School Business Manager |
| Entire School Contact List | School office | Yes         | Off-site with Headteacher,   |

Surrey County Council would like to acknowledge Nottinghamshire County Council's contribution in the production of the schools emergency guidance and template document.



# Planning for a human influenza pandemic

Summary Guidance to schools

**Every Child Matters**  
Change For Children

**NOTE: This brief guidance is to assist head teachers and governors of maintained schools, and proprietors of independent schools, in planning for a human flu pandemic. More detailed guidance for schools, local authorities, and providers of children’s services is on [www.teachernet.gov.uk/humanflupandemic](http://www.teachernet.gov.uk/humanflupandemic)**

### **Is there a serious risk of a flu pandemic, and what impact could it have?**

Experts advise that a further flu pandemic is inevitable, but cannot say when it will happen. When it happens, we expect it to spread rapidly to all areas of the UK and have a significant impact. Depending on the severity of the pandemic, 25-50% of the population may become ill at some stage during one or more waves, each lasting 3-4 months, and 50,000 – 700,000 more people than usual may die.

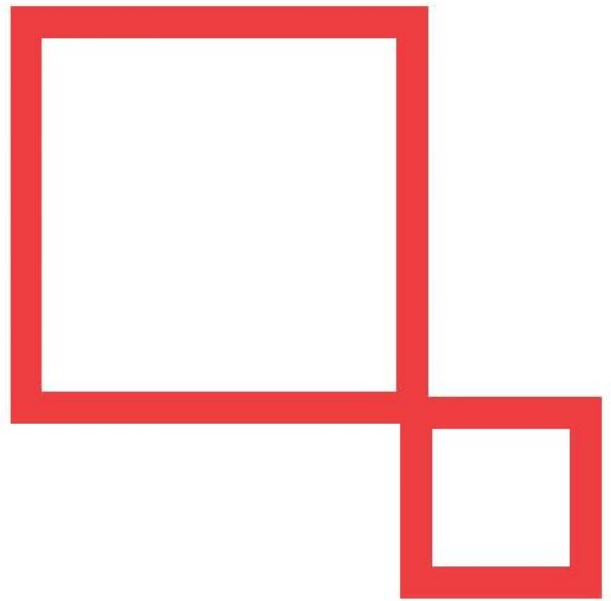
### **Why are DfES issuing guidance now?**

Following the publication of an overall Government contingency plan in 2005, all Departments are making contingency plans with their sectors and helping their delivery partners to do so.

### **What are the roles of Central Government, local authorities and schools?**

Central Government has overall responsibility for contingency planning, is responsible for national policy decisions (and communicating those to relevant partners) and the overall co-ordination of activities during a pandemic. Local authorities and other front-line emergency responders (eg police, NHS) must work in partnership to build their local preparedness; in a pandemic these would work together in Strategic Co-ordinating Groups to co-ordinate activities in an area. Local authorities should also communicate information from Central Government to schools and others – all schools, not just maintained schools.

Schools should prepare plans for a flu pandemic as part of their general emergency planning **and ensure these are shared with staff and, as appropriate, parents**. School managers (normally the head teacher if the governing body delegates this to the head) would make the final decision on whether to close a school during a pandemic.



### **Do you expect schools to close during a pandemic?**

The general advice to all sectors is that they should seek to continue operating as normally as possible during a pandemic – but should plan for much higher than usual levels of staff absence and the consequences of this, as well as for other possible disruption resulting from the pandemic’s impact on other services.

However, schools (and childcare settings) are potentially different from other settings. Children are highly efficient ‘spreaders’ of respiratory infections, both among themselves and to adults in their families. There is some evidence that such infections spread less among children in holiday periods than in term-time. So, closing schools and childcare settings for a period might significantly reduce the number of children infected.

We will not know until nearer the time, when we know more about the nature of a pandemic strain of virus, and children’s vulnerability to it, whether the Government will advise schools and childcare settings to close to pupils for a period during a pandemic, but it is a possibility. Any such advice would affect each region only when the pandemic reached it, based on central guidance about when to close and re-open, but it is very likely that all areas would be affected at some stage. **Schools should therefore plan both for remaining open during a pandemic and for possible closure.**

### **What should staff do if schools close to pupils?**

In line with workers in all other sectors, staff should come into school, unless ill, caring for dependants or authorised to work elsewhere.



## **What does my school have to do now, during a pandemic and in between?**

Your current emergency planning may already cover some or all of these points, but you should now ensure that you have written plans that:

**Make it clear who would take the decision whether to close a school – either because of Government advice that schools in an area should close, or because of reasons specific to the school (eg too many staff off ill);**

- . Ensure you have up-to-date contact details for staff and parents;
- . Enable you to keep a sick child separate from other pupils (and minimise their contact with staff) until you can get him or her home or collected by parents;
- . Ensure that you are able to remain open, if appropriate – your plans should include systems to minimise the spread of infection if the school remains open during a pandemic, eg hand-washing, disposal of tissues etc.

We are developing a model plan that you will be able to amend to meet your needs.

**It is important to ensure that all your staff are familiar with the plan and that you also consider what it would be helpful to share with parents at this stage.**

Between now and a pandemic you should review plans regularly, and in the light of any further advice from the Government or your LA. You may also wish to test parts of your plan.

Your local authority will inform you when a pandemic is imminent, according to the World Health Organisation. At this stage you should review plans again, check that you have necessary supplies, and remind staff of key information – such as that they should not come into work if they have any flu-like symptoms (sudden onset of fever, headache, muscle pains and feeling ill, with or without sore throat, cough or difficulty breathing).

In a pandemic, while your school remains open, you should

- . Take hygiene measures to reduce the risk of infection spreading;
- . Ensure that staff showing any signs of infection go home;
- . Ensure that children showing signs of infection are taken home or collected by parents
- . Provide any information requested by your LA (eg absence rates).

## **Who will advise on what and how will we be informed?**

Central Government will advise whether schools in affected areas should stay open or close, on the basis of scientific advice. If the government were to advise closure, LAs would communicate the message to schools, but schools would not close at that point. LAs – acting on local health information – would inform schools when their area is affected and the advice to close applies.

The decision on whether to close at that time remains with the school – normally the governing body would delegate that power to the head. The head would also usually decide

whether a school should close for other reasons (eg lack of staff).

If there is advice to close all schools in an area, the LA would tell schools when this advice will be reviewed; after such a review, the LA would advise schools whether to remain closed or to re-open and, if they are to re-open, whether any specific conditions should apply.

### **If schools close, is there a duty to provide alternative education?**

Local authorities have a duty to provide education for children of compulsory school age who are out of school. Schools would remain open to staff, who could set and mark work, but getting it to and from pupils is an issue that will have to be addressed. We are looking into whether and how DfES can advise or assist local authorities, and will provide more guidance later this year.

### **Do any special considerations apply to 6th form colleges, school 6th forms, boarding schools or special schools?**

In line with advice to FE colleges, we would expect 6th form colleges to remain open as far as possible. Where secondary schools have a 6th form, if there is general advice to close this would apply to classes up to Y11; unless specific local issues make it impractical to do so, we would expect the school to remain open to 6th formers and provide lessons to them.

Boarding schools should check guardianship arrangements for children whose parents are abroad. Their plans should also cover how to provide accommodation in small 'family-type' units for pupils who could not return home, or to a guardian.

As some children in special schools, particularly residential special schools, will have complex needs that can be met better in those schools than elsewhere, schools should – when planning – take advice from social care and health professionals and decide, on the basis of the child's overall well-being, whether the disruption of keeping the child out of school outweighs the increased risk of infection within school.

### **Can we expect more guidance from DfES?**

We will review this guidance, and the fuller guidance regularly, and advise you of any changes. We also expect to issue guidance on infection control later in 2006, as well as more information on the possible provision of remote learning. You can download this publication online at

### Appendix 13

| Description   | Location        | Manufacturer    | Model Name | Serial no | Purchase Date | Value  |
|---|-----------------|-----------------|------------|-----------|---------------|--------|
| Piano - Grand   | Hall            | Bechstein       |            |           |               |        |
| Piano - Upright   | Room 2          | Danemann        |            |           |               |        |
| Piano - Upright   |                 | Danemann        |            |           |               |        |
| Music Stands (20)   | Hall/Classrooms |                 |            |           |               |        |
| Music Stands (9)  |                 |                 |            |           | Jun-05        | £170   |
| Violins (14)  |                 |                 |            |           |               |        |
| Viola (1)   |                 |                 |            |           |               |        |
| Cellos (6)  |                 |                 |            |           |               |        |
| Trumpets (7)(2 cannot be opened)  |                 |                 |            |           |               |        |
| Cornets (2)   |                 |                 |            |           |               |        |
| Guitar (1)  |                 |                 |            |           |               |        |
| Tuba (1)  |                 |                 |            |           |               |        |
| Euphonium (1)   |                 |                 |            |           |               |        |
| Trombone (1)  |                 |                 |            |           |               |        |
| Recorder (4) ( 2 des and 2 treb)  |                 |                 |            |           |               |        |
| Bass Drum (1)   | Music Store     |                 |            |           |               |        |
| Large cymbals (2)   | Music Store     |                 |            |           |               |        |
| Snare drum  | Music Store     |                 |            |           |               |        |
| Bongos  |                 |                 |            |           |               |        |
| Glockenspiels (2)   |                 |                 |            |           |               |        |
| Drum Kit  | Room 2          | Drum Wright Ltd |            |           | Feb-07        | £500   |
| Percussion - assorted   |                 | Music Village   |            |           | Sep-07        | £1,076 |
| Percussion - cymbals,triangles,castanets,sleigh bells,tambourines,xylophone |                 |                 |            |           |               |        |
| Korg Kaossilator  | Headteacher     |                 |            |           | Mar-09        | £112   |
| Fixed head tambours   |                 | Music Village   |            |           | May-08        | £102   |
| Easi-speak Sound station  |                 | TTS             |            |           | Apr-11        | £45    |
| Headphones  |                 | TTS             |            |           | Apr-11        | £86    |
| Chromatic bell tray   |                 | TTS             |            |           | Apr-11        | £14    |
| Bongos  |                 | TTS             |            |           | Apr-11        | £53    |
| Triangles(4", 6"and 8")   |                 | TTS             |            |           | Apr-11        | £54    |