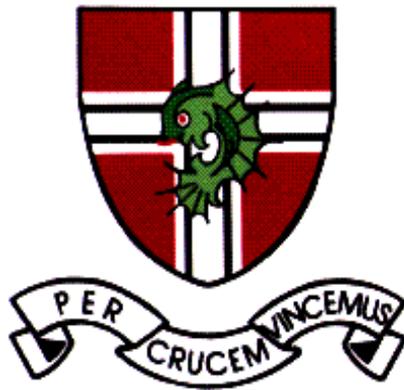


St John Fisher Catholic Voluntary Academy



School Emergency Management Plans including closure

Approved: November 2017
Review Date: November 2018

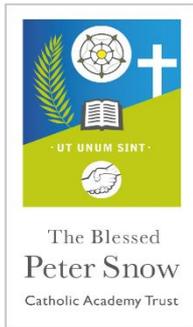
School Emergency Management Plan including closure.

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The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

St John Fisher Catholic Voluntary Academy Mission Statement

Following the example of our patron, St John Fisher, priest and scholar, we aim to love one another throughout our life at school, to learn and develop our full potential in the image of Christ.

DEFINITION

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

AIMS

To:-

1. Create an awareness of the need for planned arrangements to be made.
2. Provide re-assurance of the practical help that is available from the Local Authority and other agencies, at short notice.
3. Recommend the need for each school to develop complementary emergency arrangements, in line with the enclosed draft plan.
4. Pass on advice based upon previous experiences.
5. Give guidance on other source of information and help.

SCOPE OF THE PLAN

In School

- A deliberate act of violence, such as the use of a knife or firearm
- A school fire or laboratory explosion
- A pupil or teacher being taken hostage
- The destruction or serious vandalising 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 excursions
- Civil disturbances and terrorism

In respect of school trips and visits guidance is available from the Department for Education (DFE) good practice guide Health & Safety of Pupils on Educational Visits.

The Local Authority Support Team

Activation

In the event of a School related emergency the proposed arrangement is outlined here:

INCIDENT OCCURS

Headteacher (or Deputy Headteacher) is notified



Headteacher (or Deputy Headteacher) rings:

Principal Asset Management Officer – 01484 221000

Requesting LEA help



OUT OF OFFICE HOURS - Central Control Contacts a Designated Senior Officer from the '**LEA EMERGENCY SUPPORT TEAM**'



The Senior Officer Activated:

- Establishes contact with the Headteacher (or Deputy Headteacher)
- Activates 'First Response Officers' as per contact list, to attend the school (e.g. Communications Experts, Public Relations and an LEA Team Co-ordinator.)



LEA Team Co-ordinator

- Puts Support Team Officers on Standby
- Attends site
- Mobilises Support Team Officers as required



Senior Officer

Attends site to:

- Assist/advise Headteacher/ Nominee
- Determines full needs
- Takes action accordingly



Headteacher (or Nominee)

- Nominates on-site Co-ordinator
- Identifies on-site facilities
- Mobilises on-site Team (if appropriate)

EMERGENCY ACTION LIST

ACTION BY:- Headteacher (OR Deputy Headteacher)

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 be always made with the Local Authority in emergencies in case they have wider significance.
- 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 and endeavour to maintain normal routines & timetables.

If outside term time (or outside school hours)

- Arrange for-
 - the Caretaker to open certain parts of the school as appropriate and to be available (and responsive) to requests.
 - Immediate School Administration support.³
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- 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 arrived (who will be part of the 'Local Authority Support Team'). If you cannot, see Appendix 2 for some key points to remember.

NB: It is especially important that if 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 the 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 Co-ordinator to oversee the following:-

- If 'Local Authority Support Team' has been activated, 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 - arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephones 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')
 - staff maintain records of all 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 and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged).
- To be aware of how colleagues are coping
- To arrange for all pupils to be told, in simple terms, at and 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 Children Services.
- 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 monitor pupils informally
- Clarify procedures for referring pupils for individual help
- Be aware that some Staff may also need help in the longer term.
- Recognise 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

ACTION BY:- EMERGENCY MANAGEMENT TEAM

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
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to sensitively inform staff and pupils to 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 Headteacher (or Deputy Headteacher)
- Work with LA Support Team, Headteacher (or Deputy Headteacher) and School On-Site Co-ordinator as directed.

Stage 3 - Period Following Close of the Incident

- As above

This team should comprise: Up to 4 senior members of staff, together with office staff.

EMERGENCY ACTION LIST

ACTION BY:- 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 Close of the Incident

- As above

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. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot 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 is TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.

FURTHER DETAILS OF THE EMERGENCY ACTION ARE AVAILABLE IN THE DISASTER RECOVER PLAN WHICH IS HELD IN SCHOOL.

POLICY DETAILING ARRANGEMENTS FOR THE CLOSURE OF SCHOOL DUE TO SEVERE WEATHER OR DUE TO PREMISES/FACILITY ISSUES (EG, FAILURE OF HEATING PLANT)

1. These notes are in addition to the detailed School's Emergency Policy and are intended to sit alongside it. Any closure of the school is a most unusual occurrence and each closure is unique, making forward planning complex. At St John Fisher, it will be the Headteacher or exceptionally the Deputy Headteacher that will take any decision to:-
 - (a) close the school, or
 - (b) not open the school.

2. In the case of a) above, the decision will be taken only in the most exceptional of circumstances and after the following have been considered/actioned.
 - (i) That school transport can be provided for those students that would usually use it, eg, buses and taxis.
 - (ii) That when possible, a note is provided for all parents briefly explaining the reasons for and time of closure together, if possible, with details of when the school will re-open.
 - (iii) That all students are released only after being informed that if they are not sure that they can gain access to home under supervision of a parent/guardian or if their parents would not want them to go home on their own, they attend the hall or other central point in the school. This is so that senior/admin staff can ensure contact is made with parents or named contacts. All parents are expected to have emergency plans in place so that children are not left in school and they should be reminded of this fact in a letter sent out once a year giving details of closure policy.
 - (iv) That staff are informed as to whether they are required to stay on site or not, when they need to return or arrangements for providing such information via line managers.
 - (v) That the LA is informed of the closure.
 - (vi) Information is left on the school answer phone and website regarding the duration of closure and possible re-opening.

3. In the case of (b) above (paragraph 1), the decision not to open the school must be taken with the following being addressed.
 - (i) If possible, local radio stations are contacted to broadcast details of the

closure. The headteacher/deputy headteacher have special code words for this purpose.

- (ii) That staff are informed should they not be required to attend and the expected duration of the closure. Each manager will contact his/her line managers and this shall be achieved by cascading information. All staff should keep their line manager/manager's contact details at home.

Failure to contact a colleague should be reported back to the Headteacher/SMT contact. The re-opening of school/need for staff attendance will be highlighted in the same way, with the exception that it will be the line manager's responsibility to maintain contact with their line manager on a daily basis.

- (iii) The bus/taxi companies are contacted to ensure that students are not transported to school or are returned home if journeys have already begun.
- (iv) Senior, admin or caretaking staff are posted on the gates of the school to inform parents/students of the closure. If possible, a letter giving details should be made available to take away.
- (v) Information is provided on the school answering machine and website about the closure and re-opening time once known.
- (vi) A letter to be provided for parents after re-opening providing full details of the reasons for the school closure and action taken.

Equality Impact Assessment

School	St John Fisher Catholic Voluntary Academy
Date	November 2017
Lead member of staff	Mr J Taylor, Ms S Wilkinson, Mr T Sturgess
Other involved staff/role	Senior Leadership Team

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Review of Policy regarding Emergency Management and School Closure

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation

No

Promoting equality of opportunity

Yes

Fostering good relations

Yes

Please explain

Any closure of the school will impact on the education of the students and may have a greater impact on those who will not be supervised closely by parents for example, and those who are more reliant on school to provide a meaningful learning environment.

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Governing Body which is representative of parents, staff and local community.
Policy will be displayed on school website.

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability	See below	Neutral	
Race		Neutral	
Sex		Neutral	
Gender reassignment		Neutral	
Pregnancy, maternity		Neutral	
Religion/belief		Neutral	
Sexual orientation		Neutral	
Marriage, civil partnership		Neutral	
Age		Neutral	

Explain in more detail

Impact of proposal is likely to affect all of the above groups equally however school is fully accessible to those with a physical disability and it will be important to keep this in mind should any relocation to alternative premises be necessary. There is the potential for a greater impact on those from lower income families should school need to close.