

# **School Emergency Plan**



## **St Gabriel's C of E Primary School**

**Churchill Gardens Road  
Pimlico  
London  
SW1V 3AG**

**Headteacher  
Rebecca Anson**

**Name of Person responsible for updating the plan  
Rebecca Anson**

**Version    B**

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# Quick Guide to Managing Emergencies

## Introduction

**Use this plan for all emergencies from major incidents to the more common business continuity disruptions such as power cuts and boiler failures.** It is a combined plan covering emergency, business continuity and recovery management.

**Communication is the most important feature of all incident management.**

Store current contact details of parents, staff, governors, partner agencies, contractors etc in a central place. You may choose to keep some contact details in this plan but that will give an additional updating task that may be missed. It is more reliable to ensure that your normal central store of all contact details is always up to date and that it is accessible by key staff from anywhere on site or remotely from home, school trips and indeed anywhere. Periodically print an updated copy of these contact details and put it in an emergency kit or grab bag that you can take with you if the school is evacuated.

## When an incident happens

- Ensure that the immediate emergency steps have been taken, before reading any more of this guide. eg:-
  - removing children and staff from immediate danger
  - sounding the alarm
  - calling 999
  - any other immediate action
  - Gather initial information about the incident.
  - Is the incident serious enough to require special management arrangements?
    - **If yes, use the Major Incident Checklists in Appendix 1.** You should have copies of the checklists in the emergency grab bag
    - **If no,** and the incident can be managed by staff in their normal roles, refer to the section of this plan for the particular type of incident.
  - Decide who needs to be informed, how quickly and by whom.
- Decide the messages to be given. Be ready for parents to come to the school
- Ensure that a log is kept of decisions and actions in responding to the incident.

**See the next page for incidents involving violence, injury or death and for incidents on school trips.**

## Incidents Involving Violence or the Threat of Violence

See:-

|                                                                 |                 |
|-----------------------------------------------------------------|-----------------|
| The Major Incident Checklists                                   | Appendix 1      |
| General guidance and checklist for dealing with bomb threats    | Appendices 3, 4 |
| General guidance for staying safe during an intrusion or attack | Appendix 5      |
| Template for an Emergency Lockdown procedure                    | Appendix 6      |
| Useful Websites                                                 | Appendix 7      |

## **Incidents Involving serious injury or death**

See:-

|                               |            |
|-------------------------------|------------|
| The Major Incident Checklists | Appendix 1 |
|-------------------------------|------------|

## **Incidents on School Trips**

See:-

|                                      |            |
|--------------------------------------|------------|
| The Major Incident Checklists        | Appendix 1 |
| Website on School Educational Visits | Appendix 7 |

# **Support with Emergencies and Business Continuity from Westminster City Council**

**The Contingency Planning Team** can be contacted 24/7 during any emergency affecting the school where resources or support and advice from the Council might be needed to help manage the situation.

Call 020 7641 6000 and ask for the Duty Contingency Planning Officer.

**The Emergency Planning Manager for Social Care and Housing** (which includes schools and nurseries) is available 24/7 to advise and support with emergency incidents affecting the school and can also assist with developing plans:-

## **Westminster City Council's Health and Safety advisors for schools are:-**

Weronika Schultz, Senior Corporate Health and Safety Advisor

Mark Orton, Corporate Health and Safety Advisor

## **Westminster City Council's Communications Team**

If the incident is so serious that it might attract media attention advise the City Council's Communications Duty Officer on: 020 7641 4783

Robin Campbell, Director of Communications

Alicia Sanctuary, Senior Strategic Communications Officer

# **Common Elements of Emergency and Business Continuity Planning**

## **Contacting Staff**

Staff can be contacted on and off site by using Teachers2parents.

An updated staff contact list is attached.

Teachers2parents.co.uk

User name:

Password:

From top section drop down list choose (type your own) and type your message.

From bottom left drop down list choose who the message is being sent to (all students/Governors/staff) and click add. When the recipient has been added they will move to the box on the right. Press send at bottom right of screen.

## **Contacting Parents and Carers**

Parents & Carers can be contacted on and off site by using Teachers2parents.

## **Contacting Key Partners, Agencies and Contractors**

Vibe Teacher recruitment

Zen Education

Edustaff

Angel Nursery

## **Normal Operating Procedures and Emergency Operating Procedures**

## Loss of Premises

| Premises                                                                                                                                   | Principal Contact                      | Direct Line   | Home Number | Mobile Number | Decanting Site 1            |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------|-------------|---------------|-----------------------------|
| St Gabriel's CE Primary<br>Churchill Gardens,<br>SW1V 3AG<br>Tel: 0207 186 0080<br><u>Key Holders:</u><br>Name:CMS<br>+ 4 members of staff | Headteacher:<br>Rebecca Anson          | 020 7186 0080 | -----       |               | St Gabriel's<br>Parish Hall |
|                                                                                                                                            | Premises Manager:<br>Eamon Fitzpatrick | 020 7186 0080 |             |               |                             |
|                                                                                                                                            | Assistant Head:<br>Mark Nunn           | 020 7186 0080 |             |               | Decanting Site 2            |
|                                                                                                                                            | Chair of Governors:<br>F Owen Higgs    |               |             |               | St Gabriel's<br>Parish Hall |
|                                                                                                                                            |                                        |               |             |               |                             |

## Site Plan

Attached

## Security of Premises

### Locks

Banhams Group  
10 Pascal Street  
London  
SW8 4SH

## Remote Learning Arrangements

Adam Thornton

### **ICT technician**

Andrew Canter  
Maria Carbery

## **Remote Telephony and IT Procedures**

Teachers2parents.co.uk

User name:

Password:

From top section drop down list choose (type your own) and type your message.

From bottom left drop down list choose who the message is being sent to (all students/Governors/staff) and click add. When the recipient has been added they will move to the box on the right. Press send at bottom right of screen.

## **Loss of IT / Telephony**

SIMs Support

ICT technician

Andrew Canter

Lgfl

CI Tower

St George's Square

New Malden

KT3 4TE

London MLE

Phone system

Leverstock Ltd

## **Power Supply**

Electricity Provider

EDF

Electrician

Bell Building

Murtex House

Bollo Lane

London

W3 8QU

## Location of main switches / fuse boxes

2 main breakers for Main building and New block (415v capacity) located in big cupboard, in back corridor off the Great Hall.

## Circuits/fuse boxes

- 1) Back hall cupboard – 415v
- 2) Dining hall – 240v
- 3) Main kitchen
- 4) Class 3 lobby – 240v
- 5) Nursery – 240v
- 6) Staff room (near pigeon holes) – 240v
- 7) Staff room kitchen – 240v
- 8) Court yard boys toilet – 240v
- 9) New block lobby – 415v
- 10) School office – 240v

## Location of torches

- 1) Inside Emergency Equipment Bag
- 2) Head's office – On top of tall cupboard on right of door.
- 3) Learning room – On top of server cupboard by window.
- 4) PPA room – On top of bookshelf on main path
- 5) Cupboard under stairs in new block – Top shelf.
- 6) Deputy's office – On window sill .

UK Power Networks, Power Cut Map (a website showing the areas affected):-

<http://www.ukpowernetworks.co.uk/internet/en/fault-map/>

## Water Supply

Castle water

Account Number –

Plumber

Reed M&E

M&E House

135 Red Lion Rd

Surbiton

KT6 7RQ

## Location of stop cocks

2 Stop cocks

- 1) Basement plant room
- 2) 1<sup>st</sup> drain cover from archway, in the big playground.

Tank capacity

2 cold water tanks

- 1) Next to staff room toilet – CWST1 = 4000 Litre (until November 2019 then adding to mains)
- 2) Roof of New block – CWST2 = 2000 Litre

Thames Water, Water Leak Map (a website for seeing where there are leaks):-

<http://www.thameswater.co.uk/thameswaterlive/index.htm>

## Heating

PDHU/Citywest Homes

0207 245 2000

Minimum temperatures:-

| Room/Area Type                                                                                                                                                                               | Temperature |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Classrooms (teaching or private study areas)                                                                                                                                                 | 18°C        |
| Areas where there is a lower than normal level of physical activity because of sickness or physical disability including sick rooms and isolation rooms but not other sleeping accommodation | 21°C        |
| Areas where there is a higher than normal level of physical activity (for example arising out of physical education) and washrooms, sleeping accommodation and circulation spaces.           | 15°C        |

## Catering

Chartwells, Compass House, Guildford Street, Chertsey, Surrey, KT16 9BQ

**Lisa Burlton** Group Manager

**Nadeem Jaffery** Regional Manager

## Cleaning

JPD Cleaning services

30 Rose Walk

Sittingbourne

Kent

ME10 4EW

# Fire

## **St Gabriel's Primary School    Fire and evacuation procedures**

### **In the event of a fire:**

#### **Children**

- Keep calm
- Listen to your teacher and do what they say
- Walk quickly and silently to the playground
- Do not stop to collect belongings
- Doors and windows should be closed
- Listen for your name as the teacher takes the register
- Sit once your name has been called

#### **Teaching/Support staff/Visiting adults**

- Keep calm
- If you are the first to notice signs of fire immediately press the fire alarm. The nearest alarm button is \_\_\_\_\_
- Leave what you are doing and line the children up by the classroom door. Close windows and doors
- Proceed to muster point by following fire exit signs
- Registers should be checked by counting the children, then calling register if child is missing
- Class to sit down if all children are present
- Teachers to raise both hands if all children are not accounted for
- Ensure that children remain silent

#### **Schoolkeeper**

- Check toilets for children out of class
- If first out, open fire gate for Fire Brigade
- Open padlocked gate so children can go to the square ( if necessary )

#### **Administrative Manager**

- Check alarm box to locate the fire
- You will be advised beforehand if the alarm is for practice purposes. If not take mobile phone outside to call 999
- Bring registers or emergency list to assembly area and give to class teachers
- Check new block, including toilets

#### **Headteacher**

- Advise Schoolkeeper/Administrative staff if fire practice is planned
- Check main building, including toilets
- Check from each class teacher that children are accounted for. If not, inform emergency service if present or decide strategic action with schoolkeeper
- Supervise children away from building

#### **Assistant Head (s)**

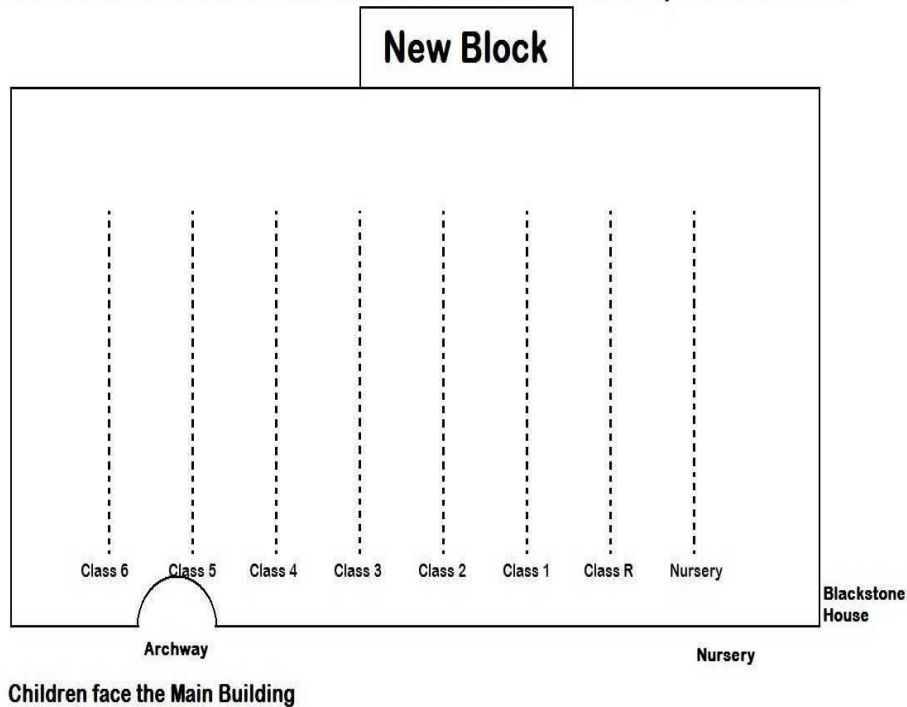
- General supervision of children/staff/Visitors in assembly area

In absence of Schoolkeeper Headteacher and Administrative Manager to share duties.

## General

- A sense of calm should prevail and the safety of all personnel must be first consideration
- In the event of any emergency (missing person, other ) contact should be made with Headteacher, Assistant Head or Administrative staff immediately

**When the school is evacuated the children line up in this order**



## Gas Leak

Supplier

Total Energies

Account number:

If you smell gas contact the National Grid Emergency Services on 0800 111 999

Do not – operate electrical switches

Do not – smoke or use a naked flame

Do – Open doors/windows to get rid of gas

Do – check gas appliances and turn them off

Do – Turn gas supply off at main meter

Do – Evacuate the premises

Should you be advised to contact the gas transporter in your area, call 0870 160 0229

## **Flood**

Advice contacts in the event of flooding or risk of flooding:-

Floodline: 0345 988 1188

WCC Contingency Planning Team; 020 7641 6000

Environment Agency, Flood Alerts:-

<http://apps.environment-agency.gov.uk/flood/31618.aspx>

Thames Water, Water Leak Map (a website for seeing where there are leaks):-

<http://www.thameswater.co.uk/thameswaterlive/index.htm>

## **Cold Weather**

Department of Health Cold Weather Plan and Action Cards:-

<https://www.gov.uk/government/publications/cold-weather-plan-for-england-2014>

## **Heatwave**

NHS Heatwave Plan for England:

<https://www.gov.uk/government/publications/heatwave-plan-for-england>

## **Health Protection Issues:-**

### **(Infectious Diseases, Chemical Incidents, Contamination)**

Advice on an outbreak of infectious disease or other health risks will be provided to schools by the North West London Health Protection Team, which is part of Public Health England.

If you need advice on an individual issue of contamination or infection contact the Health Protection Team:-

In hours: 020 3326 1658

Out of hours: 01895 238 282

(this takes you to Hillingdon Hospital switchboard; ask for North West London Health Protection Team)

Email: [nwlhpt.oncall@phe.gov.uk](mailto:nwlhpt.oncall@phe.gov.uk)

Advice is also available from Debbie Arrigon, Senior Public Health Strategist:

In hours: 07817 053 945

Email: [darrigon@westminster.gov.uk](mailto:darrigon@westminster.gov.uk)

**Guidance on managing outbreaks and incidents** from DfE and Public Health England is on this link:-

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-outbreaks-and-incidents>

If you have difficulty accessing advice contact information above.

## **Infestation**

Westminster City Council's Pest Control Team will advise on dealing with various types of infestation which may mean using a commercial pest control firm:

## **Beaver**

Tell: 0208 355 3443

## **Asset Register**

Attached

### **Insurance Details**

Tri-Borough Insurance for schools  
Westminster City Council  
Kensington Town Hall  
Hornton St  
London  
W8 7NX

24/25

Building insurance  
Employer's & Public liability  
Accident & travel insurance  
Professional indemnity insurance  
Money cover

Legal expenses insurance – Marsh Ltd  
4 Milton Road  
Haywards Heath  
RH16 1AH

### **Emergency Access to Cash**

See Headteacher

### **Emergency Kit / Grab Bag**

Red Emergency Equipment Bag – Located in School Office

Person responsible for checking and maintaining contents

People normally responsible for collecting the kit in an emergency  
Michaela McCadden

Checklist for Emergency Equipment Bag – Appendix 2

# Appendices

## Appendix 1            Major Incident Checklists

The following checklists cover the most likely actions. They cannot be exhaustive so always consider whether there is anything not mentioned that needs to be done.

They may not exactly match the roles you give to people so they will need to be used flexibly. The Head or Incident Manager should go through all checklists as soon as it is practical and decide how to allocate the tasks.

Checklist 1:    A general checklist for the Head or Incident Manager

Checklist 2:    Additional checks for incidents involving violent intrusion.

Checklist 3:    Additional checks for incidents involving death or serious injury.

Checklist 4:    Additional checks for incidents on school trips.

The following checklists go into more detail on the different aspects of incident management.

Checklist 5    Additional checks for people responsible for pupil safety and welfare

Checklist 6    Additional checks for people responsible for site security

Checklist 7    Additional checks for people responsible for communicating with parents, other partners and the media

Checklist 8    Additional checks for people responsible for administration and IT

Checklist 9    Additional checks for people responsible for business continuity and recovery.

| <b>Checklist 1 General considerations for Head / Incident Manager</b><br><b>See Separate Checklists for Bomb Threats / Violent Intrusion / Deaths or Injuries</b>                                                                                                                                                                                                                                                         | <b>Yes (Needed) &amp; Person Responsible</b><br>or<br><b>No (Not Needed)</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Have immediate emergency actions been taken?</b><br>Alarm, Call 999, remove people from immediate danger, evacuate, find missing children, secure premises, remove hazard, arrange to go to decant site, collect Emergency Kit.                                                                                                                                                                                        |                                                                              |
| <b>Do you need to go to your decant site?</b>                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |
| <b>Do you need more information about the incident?</b><br>Impact on children, staff, premises, security, equipment, IT/Telephony, utilities, reputation, the wider neighbourhood, etc.<br>Scale / Severity / Likely duration<br>See Checklist for incidents involving deaths or injuries                                                                                                                                 |                                                                              |
| <b>Who needs to be informed?</b><br>You may need to complete the rest of the checklist before deciding all the details of this:-<br>Emergency Services, Management Team, Staff, Chair of Governors, Pupils, Parents, Emergency Planning Manager (Tony Andrews), Local Authority, Relevant contractors, Neighbours, Other partners, Anyone else?<br>Decide the appropriate message for each group.                         |                                                                              |
| <b>Do you need to form an Incident Management Team?</b> (See the checklist for each area of activity)<br>Possible roles:- (They may not each need a separate person).<br>Overall manager of the incident, and deputy? Site Security, Liaison with Emergency Services, Welfare, Communicating with parents, Maintenance of educational activities, Communicating with the media, Collating the Log, Recovery, Other Roles? |                                                                              |
| <b>Should the incident management be led by the Local Authority rather than by the School?</b><br>(eg several schools affected, wider community involvement) This may take a while to decide. Don't delay taking important actions.                                                                                                                                                                                       |                                                                              |
| <b>Who else needs to help?</b><br>Local Authority? Duty Contingency Planning Officer (020 7641 6000), or Emergency Planning Manager (Tony Andrews)<br>Utility Companies?<br>Health Protection Agency (see "Health Protection Issues")                                                                                                                                                                                     |                                                                              |
| <b>Will parents come to the school?</b><br>Prepare to receive, contain, inform them.                                                                                                                                                                                                                                                                                                                                      |                                                                              |
| <b>Does the school need to close?</b><br>Complete or partial closure?<br>To remain closed the following day?                                                                                                                                                                                                                                                                                                              |                                                                              |
| <b>Do you need to make special arrangements to maintain teaching and learning?</b>                                                                                                                                                                                                                                                                                                                                        |                                                                              |

|                                                                                                                                                                                                                                                                                                                                    |                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p align="center"><b>Checklist 2                      Violent Intrusion</b></p> <p align="center"><b>Use this together with Appendix 6</b></p>                                                                                                                                                                                     | <p>Use this checklist quickly and intuitively.<br/>You may not have time to complete it thoroughly.</p> |
| <b>Location of intruder</b>                                                                                                                                                                                                                                                                                                        |                                                                                                         |
| <b>Number of intruders</b>                                                                                                                                                                                                                                                                                                         |                                                                                                         |
| <b>Weapons? What type?</b>                                                                                                                                                                                                                                                                                                         |                                                                                                         |
| <b>Where are they able / likely to go within the school?</b>                                                                                                                                                                                                                                                                       |                                                                                                         |
| <b>Are they looking for particular people?</b>                                                                                                                                                                                                                                                                                     |                                                                                                         |
| <b>Can you secure those areas?</b>                                                                                                                                                                                                                                                                                                 |                                                                                                         |
| <b>Where are the safe places to hide?</b>                                                                                                                                                                                                                                                                                          |                                                                                                         |
| <b>How can you alert staff?</b><br><br>Lockdown alarm sound, send staff around the school, message on smartboards, phones, computers, etc?                                                                                                                                                                                         |                                                                                                         |
| <b>What will you tell staff to do?</b><br><br>Can some classes be moved to safety? Where?<br>Should some classes hide in their classrooms?<br>Can teachers lock / barricade their classroom doors?<br>Can they cover windows?<br>Stay silent, turn phones to silent<br>What should be done with pupils separated from their class? |                                                                                                         |
| <b>Is anyone hurt?</b><br><br>Can you help them or call 999 safely?                                                                                                                                                                                                                                                                |                                                                                                         |
| <b>Call the Police</b><br><br>You may have needed to do the above first and the police may need the above information.                                                                                                                                                                                                             |                                                                                                         |
| <b>Consider what and when to tell parents</b><br><br>Decide this with the police                                                                                                                                                                                                                                                   |                                                                                                         |
| <b>Talk to the Police about the security implications of parents coming to the school.</b>                                                                                                                                                                                                                                         |                                                                                                         |
| <b>Does the incident warrant any of the support actions in the Pupil Safety and Welfare checklist?</b>                                                                                                                                                                                                                             |                                                                                                         |

| <b>Checklist 3     Incidents involving death or serious injury</b>                                                                             | <b>Yes</b> (Needed) &<br><b>Person Responsible</b><br>or<br><b>No</b> (Not Needed) |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Call 999</b>                                                                                                                                |                                                                                    |
| <b>Assist the injured person if it is safe to do so</b>                                                                                        |                                                                                    |
| <b>Remove other people from the hazard</b>                                                                                                     |                                                                                    |
| <b>Contain or remove the hazard</b>                                                                                                            |                                                                                    |
| <b>Notify the parent or next of kin</b><br><br>In the event of a death try to do this face to face. You might ask the police to help with this |                                                                                    |
| <b>Notify the Chair of Governors, the Local Authority and the Press Office</b>                                                                 |                                                                                    |
| <b>Read the other checklists for relevant actions</b>                                                                                          |                                                                                    |
| <b>Record the incident in the Accident Book</b>                                                                                                |                                                                                    |
| <b>Consider the actions in the Pupil Safety and Welfare Checklist</b>                                                                          |                                                                                    |

| <b>Checklist 4      Incidents on School Trips</b>                                                         | <b>Yes   (Needed)  &amp;<br/>Person Responsible<br/>or<br/>No   (Not Needed)</b> |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Before the trip check that you have what you need from this list.</b>                                  |                                                                                  |
| <b>See the website on planning school trips in Appendix 7</b>                                             |                                                                                  |
| <b>Ensure there is a nominated senior manager at the school who can be contacted 24/7 during the trip</b> |                                                                                  |
| <b>When an incident happens:-</b>                                                                         |                                                                                  |
| <b>Call 999 if necessary</b>                                                                              |                                                                                  |
| <b>Account for all pupils and staff</b>                                                                   |                                                                                  |
| <b>Remove pupils and staff from any hazards</b>                                                           |                                                                                  |
| <b>Assist any injured people if it is safe to do so</b>                                                   |                                                                                  |
| <b>Contact the nominated senior management person</b>                                                     |                                                                                  |
| Agree and share tasks, including contacting parents                                                       |                                                                                  |
| <b>See the other checklists in the emergency kit</b>                                                      |                                                                                  |
| <b>Keep a log of the incident</b>                                                                         |                                                                                  |
| <b>Should the trip end?</b>                                                                               |                                                                                  |
| Arrange transport back to school                                                                          |                                                                                  |

| <b>Checklist 5      Pupil Safety and Welfare</b><br><br><b>Apply similar checks for staff welfare</b>                                                                                                                                                                                                                                                                                              | <b>Yes (Needed) &amp; Person Responsible</b><br>or<br><b>No (Not Needed)</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Follow the immediate actions in the</b> other checklists to ensure the safety of pupils and staff                                                                                                                                                                                                                                                                                               |                                                                              |
| <b>Do you need to arrange quiet, secure break out spaces for pupils and staff?</b>                                                                                                                                                                                                                                                                                                                 |                                                                              |
| <b>Frequent updates on the incident are vital even if there is no new information.</b><br><br>Lack of information or communication is very stressful                                                                                                                                                                                                                                               |                                                                              |
| <b>Immediate “de-brief” for everyone</b><br><br>Try to arrange for everyone, pupils, staff and any parents or partners present, to be spoken to, however briefly, before they go home to check they are alright, identify needs for follow-up, explain what has happened, tell them what to do next day. Identify something for which they can be praised / or thanked.                            |                                                                              |
| <b>Counseling</b><br><br>Formal “counseling” in the immediate aftermath of an incident is not helpful but feel free to use the word to avoid unnecessary discussion. Basic emotional and practical support and information is what is needed. You can consult Educational Psychologists or Tony Andrews but give staff the confidence to provide this support to children, parents and each other. |                                                                              |
| <b>Consider special activities to mark the incident</b><br><br>Assemblies, Memorial Services, Anniversary events, letters of sympathy, home visits to people affected                                                                                                                                                                                                                              |                                                                              |

| <b>Checklist 6      Site Security</b>                                                                                                                                                                   | <b>Yes (Needed) &amp;<br/>Person Responsible</b><br>or<br><b>No (Not Needed)</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Advise Head on secure places and safe routes for moving pupils the event of a Lockdown incident or an Evacuation.</b>                                                                                |                                                                                  |
| <b>Arrange access for Emergency Services</b>                                                                                                                                                            |                                                                                  |
| <b>Decide with Head who will liaise with the Emergency Services</b>                                                                                                                                     |                                                                                  |
| <b>Check security of entrances and perimeter.</b>                                                                                                                                                       |                                                                                  |
| <b>Check for Hazards</b><br><br>Unsafe structures, gas, chemicals, water, electricity,                                                                                                                  |                                                                                  |
| <b>Check that nobody is left behind in an evacuation</b>                                                                                                                                                |                                                                                  |
| <b>Consider actions to preserve essential equipment after people are safe.</b>                                                                                                                          |                                                                                  |
| <b>Contact Utilities and Contractors and arrange access</b>                                                                                                                                             |                                                                                  |
| <b>If the Media has been invited onto School Premises identify a separate reception area for them</b><br><br>Try to avoid random and disruptive contact between the media and pupils, staff and parents |                                                                                  |

| <b>Checklist 7                      Communication</b><br>(with Parents, Press, Partners etc)                                                                                                                                                                                                          | <b>Yes    (Needed) &amp;<br/>Person Responsible</b><br>or<br><b>No    (Not Needed)</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>With Staff</b><br><br>Arrange very frequent messages to staff particularly if they are managing groups of children. Establish a method to suit the incident (“runners”, phones, tannoy, smartboards, briefing meetings etc)                                                                        |                                                                                        |
| <b>With Emergency Services</b><br><br>Do they need a liaison officer from the school or a marshaling area within school premises? Ask them for regular updates. Ask to attend their meetings.                                                                                                         |                                                                                        |
| <b>With Pupils</b><br><br>Via teachers? Assemblies? You may get demands for “counseling” (See Pupil Safety and Welfare Checklist)                                                                                                                                                                     |                                                                                        |
| <b>With Governors</b><br><br>Can this be via one governor, ideally the chair?                                                                                                                                                                                                                         |                                                                                        |
| <b>With Parents</b><br><br>Decide message, should they come to school?<br>Arrange to manage large numbers of anxious enquiries (separate phone line, incident updates on your answerphone message, etc)                                                                                               |                                                                                        |
| <b>With the Local Authority</b><br><br>Children’s Services Directorate for major incidents, school closure, serious injury or death.<br>Contingency Planning Team and Tony Andrews for any incident.<br>Press Office if there is possible media interest<br>Health and Safety / Environmental Health? |                                                                                        |
| <b>The Media</b><br><br>Decide who will be the media spokesperson:-<br>Head, Governor, Local Authority, Diocesan Board.<br>Remind staff not to comment to the media                                                                                                                                   |                                                                                        |
| <b>Social Network Sites</b><br><br>Ask staff, parents and pupils not to post material on these websites.                                                                                                                                                                                              |                                                                                        |

| <b>Checklist 8 Administration</b><br><br><b>School Records, Contact Lists, Incident Log, IT, Telephony, Finance</b>                                                                                                                | <b>Yes (Needed) &amp; Person Responsible</b><br>or<br><b>No (Not Needed)</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Sound the appropriate alarm (Evacuation or Lockdown?)</b><br><br>On your own initiative or as directed by the Head                                                                                                              |                                                                              |
| <b>Contact Emergency Services</b><br><br>On your own initiative or as directed by the Head                                                                                                                                         |                                                                              |
| <b>Contact other services, contractors, partners</b><br><br>On your own initiative or as directed by the Head                                                                                                                      |                                                                              |
| <b>Collect Emergency Kit</b><br><br>Check it contains current contact lists, class lists, this plan, particularly the checklists.                                                                                                  |                                                                              |
| <b>Communicate with parents and arrange to deal with large numbers of phone calls</b><br><br>As directed by the Management Team                                                                                                    |                                                                              |
| <b>Maintain a log of the incident and prompt staff to record their actions</b><br><br>Note the time, people involved, follow up needed for every action and event. Note the reasons for decisions. Include financial transactions. |                                                                              |
| <b>Record the details of people affected</b><br><br>Names of people injured, missing, displaced, exposed to traumatic experiences or sights or who have lost property. Keep a list of lost property and equipment                  |                                                                              |
| <b>Prompt and assist staff to record any injuries in the Accident Book</b><br><br>Use a temporary record necessary.                                                                                                                |                                                                              |
| <b>Help staff to access IT and telephony remotely</b>                                                                                                                                                                              |                                                                              |
| <b>Inform Insurance Company</b>                                                                                                                                                                                                    |                                                                              |
|                                                                                                                                                                                                                                    |                                                                              |

| <b>Checklist 9 Business Continuity and Recovery</b>                                                | <b>Yes (Needed) &amp; Person Responsible</b><br>or<br><b>No (Not Needed)</b> |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Assess loss / unavailability of vital assets</b><br><br>Premises, Staff, Records, IT, Telephony |                                                                              |
|                                                                                                    |                                                                              |
| <b>Alternative Premises</b><br><br>Decant sites, longer term solutions, (consult Local Authority)  |                                                                              |
| <b>Remote Learning</b>                                                                             |                                                                              |
| <b>Consider how to group pupils to suit multiple alternative sites</b>                             |                                                                              |
| <b>Utilities, Services, etc</b><br><br>See relevant sections in the emergency plan                 |                                                                              |
| <b>Back-up data</b>                                                                                |                                                                              |
| <b>See other checklists for relevant activities</b>                                                |                                                                              |

## Appendix 2: Contents of Red Emergency Equipment bag

| Contents Checklist for Emergency Kit                                       |                             |              |
|----------------------------------------------------------------------------|-----------------------------|--------------|
| Item                                                                       | Replacement / Update Needed | Date Checked |
| This Contents List                                                         |                             |              |
| Copy of the School Emergency Plan and other key plans (eg fire)            |                             |              |
| The Major Incident Checklist and any Action Cards if you have them         |                             |              |
| Class lists                                                                |                             |              |
| Contact lists for parents, staff, governors, LA, contractors, all agencies |                             |              |
| Site Plan                                                                  |                             |              |
| Details of decant site                                                     |                             |              |
| Instructions for remote access to telephony                                |                             |              |
| First Aid Kit                                                              |                             |              |
| High Visibility Vests                                                      |                             |              |
| Whistle (or ideally an alternative as the Fire Brigade uses whistles)      |                             |              |
| Notepads, pens, clipboards                                                 |                             |              |
| Paper, felt tips and tape / Bluetac for makeshift notices                  |                             |              |
| Torch and spare batteries                                                  |                             |              |
| Loud hailer                                                                |                             |              |
| Foil "space blankets"                                                      |                             |              |
| Asset Register                                                             |                             |              |

## **Appendix 3     St Gabriel's C of E Primary School**

### **Dealing with Bomb Threats**

Most bomb threats are made over the phone. The overwhelming majority are hoaxes by malicious jokers, although terrorists do make hoax calls with the intent of causing alarm and disruption. Any hoax is a crime and must be reported to the police.

Calls may be of two kinds:

- Hoax threats designed to disrupt, test reactions or divert attention
- Threats warning of a genuine device – These may be attempts to avoid casualties or to allow terrorists to blame others if there are casualties. Genuine threats can provide inaccurate information about where and when a device might explode.

### **Guidance**

Ensure that staff who might conceivably receive a bomb threat are trained in handling procedures or have ready access to instructions. Bear in mind that receiving such a threat may be the closest that many people ever come to acts of terrorism so it helps for them to be prepared in advance.

Draw up a clear list of actions to follow upon receipt of a call. Even though staff may be unable to assess a threat's accuracy or origin, their impressions of the caller could be important.

**See the following notes and bomb threat checklist on the next page.**

- Stay calm and listen.
- Obtain as much information as possible – try to get the caller to be precise about the location and timing of the alleged bomb and whom they represent. If possible, keep the caller talking.
- If your phone has a recording facility practice switching it on quickly and discretely.
- When the caller rings off, dial 1471 to see if that reveals their number, or check your automatic number display if you have it.
- Immediately report the incident to the nearest member of the management team to decide on the best course of action and notify the police. If you cannot get hold of anyone, and even if you think the call is a hoax, inform the police directly. Give your impressions of the caller and an exact account of what was said.
- If you have not been able to record the call, make notes on the following checklist. Do not leave your post until the police arrive, unless you are ordered to evacuate.

## **Appendix 4                      Bomb Threat Checklist**

### **Actions to be taken on receipt of a bomb threat:**

- Record the call if possible
- Tell the caller which town / district you are answering from
- Record the exact wording of the threat:

### **Ask the following questions:**

- where is the bomb right now? .....
- when is it going to explode? .....
- what does it look like? .....
- what kind of bomb is it? .....
- what will cause it to explode? .....
- did you place the bomb? .....
- why? .....
- what is your name? .....
- what is your address? .....
- what is your telephone number? .....

### **After the call:-**

Record time call completed: .....

Try 1471 just in case it reveals the caller's number.....

Inform the nearest management team member.....

Note their name

Contact the police on 999.

Time informed.....

## BOMB THREAT CHECKLIST ctd

The following part should be completed after the caller has hung up and the Police and management Team have been informed.

Time and date of call: .....

Length of call: .....

Number at which call was received (your extension number):.....

### MORE DETAILS ABOUT THE CALLER

Sex of caller:

Nationality

#### The Caller's Voice:-

Language

Accent

Well spoken?

Clearing throat?

Nasal?

Slurred?

Stutter?

Disguised?

Slow?

Rapid?

Lisp?

Deep?

Hoarse?

Laughter?

Familiar? Who did it sound like?

Excited?

Angry?

Irrational?

Offensive?

Incoherent?

Calm?

Crying?

Did it sound like:-

A taped message?

It was read from a script?

#### Background Sounds

Street noises?

House noises?

Animal noises?

Crockery?

Motor?

Clear?

Voice?

Static?

PA system?

Booth?

Music?

Factory machinery?

Office machinery?

Other? (specify)

#### Anything Else?

# St Gabriel's C of E School

## Lockdown overview

A lockdown happens when it is necessary to take refuge in secure places within the school. Evacuation in these circumstances might put pupils in danger so different procedures and different ways of notifying staff are needed. Possible lockdown situations might include:-

- Civil disturbance outside the school
- Fire with toxic smoke nearby
- Risk of nearby gas explosion
- Local surface water flooding
- Risk of nearby building collapse
- Violent, possibly armed, intruder

In the first four situations above we will usually be advised of the risk by a member of the emergency services, gas board etc and they will be able to explain the lockdown requirements. These might range from securing the school perimeter and carrying on as normal, to moving children away from certain parts of the school premises. The risks may or may not warrant closing the school. In some situations the risks might make normal end of school departure arrangements unsafe and it may be necessary to keep children in the school into the evening and, in extreme circumstances, overnight.

In these situations there will usually be plenty of time to give the message verbally and discretely to all staff, allowing them to move the children calmly if necessary.

However, in some cases it may be possible to make provisional plans for relocating children within the school in a way that allows us to maintain teaching and learning as well as possible.

Situations involving aggressive, violent, possibly armed intruders are much more complex as the alert to staff has to be communicated immediately in a way that does not panic the children and is readily distinguishable from an evacuation alarm. (Following routine fire evacuation procedures would almost certainly put large numbers of children into the path of the intruder.)

The identification of safe spaces has to be done dynamically, depending on the actual point of entry and movement of the intruder.

Different schools have different opportunities and challenges for managing a safe lockdown depending on the physical structure and layout of the premises. It is highly unlikely that a school will be able to determine all options in advance and it will always be necessary for all staff involved to make on the spot decisions.

The purpose of this guidance is to give our staff a better basis on which to make those judgments.

The most likely risk is of an intrusion by an aggressive / disturbed parent, ex-pupil, aggrieved staff member or passer-by and all schools will have managed situations of this sort. The risk of a school suffering a firearms attack is very low. At the time of updating (May 2023) there is no intelligence of a terrorist attack on schools so the risk of that is extremely low.

## Appendix 6

### St. Gabriel's C of E Primary School

October 2019

#### EMERGENCY LOCKDOWN PROCEDURE

##### What is a lockdown?

A lockdown is implemented when there is serious security risk (e.g., violent or armed intruder) to building occupants. The initiating threat can be either internal or external to the building.

##### How will I know a lockdown is occurring?

You will be notified of a lockdown procedure through one or more of the following:

- Phone call on internal phone system
- In person notification by police or staff member.

Admin Officer to notify people in hall

Head to notify people in Bursar's office

Senior Admin Officer to notify staff in meeting room

Adult from Class 5 or 6 to notify people in medical room or group room

Adult from Class 3 to notify people in Resource room.

##### Lockdown Steps

For a building lockdown:

1. Secure entry and exit points (bolt doors and turn key for magi locks so fire doors secure);
2. Communicate the threat to staff (and pupils);
3. Move immediately to the nearest room you feel is safe with as many people as possible (this is probably your

classroom but if in the hall, ICT Suite stay there and lock all doors

4. Lock and barricade the door and consider covering windows;
5. Turn off the lights or maintain minimal lighting;
6. Move away from windows and doors;
7. Lie flat on the floor or take cover out of sight;
8. Turn mobile phones off or to silent;
9. Keep calm and quiet; and
10. Stay in the room until police arrive.

Remember it may be several hours before you can be safely evacuated.

##### What if fire alarm sounds?

- DO NOT respond normally as a fire alarm during a lockdown may be a ploy by an armed intruder.
- Remain calm in your lockdown secure area, if safe to do so and attempt to verify fire alarm activation with on-site contact or emergency services.
- If fire is verified, follow Fire/Evacuation procedures.

**What if someone is injured? Please note that in most cases these steps will be followed by SMT or office staff.**

Follow these steps when safe to do so:  
Call 999 from a hard wired line if possible.

If using a mobile please switch it to silent mode.

NB: Do not expose yourself to additional danger in the process of helping others

### **Who to call?**

Call 999

Rebecca Anson 07398 090 728

Site Manager 07494 127 861

School Office 208 or 209.

Head's Office 210

### **What to report?**

When contacting authorities, report the following:

1. Your specific location, building name and office/room number;

2. The number of people at your specific location;

3. If there are injuries, the number and types of injuries;

4. Do you have CCTV and can this be accessed by the emergency services; and  
5. If you have seen an assailant or identified a threat:

- location and number of suspects;
- direction of travel;
- their clothing and description;
- their identity if known;
- any weapons or accessories (e.g., backpack); and
- any unusual or threatening sounds (eg., gunfire or explosion)

### **STAY SAFE: Firearm and weapon attacks**

Attacks involving firearms and weapons are still infrequent but it is important to be prepared to cope with such an incident. The important advice below will help you plan. In the event of an attack take these four actions:

#### **STAY SAFE**

**Under immediate GUN FIRE** – Take cover initially, but leave the area as soon as possible if safe to do so

**Nearby GUN FIRE** - Leave the area immediately, if possible and it is safe to do so.

Leave your belongings behind.

Do not congregate at evacuation points.

| <b>COVER FROM GUN FIRE</b>        | <b>COVER FROM VIEW</b>   |
|-----------------------------------|--------------------------|
| Substantial brickwork or concrete | Internal partition walls |
| Engine blocks of motor vehicles   | Car doors                |
| Base of large live trees          | Wooden fences            |
| Earth banks/hills/mounds          | Curtains                 |

**REMEMBER** - out of sight does not necessarily mean out of danger, especially if you are not in 'cover from gun fire.'

**IF YOU CAN'T ESCAPE** - consider locking yourself and others in a room or cupboard. Barricade the door then stay away from it. If possible choose a room where escape or further movement is possible. Silence any sources of noise, such as mobile phones, that may give away your presence.

### See

**The more information that you can pass to police the better, but NEVER risk your own safety or that of others to gain it.**

Consider using CCTV and other remote methods where possible to reduce the risk. If it is safe to do so, think about the following:

- Is it a firearms / weapons incident?
- What else are they carrying?
- Moving in any particular direction?
- Are they communicating with others?
- Number and description of gunmen.
- Type of firearm - long-barrelled or handgun.
- Number of casualties / people in the area.
- Exact location of the incident.

### Tell

- **POLICE** - contact them immediately by dialling 999 or via the office, giving them the information shown under 'See'.
- Use all **the channels of communication** available to you to inform staff, visitors, neighbouring premises, etc of the danger.

### Act

- Secure your immediate environment and other vulnerable areas.
- Keep people out of public areas, such as corridors and foyers.
- Move away from the door and remain quiet until told otherwise by *appropriate authorities* or if you need to move for safety reasons, such as a building fire.

You above all **STAY SAFE**

### **General Emergency Planning Websites**

#### **DfE Website on General Schools Emergency Planning**

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

#### **Met Office 5 Day Weather Forecast**

<http://www.metoffice.gov.uk/public/weather/forecast/gcpvj0v07?tab=fiveDay>

#### **General Advice for Schools Educational Visits:-**

<http://oeapng.info>

(Click “Browse Documents” and see FAQ 6k for educational trips and the threat from terrorism)

#### **FCO Website for Foreign Travel Advice:-**

[www.fco.gov.uk](http://www.fco.gov.uk)

#### **CCTV Systems**

<http://www.cpni.gov.uk/advice/Physical-security/CCTV/>

## Counter Terrorist Planning Websites

### Current UK Threat Level:-

<https://www.gov.uk/terrorism-national-emergency/terrorism-threat-levels>

### National Counter-Terrorism Security Office (NaCTSO):-

For information on:-

Working with Counter Terrorism Security Advisors (CTSA)

Workshops and training provided by NaCTSO

**Project Argus** is a suite of workshops to inform senior management in preparing for serious events such as a terrorist attack.

**Project Griffin** is training for organisations and communities to encourage and enable them to work in partnership with the police to deter, detect and counter terrorist activity and crime.

**Project Revise:-** (Protection against the misuse of hazardous materials) aims to highlight the potential misuse of hazardous materials to those who legitimately and routinely use them, in particular the academic community.

<http://tinyurl.com/o5qjkvs>

### Guidance on Dealing with Bomb Threats

(Centre for the Protection of National Infrastructure)

General Guidance

Bomb Threat Checklist

Searching Premises

Mail Handling

Evacuation Planning

<http://www.cpni.gov.uk/security-planning/business-continuity-plan/bomb-threats/>

### Stay Safe Guidance for firearms and weapons attacks:-

'Stay Safe' principles: 'Run, Hide, Tell'

Vehicle Based Threats

Cyber Threat

<https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat>

## **Stay Safe Film**

<https://www.gov.uk/government/publications/stay-safe-film>

## **Dynamic lockdown guidance**

<https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures>

## **Security Guidance for Higher and Further Education**

(Partly relevant for Primary and Secondary Schools)

National Counter Terrorism Security Office; NaCTSO

<https://www.gov.uk/government/publications/counter-terrorism-protective-security-advice-for-higher-and-further-education>

## Appendix 8 Exercising and Testing

[illegible]

## Appendix 9

## Review of the Plan and Version Control

Different sections of this plan will naturally be reviewed at different times but the person with responsibility for the Plan should carry out a general review of it annually.

### Log of Reviews and Changes to the Plan

| <b>Insert Version Number if changed</b> | <b>Indicate if it is a complete review. Otherwise note the individual sections amended</b>                               | <b>Date</b>  | <b>Person Responsible</b> |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------|
| Version 2                               | Name of Head amended                                                                                                     | Summer 2017  | Rebecca Anson             |
| Version 3                               | Changes made to ACT solutions addresses and to Pest Control                                                              | May 2018     | Rebecca Anson             |
| Version A                               | Supply company added, Site manager changed, Keyholders changed, Phone & electric company changed, Assistant Head changed | October 2019 |                           |
| Version A                               | Phone number updated for Head and name of Catering company changed                                                       | June 2023    | Rebecca Anson             |
| Version A                               | 'Contact lists in medical bags' removed as this is no longer in place – Pg 7                                             | May 2023     | Michaela McCadden         |
| Version A                               | Updated Agency – Edustaff – pg7                                                                                          | May 2023     | Michaela McCadden         |
| Version A                               | Plumber changed from Bell to ReedM&E – pg11                                                                              | May 2023     | Michaela McCadden         |
| Version A                               | Gas supplier changed from Corona to Total Energies – pg14                                                                | May 2023     | Michaela McCadden         |
| Version A                               | Insurance changed from LDBS to Local Authority – pg17                                                                    | May 2023     | Michaela McCadden         |

|           |                                                                                     |               |                   |
|-----------|-------------------------------------------------------------------------------------|---------------|-------------------|
| Version A | Date changed – pg33                                                                 | May 2023      | Michaela McCadden |
| Version A | Headteacher telephone number updated to work mobile – pg35                          | May 2023      | Michaela McCadden |
| Version A | P4 Removed 'And school trips'                                                       | May 2024      | Rebecca Anson     |
| Version A | P8 Comment on closure of CGS                                                        | May 2024      | Rebecca Anson     |
| Version A | P16 update on public health contact and website                                     | May 2024      | Rebecca Anson     |
| Version A | P17 removal of Angela Raby name                                                     | May 2024      | Rebecca Anson     |
| Version A | P21 trips bag longer to contain contact lists – all contact goes through the office | May 2024      | Rebecca Anson     |
| Version A | P6 update to WCC emergency contingency advice contact details and coms team         | January 2025  | Rebecca Anson     |
| Version A | P8 update to chair of governors                                                     | January 2025  | Rebecca Anson     |
| Version A | P15 update to flood advice                                                          | January 2025  | Rebecca Anson     |
| Version A | P13 Updated fire procedures to include schoolkeeper absence                         | January 2025  | Michaela McCadden |
| Version A | P17 Legal expenses insurance – supplier update                                      | January 2025  | Michaela McCadden |
| Version B | GDPR redactions                                                                     | February 2025 | Michaela McCadden |

## **Appendix 10                      Distribution of the Emergency Plan and Data Protection**

The following people should be given copies of the plan whenever it is updated:-

Amend to suit your school:-

Headteacher – Rebecca Anson

Assistant Headteachers – Mark Nunn and Sonia Bell

St Gabriel's Church – Fr Owen Higgs

Chair of Governors – Fr Owen Higgs

Copies of the plan will be kept in the following central locations:.

Emergency Kit

### **Data Protection**

If no personal contact details are contained within this plan you may decide that it is, in principle, a public document. If you do record personal or confidential contact details in any section then you should ensure that all plan holders keep those sections securely and confidentially. A redacted version will be available on the school website, with the removal of personal phone numbers and addresses.

## Appendix 11 Notes on using the Emergency Plan Template

The template should be adapted to suite the local requirements of individual schools. It is not a compulsory format for your emergency plan. You can just use it as a checklist of contents if you wish.

- The text in black should be kept in the plan unless you have reason to amend or omit any of it. Delete any sections that do not apply to your school, otherwise your plan will look incomplete. The text in red is either content that you will definitely need to adapt for your school or guidance on completing the plan.
- Delete the guidance notes in red as you complete the plan so that it is as brief as possible for easier use during an emergency.
- See the note below the Contents page on how to update the list of contents.
- Use as few words as possible to complete each section
- Where you have separate plans for certain elements (eg Fire, Evacuation, other Health and Safety Guidance, etc) this plan should be used as a signpost to those documents or resources rather than duplicating the material.
- Generally, it is not helpful to duplicate the schools contact lists in this plan. That just makes updating contact details more difficult and increases the chances of wrong numbers being in the plan. Instead, use this plan to identify the key people and contractors for each type of incident and signpost to the various contact lists where their details are kept. If you choose to include certain key contact details remember to update this plan as well as your normal contacts lists whenever there is a change.
- This template will satisfy the audit requirements of Section 23 of the Schools Financial Value Standard (SFVS). The requirements of the SFVS Audit can be found on the following link (you need to click “Next” to go to the last item on the list):-  
<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/Schools%20Financial%20Value%20Standard/b00192115/sfvs-notes-and-resources/sections-c-and-d>
- Contact me in work hours if you want to consult on Business Continuity or any other aspect of Emergency Planning or to request any additional planning material.
- **You can contact me at any time (24/7) to consult on an actual emergency so please get key staff members to keep my numbers in their phones.**

Tony Andrews, Emergency Planning Manager  
Westminster People Services  
13<sup>th</sup> Floor West, Westminster City Hall  
64 Victoria St, London, SW1E 6QP