

## **Guide to assist providers in writing an Emergency plan (W2- part of inspection documentation 46)**

### **Background information**

This document aims to provide some guidance on producing an emergency plan (sometimes referred to as a critical incident policy) to help staff respond effectively to a range of emergency situations that could occur, in or away from the teaching premises, during and outside lesson times. Unlike a business continuity plan, which focuses on continuing the operations of the business until it can return to normal, an emergency plan focuses primarily on the safety and protection of life, preservation of assets and dealing with the human aftermath of the emergency. The plan should document comprehensive procedures for handling a security or safety emergency on the premises, on excursions or leisure activities, in the vicinity of the institution, in student accommodation or maybe where students socialise. These procedures should include the means of verifying the whereabouts and safety of students, group leaders and staff, and communication with group leaders, staff, students, their parents, and representatives. The plan may also include dealing with the media.

Involve all staff throughout the planning process to gain their support and input, this would include consulting facilities teams at each centre or premises. If you share space in a premises, coordinate your plan with those of your neighbours and your local council, to make sure it is compatible. Use risk assessments to help to produce the plan; it is the process of thinking about what risks exist and how you can reduce/minimise them that is valuable. As the emergency plan must be applicable to a wide range of potential situations, thinking about what these situations might be is a good starting point. Ask the question 'What can we do to help students and staff stay safe in these situations?' A comprehensive individual plan is not required for every possible eventuality but procedures in the plan should be applicable to a wide range of potential situations, including serious injury to a student or member of staff, significant damage to school property, criminal or terrorist activity, severe weather, fire, public health incidents or the effects of a disaster in the local community.

**If the plan has been written for a group of schools, or for a school with multiple premises, additional information may be required to personalise it with site-specific information for each individual centre.**

### **How much of this policy do I share and with whom?**

The whole plan must be known by all staff and relevant elements known to students. Staff should receive the whole policy at induction and through regular refresher briefings and training. Details about the plan can also be incorporated into or referenced in the staff handbook. Depending on the relevance of the content, hosts, group leaders and others may need to receive, in writing, key information that concerns them. Students will benefit from knowing some key elements, probably in simplified and age-appropriate text, so that they know what is expected of the staff around them, what they should do in an emergency and how they can stay safe. Details of this can once again be given at induction and included into the student handbook.

### **Format of this guide.**

This document is designed to help you prepare a suitable emergency plan for your ELT organisation (university, college, school, academy), for ease of use referred to as "school". It lists the minimum sections that must be included. This list is not supposed to be a definitive list.

According to your situation, you may wish to include additional sections and information. Each area has associated questions and notes. By responding to these questions and notes, you can produce content that is appropriate for your organisation. Further information on emergency planning can be found via the weblinks in appendix A.

### **Format and accessibility of the emergency plan**

The format of the plan should match that of your organisation's other policy documents. However, even though you will have promoted the content of the plan as much as possible and provided training, remember that the plan may still be needed for reference when an emergency occurs, and staff are already stressed and looking to quickly find out what they need to do. It must therefore be easily accessible to all staff and be written using plain English, to make it as easy to read as possible. Some things to consider:

- A good content page or index, with page references helps
- Use bullet points wherever possible or tabulated information
- Flow diagrams or other illustrations may be useful
- Templates for recording information or quick reference guides can be added as appendices.

| <i>Sections</i>               | <i>Questions to ask</i>   | <i>Notes</i>  |
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| <b>1.Types of emergencies</b> | Are students and staff aware of the types of emergencies they may face? | <p>The plan should define what a serious accident/incident involving students, staff or facilities is in the context of the school, considering the local area. This needs to make clear the level of severity at which the critical incident policy and procedures come into play.</p> <p>Any incident where anyone connected to the school has suffered, or is at serious risk of, a life-threatening injury or fatality can be classed as an emergency. Missing students for a significant period would be included in this, particularly if connected to an incident, and schools should define at what point the situation turns into an emergency and is beyond the normal coping mechanisms of the staff. The length of time would depend on a range of factors, such as the age of the students, their location, and any health concerns.</p> |

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|  |   | <p>The plan should aim to cover any emergencies, on site or off site including serious injury to a student or member of staff, significant damage to school property, criminal or terrorist activity, accidents, fire, severe weather, public health incidents or the effects of a disaster in the local community.</p>  |
| <p><b>2.Activation: notification and reporting an incident</b></p> | <p>Are staff aware of what to do when notified of an incident and who needs to be informed?</p> <p>Who is most likely to receive the notification?</p> <p>Would the templates in the appendices help? (B and D)</p> | <p>Information about an incident may come from many different sources and may be given initially to any member of staff. Whoever receives the alert should ask for, and record, as much information as possible. Templates are useful for this and can be added as appendices to the emergency plan. It is useful to have a separate template for the notification of any bomb or terrorist threats. These templates can also be copied separately and made freely available, particularly to staff who are most likely to use them, such as reception, switchboard, or the school office. Staff then need to know who to escalate this information to for initiating the emergency plan.</p> <p>Staff in the school or out on an excursion need detailed practical guidance on what to do (and in what order) in the event of major incidents as they will be on the ground and probably responsible for students and perhaps colleagues, too. Time is of the essence and reporting to senior management must be considered alongside other urgent procedures such as calling emergency services or locating first aiders. The plan and policy should outline what to consider when deciding what to do first and staff need to be familiar with this procedure.</p> <p>The plan should include procedures in place for any incident when the school is open or closed (overnight, weekends, holidays). This includes access to student</p> |

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|   |   | and staff data. There may be GDPR implications, so the plan needs to define what data is essential.  |
| <b>3.Leadership: roles and responsibilities</b> | <p>Are responders aware of and trained in their emergency planning responsibilities?</p> <p>Are there adequate cover arrangements?</p> <p>How often should a School Emergency Management Team (SEMT) meet when no emergency exists?</p> | <p>The plan should identify leaders and a clear chain of command in the formation of a School Emergency Management Team (SEMT). A flow chart of the chain of command, indicating roles and contact details can be useful here.</p> <p>There should be a local team designated in the school, including first aiders. The names and contact details need to be detailed in the plan and each role specified. The roles should be tailored to make them specific to your school. Roles would include:</p> <ul style="list-style-type: none"> <li>• Crisis management lead (at the control centre)</li> <li>• Lead at the incident (school, accommodation premises or on excursion)</li> <li>• Emergency plan owners and reviewers</li> <li>• Business continuity</li> <li>• Log-keeping</li> <li>• Communications</li> <li>• Media management</li> <li>• Resources (including Grab bag checkers and “grabbers”)</li> <li>• Welfare</li> <li>• Fire wardens</li> <li>• First aid (trained first aiders may not be appropriate to nominate for some other roles if this could prevent them from offering first aid when needed)</li> <li>• Crowd and traffic controllers (to assist emergency services by stopping vehicles parking in unsuitable places and directing crowds to a safe place to await news).</li> </ul> |

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|                                   |   | <p>Some roles may be delegated to a Head Office function but for them to take the necessary steps they will need people on the ground to undertake certain tasks and relay information. In the same way as staff on a school trip would need to deal with an emergency at first hand but also relay information back to the school. The roles of the people dealing first-hand with the emergency should be outlined in detail, that is what they will do when the emergency happens.</p> <p>Unfortunately, in some cases those designated in the plan may be unavailable or incapacitated by the emergency event. There should be adequate cover arrangements in place for each role but, if necessary, replacements may need to be appointed, especially if the emergency lasts for an extended period of time and additional staff are required. For this reason, all roles should be outlined in the plan in enough detail so that a substitute can take over at short notice and all staff are clear about their designated responsibilities.</p> <p>Establish the location and frequency of SEMT / staff briefings and disseminate any new information.</p> |
| <p><b>4. Risk assessments</b></p> | <p>Have risks been assessed for both on-site and off-site emergencies?</p> <p>Have references to emergency planning and security risks been added to premises and social programme risk assessment documents (RAs)?</p> <p>An example of a risk assessment template with some generic risks for an excursion is included in appendix E. Is this useful?</p> | <p>If you do not have an emergency plan, or if the plan is not comprehensive, criterion W2 will not be met. The emergency plan forms part of stage 2 inspection preparation evidence, within item 46 on the list of inspection documentation. Unlike the risk assessments (RAs) for responding to situations where students are at risk, which are sampled at inspection, the emergency plan will always be inspected.</p> <p>Information for responding to emergencies, including security risks, should be included in both the plan and the RAs. Generic information from <b>all</b> risk assessments</p>  |

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|   |  | <p>needs to be added to the procedures in the plan. This includes the premises risk assessments (for all premises where students are taught and / or accommodated - document 38) and the social programme risk assessments (document 46).</p> <p>Information about the emergency plan, particularly related to key contacts, needs to be added to risk assessments for both the premises and the social programme. All risk assessments for excursions, which include any element of free time, should detail the emergency procedures when students are not specifically supervised. The emergency plan should therefore outline any information that needs adding to both sets of risk assessments.</p>  |
| <p><b>5. Documents and record keeping</b></p> | <p>Are there procedures and documents in place for recording the incident?</p> <p>Would any of the templates in the appendices be useful?</p> <p>Do policies include record keeping procedures to support everyone in the event of an emergency?</p> <p>Are student and staff contact details up to date and readily available to the response team?</p> | <p>Any emergency affecting a school may afterwards be the subject of a detailed inquiry. Keep a log of important details to provide a record of actions taken, and decisions made in a chronological order. Make this as detailed and accurate as possible (with supporting photos and recordings of telephone conversations if appropriate). Notes should be made as soon as possible after the incident and at least within 24 hours. The records should be retained after the incident for future reference. Templates are useful for recording information and can be appended to the emergency plan for note taking.</p> <p>Assign a log-keeper to provide administrative / secretarial support. All staff should maintain a log of actions taken as soon possible after the incident and decisions made within their remit. A template for an incident log is available from Northamptonshire Council website (see appendix on additional sources of information).</p> |

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|                            |  | <p>The plan should note any procedure for keeping contact details up to date and available.</p>  |
| <p><b>6. Resources</b></p> | <p>What things / equipment can help to deal with the emergency?</p> <p>Have you included the following?</p> <ul style="list-style-type: none"> <li>• Control centre</li> <li>• Fire safety equipment</li> <li>• Grab bags</li> <li>• First aid kits</li> <li>• Documentation</li> </ul> <p>Have you considered that a loss of power could result in IT failures?</p> | <p>Establishing a control centre can help to deal with an emergency. This is a pre-designated space or room for the SEMT to meet and work together for the duration of the emergency with enough room to incorporate the SEMT and possibly other responders, for example the emergency services. You may also need to think about relocating staff who normally use the room.</p> <p>The control centre should be suitably equipped with IT access and have landlines to aid communication, preferably with a separate emergency line for staff use (unpublished to the public but known to staff leading trips off site). Mobile phones can be unreliable due to weak signals or low batteries, so should not be relied on as the sole means of communication in an emergency. However, they do have the benefit of flexibility, so a combination of landlines and mobile is sensible. Most 24-hour emergency numbers are mobiles, and these should always be fully charged. To cope with prolonged emergencies, mobile chargers should be available.</p> <p>The SEMT, particularly the Lead, should live close enough to the control centre to arrive quickly if the emergency happens out of hours. If you are relying on IT for access to documentation, you should also be ready to work in hard copy if there is a loss of power.</p> <p>Fire safety equipment is normally recorded in premises risk assessments, but details should also be included in the plan.</p> <p>Grab bags are useful to keep all necessary resources</p> |

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|                        |   | <p>and emergency equipment in one pre-designated kit ready to be taken to the emergency for immediate use. The emergency plan should detail where they are kept and this needs to be a place known to and accessible by all staff. Grab bags are available commercially but may also be collated with any item that you consider useful in an emergency. Dependant on the size of the school more than one bag may be required and schools often take reduced versions of these out on excursions. The bags should be light weight carry holdalls.</p> <p>The full versions should contain, amongst other things, the emergency plan, business continuity plan, insurance policies, classroom lists, contact details of students, agents, next of kin and guardians and any details of any medical issues for students. Other common items may include licence-free walkie-talkie transceivers (waterproof), mobile phone/s (fully charged with pre-programmed emergency contacts), wind up radio, LED torch, a megaphone with batteries, high visibility vests or armbands to make members of the SEMT more easily identified, a large first aid kit (complete with foil first aid blankets and guidance leaflet), drinking water, safety whistles, a notebook, clipboard and pens or pencils.</p> <p>The kit/s should be checked regularly as detailed in the emergency plan and for this a checklist should be included in the bag detailing what the kit contains, when it was last checked and by whom.</p> |
| <b>7.Communication</b> | <p>Is there a robust communication strategy in place?</p> <p>Does this include communication with all parties?</p> <p>Does this include any staff and students not on the premises?</p> | <p>The communication strategy needs to define how information is passed to staff and students at each location, considering not just communication upwards, but also within the local team, the control centre and with emergency services. Specific guidance for staff is</p>   |



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|  | <p>Is there a defined media contact and guidelines for dealing with the media?</p> | <p>required. In some circumstances notification could have come in about an emergency in the local vicinity. Depending on the nature and timing of this, decisions may need to be made about the safety of students travelling to or from the school. The means of communicating and advising on the safest course of action to students and staff also needs to be documented.</p> <p>This strategy must lay down procedures for communication with those outside the school, particularly next of kin, parents, relatives and carers (which would also include homestay host). Ideally next of kin should be informed about their relative before finding out from the media or other sources. The exact strategy will differ from school to school. Sometimes, the emergency services contact relatives in the case of fatalities or serious injuries but because of the multiple nationalities and languages of students in a language school, the school is likely to be in the best position to do this. This should be discussed with the emergency services at the time of the emergency, including what information can be provided to students and parents / carers. The role of agents in communication needs to be discussed beforehand and detailed in the plan. Remember that schools must have students' next of kin contact details, even if they come as a group with group leaders, the details must be collected directly from students on arrival if not received in advance, as group leaders could be injured, or agents be unavailable to respond in the event of emergency.</p> <p>Ideally next of kin should be notified personally by the control centre, be this at the school or centre or at Head Office. A priority order should be established depending</p> |
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|  |  | <p>on the level of seriousness (fatalities, critical injuries, missing students, non-critical injuries requiring hospital treatment, walking wounded and those who are safe and well). If the wrong order is used, particularly for groups with a strong network, then those directly affected may already know about the emergency before you can tell them. Remember the loved ones of anyone taken to hospital will want to know more details, which hospital (with contact details) and the status of the patient, so having this information to hand would be useful. In emergencies with many casualties, those injured could be taken to multiple hospitals. A log of communications should also be maintained.</p> <p>Once news of the emergency is reported it is likely that the school will be inundated with calls and the general contact numbers, including the designated emergency number, may become blocked by incoming calls. For this reason, it is best not to use these numbers to make calls to next of kin and relatives. Other landlines should be used wherever possible. Other means of communication for those not specifically affected by the emergency, such as for the next of kin of those students who are safe and well, should be considered including text messaging and “WhatsApp groups”.</p> <p>If possible, set-up an answer machine on the general enquiry line that can be set to ‘message only’ (so callers cannot leave messages). Updating the answer machine message regularly with information on the emergency can inform and reassure callers, whilst reducing the burden on office staff. If the answer machine message can be changed remotely, this is a bonus if staff cannot easily access the premises. The emergency number should remain open for incoming calls.</p> |
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|  |   | <p>Media should be dealt with by an assigned person at the control centre, ideally someone experienced in dealing with such matters. It may therefore be useful for a member of the SEMT to undergo media training. Individuals at the scene of the emergency should refer media enquiries to the control centre and avoid signing anything or saying anything which could be seen as admitting responsibility or legal liability for the situation. All media statements should be approved by the school or Head Office prior to release.</p>   |
| <b>8. Locating students and staff</b>  | <p>Is there a strategy in place to determine the whereabouts of students and staff in an emergency?</p> <p>Are the procedures also detailed in risk assessments?</p> <p>Would the risk assessment template in appendix E be useful?</p> | <p>The plan needs to detail procedures for locating and communicating with students in the event of a major incident on school premises, in the local vicinity or on an excursion. The plan needs to link or refer to a register of students and the actions to be taken to locate them. Risk assessments related to any unsupervised time or excursions need to include details of the procedures.</p> <p>Instant messaging may be used to quickly check that all students are safe but only if this has been pre-planned. Some schools provide students with apps for their phones at the start of their course. Staff supervising trips should have the phone numbers of all students on the trip and have given the students information about what to do if they become separated from the group, including details of who to contact.</p> |
| <b>9. On-site emergency procedures</b> | <p>Do these include fire, evacuation, and lockdown procedures?</p> <p>Do these include pandemic and infectious disease procedures?</p> <p>Has the preservation of assets also been included?</p>  | <p>On-site emergency procedures should include fire safety and evacuation procedures and a lockdown procedure in case students and staff cannot leave the school. See sections 10-11 below for further details.</p> <p>Given the recent pandemic, procedures for controlling infectious diseases should also be included. See</p>   |

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|  | <p>Is the plan compatible with local council emergency plans for dealing with emergencies in the local vicinity?</p>  | <p>Appendix A for links to Covid guidance but in brief, depending on public health advice at the time, this could include control measures such as hand hygiene, use of personal protective equipment, maintaining appropriate cleaning regimes and keeping occupied spaces well ventilated. It also should include what to do if a case of the disease occurs amongst staff or students.</p> <p>As well as keeping everyone safe, consideration may also be given to the protection of assets, for example how to safely use fire extinguishers, protect equipment from flood damage or how to switch off utility supplies if required.</p> <p>The emergency may be in the local vicinity and your plan should be compatible with that of your local council. See the useful links within the appendix to find out more.</p> <p>Wherever possible, all staff should carry identification with them when responding to an incident, particularly when attending out of hours. The emergency services may ask staff for proof of identify before allowing them access to the premises.</p> |
| <p><b>10.Evacuation procedures</b></p> | <p>Are staff and students aware that evacuation procedures may vary depending on the reason for the evacuation?</p> <p>Are there specific plans in place for disabled people?</p> <p>Are multiple buildings or centres in use, resulting in possible differences in procedures?</p> <p>Are there separate arrangements for accommodation?</p> | <p>The purpose of an evacuation is to move people away from danger to a safe place. Schools will undoubtedly already have fire evacuation procedures but, whilst emergency planning, it is a good time to review these. Details can then be added to the emergency plan. It is worth noting that the evacuation procedures for fire and bomb threat may differ. In some instances, the alarm sound may differ and if so, this needs to be detailed in the plan. The meeting area for a bomb threat may also need to be further away from the building, as flying</p>  |

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|  |   | <p>glass and debris could result in injuries.</p> <p>Detailed exit routes should be included in evacuation procedures, with good signage and lighting. Emergency lighting should comply with the requirements of British Standard BS 5266-1. If there are elevators in the building, these should not be used in the evacuation, unless they have been explicitly designed for evacuation purposes and the use properly risk assessed. Elevators are normally disabled by a fire alarm and return to the ground floor automatically, which could in some cases put users at increased risk.</p> <p>A system for checking everyone is out of the building and ensuring all staff, students and visitors can be accounted for (using registers and visitor books) could be included within this section. Specific plans for evacuation should be in place for any disabled people. The situation may require students to return home or be collected earlier than usual and this may result in the school needing to contact homestay hosts or arrange early transportation to a residence.</p> |
| <p><b>11. Lockdown and security breach</b></p> | <p>Do staff know who should initiate a lockdown?</p> <p>What important steps should be taken to keep everyone safe?</p> <p>How will communication be maintained?</p> <p>How will people know when it is over?</p> | <p>The purpose of a lockdown is to prevent an intruder from causing harm to students and staff or to protect against other potential external dangers, such as an environmental hazard. Entrances and windows must be secured, ventilation / air circulation systems may need to be switched off and staff and students must find a suitable place to protect themselves within the premises. If the lockdown is triggered by a security breach by someone who intends to cause harm, there may be other ways to restrict access around the building, such as disabling elevators, locking internal doors, covering windows and switching off lights, to restrict views, and use of barricades.</p>   |

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|  |   | <p>Lockdowns should be triggered by designated people on the SEMT or on the direction of the emergency services. In some circumstances it can be difficult to know whether to evacuate the premises or take shelter; the emergency services will be able to advise on the best course of action. During a lockdown, everyone should remain in the building but if anyone insists on leaving after being advised against, this needs to be recorded.</p> <p>It is important to distinguish between the different signals used for evacuation or lockdown procedures. The difference between these signals should be easily identifiable, for example using a different ring tone or pattern. Some schools may be unable to change their fire alarm signal so could purchase an air horn as an alternative. This is easy to use, has a distinctive noise and is usually loud enough for everyone to hear. Procedures for sounding the 'all-clear' should also be established.</p> <p>The plan needs to consider how communication can be maintained during a lockdown. This could be by using a public address system, two-way radio, mobile phone or even by using classroom computers to send messages via instant messaging or email. Thought should also be given to ways of communicating with staff, customers and visitors who will be outside the lockdown area, for example groups on excursions or staff working elsewhere. For this you will need records of those not on the premises.</p> |
| <b>12. Off-site emergency procedures</b> | <p>Do the procedures include missing students?</p> <p>Do risk assessments include terrorist or violent criminal action?</p> | <p>Off-site emergency procedures should include what to do if someone is missing. Risk assessments to include emergencies or terrorism, contact details for local A&amp;E, alternative meeting point should a major incident occur,</p>  |

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|   |   | <p>possible safe area/refuge near your destination that could be used as emergency shelter. Such safe areas could include, for example, a large hotel.</p> <p>Leaders of off-site activities need procedures, such as what to have with them (resources and information), what to do first (safety of participants, first aid, calling emergency services, informing management, logging details). They need to assess the situation, make sure all members of the group are accounted for, are safe and if under the age of 18 are adequately supervised and / or are at least in contact by phone if not. If anyone is injured, the extent of injuries should be assessed, first aid administered to preserve life and if appropriate further medical treatment sought</p>   |
| <p><b>13. Terrorist, firearms, and weapons attack</b></p> | <p>Are staff and students briefed on how to keep safe in such an attack?</p> <p>Will Protect legislation ‘Martyn’s Law’ have any consequences for your school?</p> <p><a href="https://www.gov.uk/government/consultations/protect-duty/outcome/government-response-document">https://www.gov.uk/government/consultations/protect-duty/outcome/government-response-document</a></p> | <p>During a terrorist or violent criminal attack, the aim is to preserve lives, so staff and students should all know to ‘RUN, HIDE, TELL’. There are briefing videos and posters available giving more information on this. Always check all materials for suitability before sharing with your students.</p> <p>In brief, the best option is to get away as quickly and as far as possible but only to do so if it will not put you in greater danger.</p> <p><b>RUN</b> away from the danger to a place of safety, particularly places with reinforced walls. If you can’t move to safety, <b>HIDE</b>. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally, and only when it is safe to do so, <b>TELL</b> the police by calling 999. Remain in hiding until all danger has passed. Once it is safe to do so students and staff need to switch on mobile phones again so that contact can be made.</p> <p>Staff and students should also be aware that the police</p> |

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|   |  | <p>on call to such a situation may be armed and on first arrival may be unable to distinguish them from the attacker/s. It is important that everyone knows to do everything the police tell them and how to behave. That is to keep calm, not make any sudden movements or gestures that may be perceived as a threat, including always keeping hands visible so that the police can see you are unarmed.</p> <p>Public consultation strongly recommended that those responsible for public places should take measures to protect the public and to prepare their staff to respond appropriately to terrorist attacks ('Martyn's Law'). Future legislation may have consequences for schools but particularly for large colleges and universities.</p>   |
| <p><b>14. Training and emergency planning exercises</b></p> | <p>Do all staff and students have awareness of key emergency response points:</p> <ul style="list-style-type: none"> <li>• what it is and its aim?</li> <li>• procedures?</li> <li>• what to do in the event of an emergency?</li> </ul> | <p>A rolling training programme should be provided for all staff and particularly those involved in implementing an emergency plan, which includes the contents of the plan, the individual roles and key skills and knowledge required to cope in a crisis. Training courses are available commercially but need to be tailored to the school's situation and the specific plan. The SEMT designated in the plan will need the most training, but all staff must be aware of the emergency plan and what they must do when responding to an incident. The plan should specify how this information will be disseminated and what training is needed, including at induction and refresher training.</p> <p>Training events specifically on emergency preparedness familiarise staff on procedures and provide an opportunity for staff to discuss any queries or concerns. If the training includes a simulated situation, this will make people feel more confident about dealing with a real situation and will also help to test the</p> |



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|                                  |   | <p>robustness of the procedures. Any training provided should be recorded as inspectors do check training records.</p> <p>New staff, and short-contract temporary summer staff will usually need training more than experienced year-round staff. Other specific training for different roles will be required, such as first aid, fire warden or media training.</p> <p>After an emergency, if there are any lessons learnt, additional training may be required.</p>  |
| <p><b>15. Post emergency</b></p> | <p>What needs doing after the emergency is over?</p> <p>Who needs to be notified?</p> | <p>After an emergency, particularly one resulting in a fatality or serious injuries, both staff and students may need support to come to terms with the situation. This should be considered in the plan, including who would be best placed to offer counselling or other support as needed.</p> <p>Records will need to be completed and if there is an enquiry there may need to be continuing involvement of the SEMT to respond to this.</p> <p>Depending on the type and result of the emergency, schools may need to notify other organisations:</p> <ul style="list-style-type: none"> <li>• RIDDOR – Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013. If someone has died or has been injured because of a work-related accident this may have to be reported under these regulations<br/><a href="http://www.hse.gov.uk/riddor/reportable-incidents.htm">http://www.hse.gov.uk/riddor/reportable-incidents.htm</a></li> <li>• British Council – the Accreditation Unit must be notified within five working days of any significant change in the scope or character of</li> </ul> |

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|                                     |   | <p>the provision, including major changes or damage to premises or resources, unscheduled closure of a school or vacation of premises previously occupied. The Unit would also expect to be notified of any incident which poses a serious risk to the reputation of the Scheme or its partners, including press coverage or incident investigation by external bodies.</p> <ul style="list-style-type: none"> <li>• Other stakeholders – may need updating with positive and reassuring messages too, for example agents.</li> </ul> <p>Following any incident when the plan, or parts of it, have been used, the procedures should be reviewed.</p>  |
| <p><b>16 Review of the plan</b></p> | <p>Have review dates been identified and responsibility for checking and updating been allocated?</p> | <p>The plan needs to be reviewed on a regular basis to remain effective. It is best to state who (job title and/or name) is responsible for various sections/areas of plan and how often the plan will be reviewed and updated. Please note that criterion M7 requires providers to review systems, processes, and practice with a view to continuing improvement.</p> <p>If any part of the emergency plan is used, a review of the emergency should take place, by close inspection of all logs kept and discussions with all those involved, to assess the effectiveness of the procedures. If any lessons can be learnt from this, they should be shared within the school and the plan will need updating accordingly.</p> <p>Ideally, staff should be given a chance to consult on the plan before any new versions are distributed. A process of version control should also be instigated to ensure only the most up-to date version of the plan is available.</p> |

## Appendices A–E

### Appendix A. Sources of additional information

|  |   |  |
|--|---|--|
|  | <a href="https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings">https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings</a>   | Government information for schools on emergency planning.  |
|  | <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</a>   | Government guidance on actions for schools during the coronavirus outbreak.  |
|  | <a href="https://www.gov.uk/government/publications/crowded-places-guidance/marauding-terrorist-attack-mta-run-hide-tell">https://www.gov.uk/government/publications/crowded-places-guidance/marauding-terrorist-attack-mta-run-hide-tell</a>   | Government guidance RUN, HIDE, TELL.   |
|  | <a href="https://www.gov.uk/local-planning-emergency-major-incident">https://www.gov.uk/local-planning-emergency-major-incident</a>   | Government search engine to help you find out about your local council's emergency plan covering major incidents like flooding, flu pandemics and transport accidents. Allows you to search by postcode. |
|  | <a href="https://www.englishuk.com/en/resources-and-reports/welfare-and-wellbeing">https://www.englishuk.com/en/resources-and-reports/welfare-and-wellbeing</a>   | A wealth of information and guidance for English UK members on welfare issues.   |
|  | <a href="https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/management-and-administration/emergencies-in-schools/Pages/school_emergency_plans_procedures.aspx">https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/management-and-administration/emergencies-in-schools/Pages/school_emergency_plans_procedures.aspx</a> | Downloadable resource sheets giving guidance and resources to schools in planning for and managing emergency situations which affect their establishment.  |

## Appendix B. Initial incident record template

Whoever receives the alert should ask for, and record, as much information as possible using the sheet below. Then immediately inform SEMT on ext. XXXX  
In the event of a bomb threat, refer to appendix D. **If the incident happened on an educational visit additional information will be required.**

|   |                         |                          |
|---|-------------------------|--------------------------|
| Exact location of the incident/<br><b>name of the group</b>     |                         |                          |
| Type of the incident (including actual words used by informant) |                         |                          |
| Hazards present or suspected                                    |                         |                          |
| Access – routes that are safe to use                            |                         |                          |
| Number, type, severity of casualties                            | Full Name(s) and age(s) | Exact nature of injuries |
|   |                         |                          |

|   |                  |  |
|---|------------------|--|
| Who else has been informed?<br>Local emergency services informed if on a trip? Any action taken so far. |                  |  |
| Name and contact details of person informing of the incident / contact at the scene                     |                  |  |
| Where the affected people are / will be taken to, including names and locations of hospitals involved   |                  |  |
| Arrangements for students not directly involved in the incident   |                  |  |
| Date / Time   | Name of recorder |  |

### Appendix C. Incident record template for ongoing recording of events

Each member of staff involved in dealing with the emergency should log decisions made and reasoning behind them where applicable, telephone calls made and received and tasks carried out. As notes may later be used as evidence, log keepers need to write them up within 24 hours of the incident and must read and follow the points below:

- Use plain language and grammatical English (avoid approximations, abbreviations, arrows and dashes).
- Record date and time in chronological order; who made and who received the phone call, email, answer phone message etc; what information was given; any actions required; key decision(s) and rationale behind the decision(s).
- Stick to the facts – don't include assumptions (unless to show reasoning for a decision, if so, make this clear).
- Number pages.
- Use permanent black ink.
- Do not leave blank spaces between words or between entries – if you do rule them out with a line.
- Do not overwrite or use correction fluid – if you make a mistake, ~~cross it out~~, initial it and start again.
- Do not write between lines.

| <b>Date/Time</b> | <b>Name</b>  | <b>Information given.<br/>Action taken / decision made</b> |
|------------------|--------------|--|
|                  | From<br>/ To |  |
|                  | From<br>/ To |  |
|                  | From<br>/ To |  |
|                  | From<br>/ To |  |
|                  | From<br>/ To |  |

**Appendix D. Bomb threat templates**

If the threat has been sent via email or social media see appropriate section below

**ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT BY PHONE**

- remain calm and talk to the caller, do not transfer the call
- if possible, alert a colleague who should contact the SEMT on ext. **XXXX**
- note the caller's number if displayed on your phone.....
- if you can, record the call
- keep the telephone line open (even if caller has hung up) to assist in tracing the call
- write down what is said, and complete what you can of the checklist below during, or immediately after, the call
- pass the information to the SEMT on ext. **XXXX** from another phone
- await further instruction from the SEMT

|  |  |                        |
|--|--|------------------------|
| Checklist to be completed in the event of receiving a telephone bomb threat  |  |                        |
| Your name:   | Telephone ext.   | Date and time of call: |
| Message (using exact words where possible):  |  |                        |
| <p>Try to get answers to the following questions:</p> <p>Where is the bomb?<br/>                 What time will it go off?<br/>                 What does it look like?<br/>                 What kind of bomb is it / how will it be detonated?<br/>                 Whom do you represent?</p> | <p>Gather information - try to assess details about:</p> <p><b>Caller:</b> man, woman, young or old, nationality?<br/> <b>Speech:</b> rambling, calm, precise, intoxicated, well-spoken, foul language, unusual phrases?<br/> <b>Voice:</b> clearing throat, stutter, loud, quiet, disguised, a distinctive accent?<br/> <b>The call:</b> call box, private landline, mobile phone.<br/> <b>Background noises:</b> traffic, music, conversation, machinery, PA system?</p> |                        |

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA

- DO NOT reply to, forward or delete the message
- If sent via email note the address
- If sent via social media what application has been used and what is the username/ID?
- contact the SEMT on ext. XXXX who will inform the police for guidance
- preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Your name:

Email:

Date and time of email

Date and time when email read.

SAVE AND PRINT- HAND COPY TO POLICE AND SEMT



**Appendix E. Example Excursion Risk Assessment template with some possible generic risks and possible control measures**

|   |  |   |  |
|---|--|---|--|
| <b>Organisation</b>   |  | <b>Trip leader</b>  |  |
| <b>Trip venue</b><br>(description of activities)  |  | <b>Date of trip</b>   |  |
| <b>Details of students</b><br>(Numbers, age ranges, ability, any students who may need additional support or have specific medical conditions or require medication to be taken on the trip.) |  | <b>Nos of supervisors/<br/>trained first aiders<br/>and supervision ratio</b> |  |
|   |  | <b>Details of closest<br/>A&amp;E</b>   |  |
| <b>Assessor</b><br>(signature)  |  | <b>Date assessment<br/>completed</b>  |  |
| <b>Checked by:</b><br>(signature)   |  | <b>Date assessment<br/>checked:</b>   |  |
| <b>Read by Trip<br/>leader</b> (signature)  |  | <b>Number to call in an<br/>emergency (school)</b>                            |  |
| <b>Resources</b>  | <b>A copy of this risk assessment should be taken on the trip. In addition, the trip leader should have a copy of the emergency plan, a fully charged mobile phone, a list of student and supervisor mobile phone numbers, the name, address and phone number of the closest A&amp;E hospital to venue, first aid supplies and possibly a reduced version of a grab bag.</b> |   |  |

| <b>Significant risks or hazards</b> | <b>Who might be harmed</b>            | <b>Likelihood of harm</b>        | <b>Control measures</b>  | <b>Residual risk</b>                               |
|-------------------------------------|---------------------------------------|----------------------------------|--|--|
| List what could cause               | For example, staff, students, certain | Remote, very unlikely, unlikely, | How will the risk be minimised? <a href="#">Example control measures are given here for two generic risks, but these must be adapted to make them appropriate in the context of your provision and the participants on the trip.</a> | After controls are implemented,<br>(Remote to very |

| harm  | groups                          | possible, very likely   |  | likely scale) |
|---|---------------------------------|---|--|---------------|
| <b>Generic risks</b>                        |                                 |   |  |               |
| <b>Lost or separated from group</b>         | <b>Students</b>                 | This may depend on the ages of the students and the supervision ratios                          | <ul style="list-style-type: none"> <li>- Adequate supervision ratios maintained, and staff remain vigilant.</li> <li>- Use of group control measures (for example, buddy systems, large groups split in small groups each with named leaders).</li> <li>- Rules on unsupervised time to include...</li> <li>- Means of easily identifying students (particularly for young students under 18s, such as identity tabards)</li> <li>- Head counts carried out, regularly throughout the trip, in the event of an emergency, and before the return journey.</li> <li>- Students briefed on action to take if they become separated from group and a check made that they have working mobile phones, switched on during the trip.</li> <li>- Students carry contact details of the school and staff on the trip.</li> <li>- A suitable meeting place for regrouping would be....</li> <li>- If a student is missing and can't be contacted within x amount of time the school should be informed and staff assigned to look for the missing person. If not located after this the emergency services should be called.</li> </ul> |               |
| <b>Terrorist or violent criminal action</b> | <b>Students and supervisors</b> | The likelihood of this will depend on the location but potentially any place with large numbers | <ul style="list-style-type: none"> <li>- Staff being alert to any early first signs of danger.</li> <li>- Students and staff briefed on RUN, HIDE, TELL procedures, mobiles to be switched to silent if hiding and then switched back on again when safe to do so.</li> </ul>  |               |

|   |  |   |   |   |
|---|--|---|---|---|
|   |  | of people is more likely to be a target.  | <ul style="list-style-type: none"> <li>- A suitable emergency meeting place or safe refuge would be....</li> <li>- First aiders available to deal with any injuries.</li> </ul> |   |
|   |  |   |   |   |
|   |  |   |   |   |
| <b>Significant risks or hazards</b><br><br>List what could cause harm specific to this trip | <b>Who might be harmed</b><br><br>For example, staff, students, certain groups | <b>Likelihood of harm</b><br><br>Remote, very unlikely, unlikely, possible, very likely | <b>Control measures</b><br><br>How will the risk be minimised?  | <b>Residual risk</b><br><br>After controls are implemented, (remote to very likely scale) |
| <b>Specific risks</b>   |  |   |   |   |
|   |  |   |   |   |
|   |  |   |   |   |
| <b>Notes from Trip leader post trip to record any lessons learnt</b>                        |  |   |   |   |