

Deal Parochial C.E.P. School – STATUTORY POLICY

School Emergency Management and Business Continuity Plan

School Address	Gladstone Road, Deal Kent. CT14 7ER
School Contact Number	01304 374464

Plan Administration		
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Electronic copies of this plan are available from	School office	
Hard copies of this plan are available from	School Office	
Location of emergency grab bag(s)	Office	
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Person responsible for review	(Head teacher)	
Plan Distribution		
Name	Role	Issue Date
Katherine Porteous	Deputy Head teacher	Current version
Melanie Hogben	SENCO Safeguarding Lead	Current version
Louise Friend	Team Leaders	Current version
Richard Knight	Site Manager	Current version
Cherry Lawton	Office	Current version

- Jo Hygate DEALT CEO - **07824637313**
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- Chair of Governors. Mrs Mary Heard. **07816 517755.** heardm@deal-parochial.kent.sch.uk

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SECTION 1 – INTRODUCTION

1.1 Aims and Objectives

To provide a flexible response to an emergency or disruptive incident so that Deal Parochial C.E.P. School can:

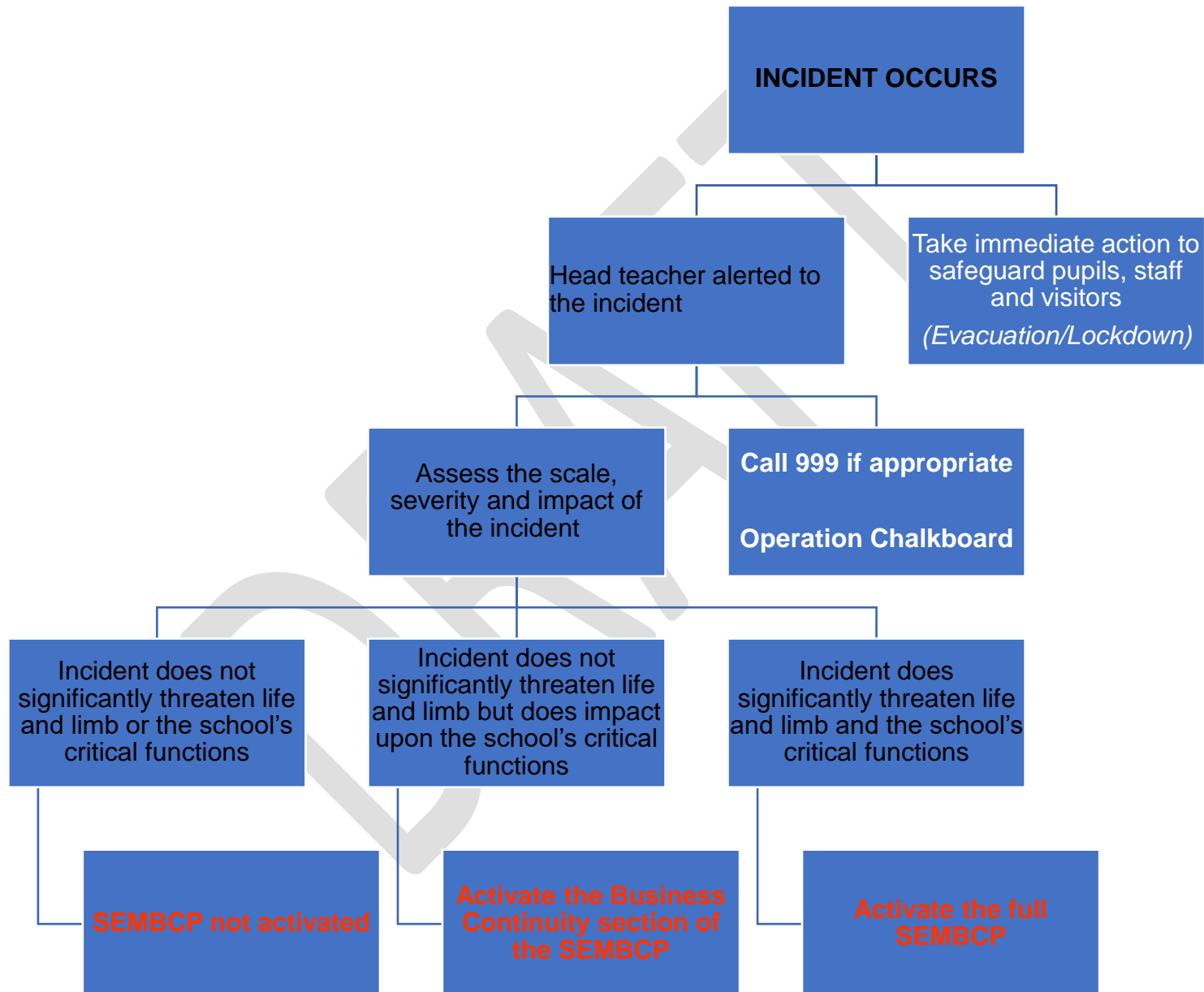
- minimise the impact of an emergency or major incident,
- ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling support arrangements to be rapidly activated,
- maintain high standards of welfare and duty of care arrangements for pupils, staff and carers,
- ensure that decision making and actions during the emergency situation are properly recorded,
- to minimise educational and administrative disruption within a school,
- to facilitate the return to normal working arrangements at the earliest time.

1.2 Scope of the Plan

This plan is designed to allow schools to cope in a wide range of emergencies, including those occurring:

- within the school during the school day,
- to the school outside of school hours,
- on school trips and journeys,
- to pupils on the way to or from school,
- from events immediately outside the school gates,
- from events that adversely affect an area wider than the school itself.

SECTION 2 – ACTIVATION TRIGGERS AND INITIAL ACTION



Some of the issues and challenges the school may face over the condition or suitability of the school site or buildings, or an incident that disrupts the normal operation of the school.

2.1- Structural and operational emergencies

Burglary or Criminal Damage

If burglary, forced entry or criminal damage is suspected:

- Do not enter the premises, close doors or move anything.
- Call Police immediately using 999. If you have a suspicion that there is an intruder still on site, use the agreed code word.
- Activate School Emergency Management Team
- Move children and staff away from the area into a safe place in another area of the building or outside depending on the nature and extent of the damage.
- Contact Jo Hygate DEALT CEO
- Inform the Area Education Officer.
- Inform Chair of Governors.
- Do not allow anyone to re-enter the site of the damage, until the Police say that it is OK to do so. If the damage is extensive, no one should enter the building until the surveyor has said it is OK.
- Review lunch/break/going home arrangements.

Evacuation

Occasionally, we may need to evacuate the school during a school day when pupils are on site.

When evacuating a building, the nature of the threat must be considered.

For example, if there is danger of explosion, the evacuation site must be sufficiently far away to ensure that everyone is out of range of flying debris. An exploding propane (or other pressurised gas) tank can cause extensive damage in a radius of several hundred metres.

The risk may not come from within the school. It may come from a neighbouring industrial or residential site. When choosing suitable sites for evacuation the risk potential of neighbouring sites should be taken into consideration.

For example; if there is a fire in a nearby garage or factory which uses explosive or flammable chemicals, the school will need to be evacuated to ensure that pupils/students are not put in danger by flying missiles.

Advice to evacuate could come from the Police or the Fire services, but it could be a decision that is made locally.

- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Pick up grab bag
- Notify your school as closed, if able to do so

- Inform Jo Hygate DEALT CEO
- Inform the Area Education Officer.
- Inform Chair of Governors.
- Decide how the school should inform parents.
- Ensure that all pupils/students have a safe and reliable way to get home.
- If possible, ensure that telephone operators and answer machine messages reflect the change in pick up location.

Fire or Explosion, or Risk of Explosion

In the event of:

a fire of ANY size, even if dealt with and believed to be extinguished.
any explosion or release of flammable gas or liquid, likely to cause an explosion (for mains gas leak, see next section), the head teacher or member of staff closest to the incident should immediately:

- Initiate school emergency procedures to evacuate the school (Fire/Bomb drill). Don't delay. If it turns out to be a false alarm, it is still good practice.
- Notify Fire and Rescue and Ambulance services if needed.
- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Account for all pupils/students, staff and visitors and remain in a designated area, ensure the designated area is safe from falling debris etc.
- Plan for evacuation to a more suitable location as soon as possible.
- Close all doors and windows to fire or explosion area if safe to do so.
- Inform Jo Hygate DEALT CEO
- Inform the Area Education Officer.
- Inform the Chair of Governors.

Re-Occupation

If the Fire and Rescue Services or Police are on site, they are the responsible authority and are the decision makers on whether it is safe to re-enter a building.

Building contractors may be needed to repair damage. The school may not be safe to re-open until the surveyors have certified that it is safe to do so.

Gas Leak

If a gas leak is suspected:

- If it is safe to do so, and you know where the gas master switch is, turn it off at the isolator
- Phone the Gas Leak Emergency Number **0800 111 999**
- Initiate school emergency procedures to evacuate the school (as per Fire drill). Don't delay. If it turns out to be a false alarm, it is still good practice.

- Notify the Fire and Rescue and Ambulance services if needed.
- Activate School Emergency Management Team
- Extinguish all naked flames and don't allow smoking.
- Don't switch on/off any electrical appliances, including light switches. If it is on, leave it on. If it is off, don't turn it on. The internal workings of an electrical switch will often create a spark that could ignite a flammable gas/air mix.
- Open doors and windows for ventilation if safe to do so
- Turn off any gas equipment you suspect to be the cause of the leak, unless the switch is electrical.
- Keep other people away from the affected area
- Establish lines of responsibility, accountability and leadership.
- Account for all pupils/students, staff and visitors and remain in designated area, ensure the designated area is safe.
- If necessary, plan for evacuation to a more suitable location as soon as possible.
- Contact Jo Hygate DEALT CEO
- Inform the Area Education Officer.
- Inform Chair of Governors.

Localised Flood or Waste Spillage

In the event of localised flood, major leak or waste water blockage, the head teacher or member of staff closest to the incident should immediately:

- If there is danger to staff or students, initiate school emergency procedures to evacuate the school (Fire/Bomb drill). Don't delay. If it turns out to be a false alarm, it is still good practice.
- Notify Fire and Rescue and Ambulance services if needed.
- Activate School Emergency Management Team
- If there is water inside the school buildings, turn off the electricity supply, but only if safe to do so.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Account for all pupils/students, staff and visitors and remain in designated area, ensure the designated area is safe from falling debris etc. and plan for evacuation to a more suitable location as soon as possible.
- Contact Jo Hygate DEALT CEO
- Inform the Area Education Officer.
- Inform Chair of Governors.

Preventative Action

If safe to do so, some action can be taken which will reduce the damage to the school and enable earlier re-occupation.

- Put sandbags or flood boards in place around doorways, airbricks and other ingress points. If used properly, sandbags do work and save thousands of pounds in clean up bills.
- Plug sinks, overflows, toilets, baths etc. with sandbags to reduce sewage backflow.
- Unplug electrical items and move them to an upstairs room if possible.
- Move important documents to a dry area.

Re-Occupation

There is a serious danger of contamination after the water has drained away. Specialist contractors are needed to clear up after a school has been flooded and the school should not re-open until the surveyors have certified that it is safe to do so.

Hazardous Spillage on School Premises

- Clear the room and surrounding areas.
- Call Fire and Rescue service if necessary.
- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Remove contaminated clothing (beware of cross contamination) and shower affected person if contaminant is known to not react with water.
- If pupils/students or staff are showing any adverse medical symptoms call for medical assistance.
- Try to contain the spillage by covering with sand, closing doors and windows etc.
- Contact the Property helpdesk
- Inform Jo Hygate DEALT CEO
- Inform the Area Education Officer.
- Inform Chair of Governors.

Power Failure

Contact your electricity supplier to determine whether it is a power cut and if so, ascertain how long before power is restored.

- If not a power cut, contact your premises helpdesk or estates provider
- Dependent on the cause and extent of power failure, move pupils/students to a safe area, ensuring all are accounted for, or plan to evacuate of the building.
- Consider closure action.
- Activate School Emergency Management Team
- Inform Jo Hygate DEALT CEO
- Inform Area Education Officer.
- Inform the Chair of Governors.

Structural Damage or Collapse

During a time when the building is occupied.

If staff or pupils are in the vicinity of the damage, the head teacher or member of staff closest to the incident should immediately:

- Initiate school emergency procedures to evacuate the school (Fire/Bomb drill). Don't delay. If it turns out to be a false alarm, it is still good practice.
- Notify Fire and Rescue, Ambulance or Police services if needed.
- Consider immediate First Aid procedures, i.e. evacuate if there is no risk to casualty, or if there is imminent further risk.
- Activate School Emergency Management Team
- Account for all pupils/students, staff and visitors and remain in designated area, ensure the designated area is safe from falling debris etc.
- Plan for evacuation to a more suitable location as soon as possible.
- Inform Jo Hygate DEALT CEO -
- Inform the Area Education Officer. South Kent David Adams
- Inform Chair of Governors. Mrs Mary Heard.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.

During a time when the building is not fully occupied

Ensure everyone remains in a safe place in another area of the building or outside, well away from the building, depending on the nature and extent of the damage.

- Call Police if damage was intentional. Call Fire and Rescue services if the damage was unintentional and the risk is serious.
- Consider school closure action if the damage is extensive.
- Do not allow anyone to re-enter the building until it has been inspected by the surveyor.
- Activate School Emergency Management Team
- Inform Jo Hygate DEALT CEO
- Inform Area Education Officer.
- Inform Chair of Governors.
- Review lunch/break/going home arrangements.

Re-Occupation

Building contractors may be needed to repair damage. The school may not be safe to re-open until the surveyors have certified that it is safe to do so.

2.2 – Human emergencies

Counter Terrorism Planning & Advice

Staff Awareness and Security Culture

Staff are briefed on how they can recognise suspicious activity. This may include strangers loitering round the perimeter, taking photographs, etc. It is of course highly unlikely that such incidents are the precursor to an attack but could equally be early (or opportunistic) activity leading to a crime.

Depending on the severity of the suspicion, the procedure for reporting suspicious behaviour is to contact:

- **The Anti-Terrorist Hotline 0800 789 321.**
- **Police emergency 999**
- **Kent Police non-emergency number 101**

Preparedness

First aid kits and emergency grab bags will be checked periodically to ensure that they are complete and accessible.

Burglar and intruder alarms, or CCTV, are checked for faults.

At the time of writing, the UK threat level from international terrorism remains at **SEVERE**; meaning an attack is highly likely. Updates to the UK Security state and other threat levels can be found here: <https://www.mi5.gov.uk/threat-levels>

Dealing with Suspicious Mail

There is no suggestion that schools are likely to be the subject of a terrorist attack using chemical or biological substances via the mail services and the threat level has not increased over recent years. However, given the media comment on the potential for such events, the following guidance is provided for handling incoming post.

What to look for:

- A letter or package with suspicious or threatening messages written on it.
- Letters with oily stains.
- Envelopes that are bulky, discoloured or have a strange smell.
- Sent from an unfamiliar sender
- Excessive tape or string.
- Unusual weight in relation to size.
- Unexpected post from overseas.
- Post with no stamps or non-cancelled stamps.
- Post with incorrect spelling of common names, places or titles.
- Postmark that does not match a return address.
- No return address.

When opening post:

- Examine/feel unopened packages for unusual objects or powder.
- Use a letter opener or other means rather than fingers.
- Open with a minimum amount of movement.
- Do not blow into the envelope in order to open it.
- Look at the contents inside an envelope/package before tipping them out.
- Keep hands away from mouth during mail opening.
- Always wash hands after handling mail.

If you are concerned about any item of post:

- Do not open or disturb it any further.
- Inform the Police.

If you think you have opened a contaminated package:

- Do not touch the package further or move it to another location.
- Notify the Police by calling 999.
- Shut windows and doors in the room and prevent anyone else from entering.
- Switch off any fans or air conditioning equipment.
- If the package has not been opened leave the room, securing it if possible.
- Wash your hands thoroughly as soon as possible.
- Keep yourself separate from other people and remain available for medical examination if that is subsequently deemed necessary.
- Remain calm! In order to be affected by most toxins you have to get enough of the substance into your body through broken skin, swallowing it or inhaling it.
- Keep the package and its contents in the room where it was opened.
- Remain available to brief the emergency services.

Bomb or Attack Threat

Most threats are made over email and the overwhelming majority are hoaxes, made with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, must be reported to the police.

Dial 999 and Police will respond. We should always consider their advice before a decision is taken to close or evacuate.

Email, Text or Social media

On receipt of a threat:

- Depending on the nature of the threat and prevailing Police advice, consider evacuation, considering any information given about the location of the threat.
- Report the threat to the Police, consider whether to use 101 or 999, depending on your decision on the severity of the threat.
- Move to the designated safe distance where practical.
- Activate School Emergency Management Team

Telephone

If a bomb threat is made by telephone, stay calm and listen carefully.

Action during the call

- Ensure that any recording facility is switched on
- Obtain as much information as possible
- Try to record the exact wording of the threat.
- Using the "Recording a Threat" template at Appendix 12, and try to get the caller to give precise details

Action immediately after the Caller rings off

- Dial 1471 (if that facility operates and you have no automatic number display) to see if you can get their number.

- Call Police via 999 and give your impressions of the caller and an exact account of what was said.
- Immediately report the incident to the relevant manager
- Activate School Emergency Management Team
- Do not leave your post unless ordered to evacuate

Suspicious Device or Package

If a bomb threat has been made or a suspicious package has been found:

- Using a landline, dial 999 and contact Police. Use code word "Operation Chalkboard".
- Activate School Emergency Management Team but avoid the use of two-way radios and mobile phones where possible.
- If possible and safe, turn off the gas supply.
- Pick up grab bag
- Avoid causing vibrations (from running, fire alarms) as they can detonate some devices.
- Move pupils/students/staff away from immediate danger. If possible & appropriate, have them sitting down.
- Consider invacuating to internal protected spaces if the device is external to the building
- Inform Jo Hygate DEALT CEO
- Inform the Area Education Officer.
- Account for all pupils/students, staff and visitors.
- Establish lines of responsibility, accountability and leadership and inform all staff to maintain timelines and records of all actions and events.
- Inform parents if applicable and arrange a location for pickup, away from the school site
- Do not allow anyone to re-enter the building until authorised to do so by the Police or EOD Ordnance Disposal.
- Inform Chair of Governors.
- Staff should be alert to suspicious packages on evacuation routes.
- Muster points should ideally be 500 metres from the building if possible; however consideration should be given to the safety of the students in reaching the muster point.
- If 500 metres is not possible, the muster point should be in an open space, away from glazing and vehicles.
- Avoid Fire Evacuation Points in the event of a suspicious package.
- Avoid if possible using car parks as muster points.
- Ensure that whoever made the find, remains on hand to brief the Police.

Evacuation/Invacuation Planning

It is essential that you are able to move your staff and students away from danger in a controlled way. Ensure you have a number of options available that are well sign- posted and notified to people on your site. Keep such routes clear.

Sometimes it may be safer to remain inside a building; identify the most suitable internal spaces that staff and students can move to. This is usually referred to as Lockdown.

Aggressive or Unacceptable Behaviour from a Visitor

Every school will have its own procedures for dealing with visitors, which balances a welcome to the school with security. Events which may have the potential to breach security are extremely rare but can be very distressing.

All schools will be aware of the need to safeguard children and staff by restricting the entry of visitors to known individuals and others who have identified themselves properly at reception. If a visitor's identity is not proved to the satisfaction of reception staff then they must not be admitted. If staff are unsure about the validity of identification produced it may be necessary to ask for additional corroboration e.g. by making a phone call to the visitor's employer.

Should a visitor become threatening, abusive or aggressive to reception staff or appear to be under the influence of drugs or alcohol, call Police using 999 without delay.

Lockdown

Every school should have a "lock down" procedure whereby the school is sealed off on the Internal Secure Line and no one is able to enter or leave the safe area until the situation has stabilised.

Circumstances that might necessitate a Lockdown

Severe Weather

High winds, heavy rain, snow, hail, low/high temperatures, etc could result in a recommendation that all personnel remain inside.

Dangerous Dog or Other Animal

A dog or other animal that is freely roaming on site should be viewed as dangerous until proven otherwise.

Air Pollution or Chemical Leak

Locking down a school for a chemical leak is a more involved process, as it is often advisable to close off air ingress points. These ducts, windows, channels or pipes may be too narrow for a person to use as an entry; so may be overlooked during Lockdown planning.

Student Acting Dangerously

If one of the students is acting in a manner that could cause harm to others, then you should lock the school down.

Suspicious Person Observed

It is entirely appropriate to be suspicious of any person looking over fences or through bushes, even if they are outside the Secure Line. Anyone acting in this manner should be treated as a threat and necessitate a Lockdown.

Intruder on Site

The school should initiate an immediate Lockdown if a person is seen within the Secure Perimeter.

Incursion or Hostile Incursion

If an incursion is suspected or occurs, the school should immediately initiate Lockdown.

Abduction

If a child is abducted, whether from the school premises or elsewhere, the event will undoubtedly attract intense media attention.

- Order a Lockdown if appropriate
- Call Police immediately. Use 999 and use the code word "Operation Chalkboard".
- Activate School Emergency Management Team
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Inform Jo Hygate DEALT CEO
- Inform the Chair of Governors.
- Agree a spokesperson to liaise with the media and Police. The head teacher may not necessarily be the best choice for this as there is no way of knowing how long the media will focus attention on the school and prolonged contact can be disruptive to school life. The CEO may be the most appropriate person for this.
- Decide whether the school or the Police should inform parents if applicable.
- Contact Educational Psychology for support, through KCC or directly.
- At the end of the day, arrange a venue, out of school, for all relevant parties (Police, head teacher, local clergy, Chair of Governors, Area Education Officer) to meet and review the day's events and plan the strategy for the day.

2.3 Procedures in response to human threats

'Lock Down' Procedure

If it is apparent that it is safer for the children and adults to remain **inside** the building the following procedure should be adhered to as far as possible.

- Emergency services notified **Operation Chalkboard**.
- Notification of 'Lock Down' either via verbal message (depending on situation) or 3 short rings of alarm bell. (Note: the bell should not be used in a bomb hoax or intruder scenario)
- All children remain in class, away from doors and windows. Pull down blinds.
- Senior Leadership Team to lock all external doors.
- No one to leave class areas until all clear is given by person in charge (could be Head teacher/Deputy head teacher or Police)

'Lock Out' Procedure

Evacuation process to be followed as per fire drill, although the signal maybe given verbally. However, additional instructions may be given depending on nature of the emergency.

- School Secretary/Bursar to bring emergency details with them (grab bag).
- Emergency Services to be brought onto site.

Threats

By e-mail. - Is the threat generic or specific to our school?

If it is **generic**, then phone the police on 101 and follow their instructions.

- (Usually to forward the message onto a specific police e-mail.)
- E-mail or phone David Adams. (david.adams@kent.gov.uk) 03000 414989

If it is **specific** to the school and poses an immediate threat –

- Phone 999 and say "operation chalkboard" which will trigger an immediate response.
- The police will advise on what to do before an officer arrives to take control.
- The advice may be to evacuate, although this may be required without the fire bells sounding.
- In this case, a member of the SLT will inform each class/teacher.
- The evacuation will need to follow our usual procedures
- This will be confirmed by the member of the SLT.
- Jo Hygate(DEALT CEO) and David Adams (Area Education Officer) would need to be informed immediately, as he would manage any media interest.
- We MUST NOT contact parents etc until told to do so by the police.

Threat by phone.

- Stay calm.
- Try to write down the information as it is being imparted.
- Note any accent/ or voice cadences which could identify the caller.
- Are specific threats made (school named or people identified etc.)
- If the "voice" is electronic it is more likely to be a scam or hoax, so follow the generic instructions from above.
- If not, follow the instructions for the specific threat outlined above.

Threat of Intruder.

Depending on the time of day, actions could be different.

However, if there is a credible threat of violence, then a "lockdown" procedure would need to be followed.

- The police must be called on 999 and the "operation chalkboard" code given.
- When the police arrive, they take control of the situation.
- Jo Hygate (CEO) would need to be informed as a matter of urgency.
- As fire bells are not usually used in these cases, a member of SLT, will contact each class and verbally give instructions.
- This will generally be to gather the children in an area of the class away from windows.
- Blinds should be closed.
- Any outside doors would need to be locked, unless the intruder is already on site.
- (Door locking would be undertaken by SLT/site manager etc).

- Children need to be kept as calm and quiet as possible in these situations so as not to attract attention.
- There are countless scenarios and so every teacher will need to be alert and follow instructions.
- SLT would need to turn on mobile phones (silent) so that communication between different areas of the school would be easier.

In the event of a bomb threat

- Staff to extract as much information as possible, noting any details which may be useful to the police.
- To notify a member of SLT.
- The police must be called on 999 immediately and the “operation chalkboard” code given.
- No mobile phones to be activated.
- Evacuation by the most appropriate route according to any details given during call.
- Head Teacher or next most senior member to check premises for any suspicious packages.
- **NOT** to touch, but to enable emergency services to undertake their role as swiftly as possible.

2.4- Major emergencies

What is a Major Emergency?

A major emergency is any event (happening with or without warning) causing, or threatening, death or serious injury, damage to property or the environment, or serious disruption to the community which, because of the scale of the impact cannot be dealt with by the emergency services and local authorities as part of their day-to-day activities.

A major emergency is likely to have a massive impact on a school’s ability to function. The pressures on the head teacher and Governing Body are difficult to overstate during such times. Planning and preparation time is rarely wasted and could save lives, property and money.

There are obviously many different situations that may become major emergencies. Some will cause significant disruption, and some will not have any effect. The following however, are the ones that are most likely to have an effect.

- Pandemic illness
- Any emergency that requires the School to be used as a rest centre
- Animal and plant disease outbreaks
- Energy and utility failure
- Chemical & radiological incidents
- Weather, climate and other natural disasters

Snow Plan

Add School Snow Plan

2.5 - Grab bag

A 'grab bag' is any type of bag/holdall that is kept in a convenient place and can be quickly acquired by the head teacher or other responsible person in the event of an emergency. The bag contains useful things we may need if we cannot go back into the building during an emergency situation.

It is recommended that it contains:

- School Emergency Plan
- Charged mobile phone
- Contact details for all staff and pupils, including next of kin
- Details of staff and pupils on medication
- Copy of the asbestos register
- Check lists of things to do (e.g. security, shutting off water, electricity, gas, etc.)
- Notes on location of stop cocks, gas valves, fuse boxes, isolators, etc.
- Useful telephone numbers
- Copies of the architects plans of the school, if available
- The days school attendance register (probably impractical to update daily)
- Pens
- Clipboard
- Notepad/paper
- A few sheets of thick card
- Large marker pen
- Sellotape
- First Aid kit
- Torch -wind up and battery
- Radio
- Walkie talkie or 2 way radio
- Large scissors
- Gloves (thin latex and thicker disposable rubber)
- A few foil blankets
- High visibility vests for leader and deputies
- Whistle or loudhailer
- Camera
- Spare batteries as required
- Spare set of master keys
- Quantity or access to petty cash.

SECTION 3 – CONTACT DETAILS

3.1 School Emergency Management Team			
Name & Title	24hr Telephone Contact	Email	Address
Head teacher	01303 273166	headteacher@deal-parochial.kent.sch.uk	No 2 CT19 4PL
Deputy head teacher	01304 373003	porteousk@deal-parochial.kent.sch.uk	
Site Manager	01304 694163	knightr@deal-parochial.kent.sch.uk	
Chair of Governors	07816517755	heardm@deal-parochial.kent.sch.uk	
Jo Hygate DEALT CEO	07824637313	headteacher@kingsdown-ringwould.kent.sch.uk	

3.2 Local Authority			
Name & Title	24hr Telephone Contact	Email	Address
Area Education Officer David Adams	03000 414989 07740 184848	David.adams@kent.gov.uk	Kroner House, Ashford.

3.3 Stakeholders and Extended Services

Name & Title	24hr Telephone Contact	Email	Address
Quentin Roper	01227 459401	groper@diocant.org	Diocesan House Lady Wootton's Green Canterbury CT1 1NQ
Niki Paterson Deputy Director of Education		npaterson@diocant.org	
Robyn Ford Schools officer for assets & legal	07801889020 01227 459401	rford@diocant.org	
Whole School meals	01304 611010	operations@btinternet.com	Almond House Broad Lane Betteshanger Kent CT14 0LX
School Liaison Officer Rob Vyskocil	03000415107	Robert.vyskocil@kent.gov.uk	
RPA Insurance	01179769361	RPAAAdvice@willis.com	
Ellis Whittam	03452268393	Google - ewzeus.com	
EIS - computer backup system	03000658888		

3.4 Other School Staff

Name & Title	24hr Telephone Contact	Email	Address

SECTION 4 – LOCAL AUTHORITY SUPPORT NETWORK

In the event of a school related emergency the proposed arrangement with the Local

Incident Occurs

Headteacher is notified and
School Emergency
Management and Business
Continuity plan is triggered

Access the Local Authority and DEALT CEO Support

Headteacher calls Area Education
Officer via the KCC Contact Centre
03000 414989.
DEALT contact: Jo Hygate
•South Kent David Adams 03000 414989 /
07740 184848

Headteacher:

- Nominates on-site co-ordinator
- Identifies on-site facilities
- Mobilises on-site team (if appropriate)
- Informs Chair of Governors

If you cannot contact the DEALT

CFO Dave Myatt 07305955539

Authority is:

SECTION 5 – ROLES AND RESPONSIBILITIES

DEALT Support Network will inform

- DLA Heads
- Press Office
- Educational Psychology
- Cabinet Members
- Health & Safety
- RPA Insurance

The following checklist is provided to assist the School Emergency Management Team to carry out their roles and responsibilities once the SEMBCP has been activated. These checklists are a general guide, further actions may be required that are specific to the incident as it occurs.

- Determine specific needs
- Take action accordingly

4.1 Head teacher/ Head of School

Action	Completed by	Time
--------	--------------	------

Activate the School Emergency Management Team.		
Commence a log of all action and decisions (see Appendix 1).		
Ensure safety/welfare of pupils and all adults in the care of the school.		
Notify DEALT CEO		
Identify any vulnerable pupils or adults needing specific support.		
Activate the Local Authority Support Network.		
Decide whether to keep pupils in classrooms and safe areas or consider evacuation (see Appendix 3).		
Consider activating school closure arrangements.		
Ensure that the SEMT are effectively carrying out their designated roles and responsibilities.		
Ensure that the school emergency grab bag has been collected.		
Liaise with the emergency services.		
Keep staff informed of the situation.		
Ensure Chair of Governors is kept informed of the situation and the response arrangements.		
Prepare information and advice to parents.		
Call meetings of the SEMT as required and ensure that the SEMT and CEO receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.2 Deputy head teacher/ Senior Teacher

Action	Completed by	Time
In the absence of the Head teacher adopt their roles and responsibilities.		

Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT.		
Obtain as much information as possible from the Head teacher about the situation.		
If the Head teacher is unobtainable seek support from DEALT academy school head teacher		
Commence a log of all action and decisions.		
Lead arrangements to ensure safety/welfare of pupils and all adults in the care of the school.		
Lead and direct all school staff to support decisions taken by the Head teacher.		
Seek advice from the Head teacher on whether to keep pupils in classrooms and safe areas or consider evacuation.		
If directed by the Head teacher – make arrangements for the evacuation of the school to designated evacuation points or back up location.		
If directed by the Head teacher – make arrangements to activate closure arrangements.		
Keep staff informed.		
Assist the Head teacher in providing consistent advice/information to parents.		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.3 Office Manager/Secretary

Action	Completed by	Time
--------	--------------	------

Obtain as much information as possible from the Head teacher and/or Deputy head teacher about the situation.		
Commence a log of all actions and decisions.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT.		
Support the Head teacher and/or Deputy head teacher in contacting all members of the SEMT and request they carry out their roles and responsibilities as described in the SEMBCP.		
Advise the Head teacher and/or Deputy head teacher if any member of the SEMT is unavailable and cannot carry out their roles and responsibilities.		
Ensure copies of the SEMBCP are available for the SEMT.		
Ensure that pupil records and registers are available.		
Ensure that pupil medical records are available.		
Highlight to SEMT any pupils that may need specific support.		
Ensure that parental/carers records and contact numbers are available.		
Ensure that staff records and contact details are available.		
Ensure that the visitor and pupil signing in/out book is available.		
Lead the office staff in assisting the SEMT with information needs and the emergency response.		
Assist the Head teacher and/or Deputy head teacher in providing consistent advice/information to parents.		
Where possible cancel any planned visitors to the school.		
Advise service providers of the interruption to the normal arrangement for provision of goods/services to the school (catering/transport etc).		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.4

Site Manager/Caretaker

Action	Completed by	Time
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Obtain as much information as possible from the office manager/secretary about the situation.		
Commence a log of all actions and decisions.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT.		
Ensure that emergency services are able to access the incident quickly and without obstruction.		
Ensure all building and gate keys are available.		
If required <ul style="list-style-type: none"> • Immobilise the gas supply, electricity or water supply (see Appendix 2). 		
If required assist with evacuation.		
Where possible assist with ensuring the security of the school site.		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.5 Chair of Governors

Action	Completed by	Time
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT.		
Obtain as much information as possible from the Head teacher and/or Deputy head teacher about the situation.		
Commence log of all actions and decisions.		
Assist the Head teacher and/or Deputy head teacher in providing consistent advice/information to parents.		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

SECTION 6 – BUSINESS CONTINUITY

6.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your response is to ensure that critical functions are resumed as quickly as possible and/or continue to be delivered during any disruption. This may involve activating one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some 'non critical' functions may need to be suspended at this time.

6.2 Critical Function Analysis and Recovery Resources

Function Details					Resource Requirements				
	Critical Function	MTPD	RTO	Minimum Service Level	Staff	Data/ Systems	Premises	Equipment	3 rd Party Dependencies
1	Deliver a timetable of education for Years R - 6	7 days	1 day	1 member of qualified staff per 30 pupils with key resources	1 member of staff qualified to TA standard per 30 pupils	N/A	Heated room with access to water and toilet facilities	Tables / chairs / learning resources	N/A
2	Maintain Attendance Records	7 Days	1 day	Maintain paper records	1 trained member of staff	N/A	N/A	Paper record sheets	N/A

6.2.1 Strategies for Continuity of Services

	Arrangements to manage a loss or shortage of Staff or skills <i>Please add/amend/delete as appropriate</i>	Further Information (e.g. Key contacts, details of arrangements, checklists)
1	Use of temporary staff e.g. Supply Teachers, Office Staff etc.	Use any available staff from DEALT schools Supply teacher pool
2	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and	

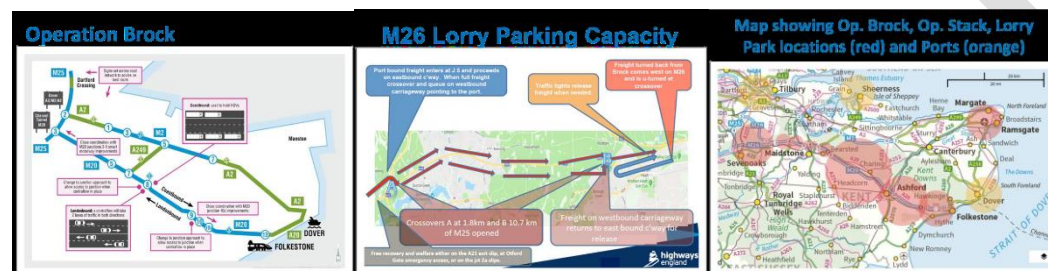
	handover periods for planned (already known) staff absence e.g. maternity leave.	
3	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> • Larger class sizes. • Use of Teaching Assistants, Student Teachers, Learning Mentors etc. • Virtual Learning Environment opportunities. • Pre-prepared educational materials that allow for independent learning. • Team activities and sports to accommodate larger numbers of pupils at once. 	
4	Using mutual support agreements with other Schools: emergency secondments.	Deal Learning Alliance Collaboration / DEALT
5	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	
6	As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to less impact on local and wider economy).	
	Arrangements to manage loss of technology / communication / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1	Back-ups of key school data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc.	Admin and curriculum backed up by
2	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	Yes – recover system for admin in place
3	Flexible lesson plans.	
4	Emergency generator e.g. Uninterruptible Power Supply (UPS).	No
5	Contact the utility company responsible or appropriate repair contractor.	Electric emergency number 0800 783 8866 Gas – DSL Property Group 0845 3000346
6	Emergency lighting.	
	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)

1	Using mutual support agreements with other Schools.	Deal Learning Alliance / DEALT
2	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises.	
3	Virtual Learning Environment opportunities.	
4	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	
5	Off-site activities e.g. swimming, physical activities, school trips.	
6	Stagger lessons across break times and lunch to maximise use of available space, and extend the school day to expand the time available in classrooms.	
	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
1	Pre-identified alternative suppliers.	
2	Ensuring all external providers have business continuity plans in place as part of contract terms.	
3	Insurance cover.	RPA
4	Using mutual support agreements with other schools.	

SECTION 7 – No deal withdrawal from EU

Topic:	No Deal Brexit	People at Risk:	Staff, pupils, visitors, parents		
Assessment carried out by:		Date: September 2019		Date of Review:	

Increase in border checks at the Channel ports and Eurotunnel possibly resulting in a slowdown of operations and build-up of freight transport around the ports and surrounding areas, and along the M2, M20, A20 and Manston (Op Brock, Brock- Manston and Brock-M26).



Hazard	Existing Measures	Risk Rating	Further Action	New Rating
Staff transport challenges	SLT aware of staff who travel a distance and have advised to seek earlier starts and alternative routes to the setting. Shared transport to reduce congestion. Reminder of Emergency Planning for Kent Schools Guidance. Shared with all staff to ensure compliance and reduce disruption to the education of our pupils.	Low		Ongoing

School & settings closures or part closures due to staff shortages	Location of staff and their capacity to reach their place of work has already been established and guidance given. SLT will deploy teaching staff and Teaching Assistance to maintain optimum capacity. On occasion classes may be joined to ensure that provision can be continued. Staff within the DEALT/ DLA may relocate temporarily to a school they can access. Staff/ pupil ratios will be maintained. Closure will only occur if staffing cannot be maintained and puts children safety at risk.	Low	Ensure staff receive updates.	Ongoing
Potential for late collection of pupils/students from schools	SLT to remain on site until the last child is collected. Parents have been requested to update their emergency contact details, consider alternative people to collect. Parents advised to leave plenty of time for their drop off and collection from school to avoid delay. Parents advised to consider alternate routes to the setting to avoid potential hotspots and congestion. Phone system will be manned until the last child is collected.	Medium	Establish a rota to share the load	
Potential late arrival for the register at the opening of the school day.	Code for Brexit non-attendance or arrival used for pupils affected. The code will be used when considering that all other options have been explored by the parents. Staff will remain available to escort children to their class. Dinners being cooked will relate to previous usage to ensure that there is enough food to cover any latecomers.	Medium	Monitor	
Need for packed lunches to be provided if the food delivery is unable to be made.	If food deliveries are disrupted then WSM remain responsible for providing adequate food for universal free school meals and free school meals children. WSM have a hard copy which has been shared with SLT. WSM responsible for ensuring adequate staffing.	Low	Purchasing of dried goods to be stored on site in preparation. (WSM)	
Possible disruption to out of school and extra-curricular activity	Consideration will be undertaken on a daily basis as to the feasibility of running the club with regard to staff pupil ratio and traffic disruption. Trips will aim to be scheduled to avoid points of congestion and peak travel times.	Low		
Access to emergency services	Medical conditions are alerted. If there is congestion we may request Air Ambulance. There would be capacity to land on the school field to access the site.	Low	Keep abreast of updates from Local and Central Government to reduce risk further.	

SECTION 8 – RECOVERY AND RESUMPTION

7.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the school as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

7.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of staff and pupils.	Depending on the nature of the incident, the School Emergency Management Team may need to consider the use of Counselling Services.	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the SEMBCP is no longer in effect. Staff and parents advised by text service, LA / CEO advised by Head teacher	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with staff (and possibly with pupils). Complete a report to document opportunities for improvement and any lessons learnt.	The incident de-brief report should be reviewed by all members of the School Emergency Management Team to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	<input type="checkbox"/>
5.	Review this SEMBCP in light of lessons learnt from incident and the response to it.	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan are read by all members of the SEMT.	<input type="checkbox"/>

APPENDIX 1. SAMPLE LOG SHEET

[illegible]

APPENDIX 2 - SITE INFORMATION

Utility Supplies	Location	Notes/instructions
Gas		
Water		
Electricity		
Heating		

Internal Hazards	Location	Notes/instructions
Asbestos	Asbestos register has full details – kept in grab bag	
Chemical Store (s)	Copy of COSHH kept in grab bag	

Pre-designated areas	Location	Notes/instructions
SEMT briefing area	Dependent on incident and access to areas	
Media briefing area	Dependent on incident and access to areas	

APPENDIX 3 - EVACUATION

Signals

Signal for fire evacuation	
Signal for bomb evacuation	
Signal for all-clear	

Assembly points - fire evacuation

Fire evacuation assembly point A	
Fire evacuation assembly point B	

Assembly points - bomb evacuation

Bomb evacuation assembly point A	
Bomb evacuation assembly point B	

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school).

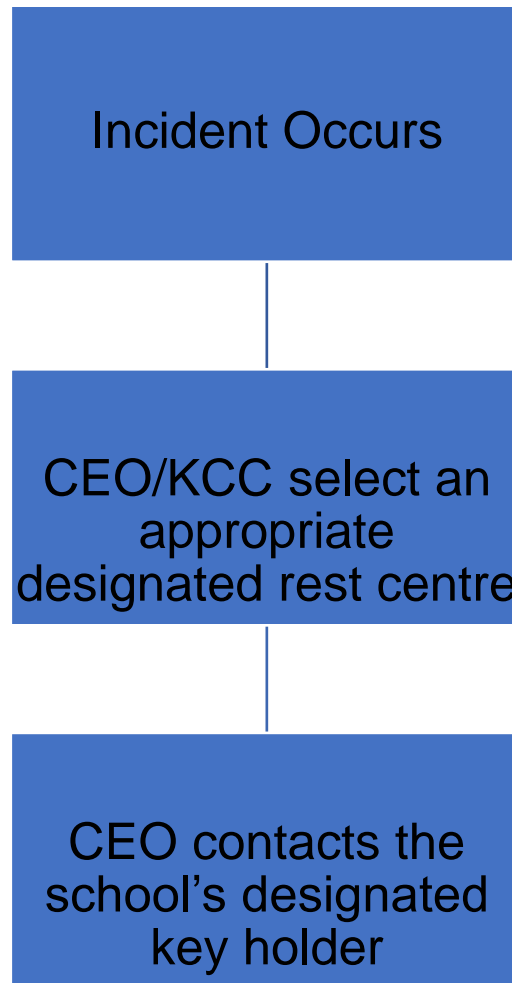
Pre-identified buddy school / place of safety / rest centre

Name of premise	
Type of premise	
Contact name and details of key holder(s)	
Address	
Directions / map	
Est. travel time (walking, with pupils)	
Est. travel time (by coach, with pupils)	
Capacity (inc. sleeping)	
Facilities / resources	
Notes	

School Closure	www.kentclosures.co.uk
Email	
Password	

APPENDIX 4 – REST CENTRE

Activation arrangements



Key Holders – Contact Details

Name & Title	24hr Telephone Contact	Email	Address
Mr R Knight . Caretaker			

APPENDIX 5 – Fire and Emergency Evacuation plan

This plan has been prepared in accordance with the guidance contained in the publication **Fire Safety Risk Assessment – Educational Premises**.

The purpose of the emergency plan is:

- to ensure that the people in the premises know what to do if there is a fire; and
- to ensure that the premises can be safely evacuated.

1.	How people will be warned if there is a fire. The electrical fire alarm system will sound on operation of the manually operated alarm call-point.
2.	What staff, students or pupils should do if they discover a fire. Immediately operate the nearest alarm call-point. Attack the fire if possible, with appliances available, without taking personal risks.
3.	How the evacuation of the premises should be carried out. Everyone in the building should leave the building by the nearest exit
4.	Where people should assemble after they have left the premises and procedures for checking whether the premises have been evacuated. Report to the assembly point on the. The office staff will take the grab bag and registers out to the class teachers for checking. Senior staff and site manager will check the interior of the building, closing doors which are not fitted with automatic closures where appropriate, before exiting the building. If possible the following staff will check the designated areas:
5.	Identification of key escape routes, how people can gain access to them and escape from them to a place of total safety. All exit doors can be used as escape routes.
6.	Arrangements for fighting fire. Fire extinguishers are located in circulation areas and near fire exit doors.
7.	The duties and identity of staff and students who have specific responsibilities if there is a fire. On hearing the alarm: All staff will usher visitors/pupils out of the building and assemble at the muster point. Fire Wardens: <ul style="list-style-type: none">• Their areas are cleared of people• Registers are collected on the way out• The Fire Service is called.• A roll call is made to ensure everyone is out.
8.	Arrangements for the safe evacuation of people identified as being especially at risk, such as young children and babies (e.g. in a crèche), those with disabilities, contractors, members of the public and visitors.

	<p>visitors: staff must take responsibility for any visitor they may have and ensure they leave the building by the nearest exit</p> <p>contractors: must be given information about fire procedures and leave the building at the nearest exit</p> <p>people with disabilities: specific arrangements may need to be made for those with disabilities. These arrangements may be made with the assistance of the Area Health and Safety Adviser.</p>
9.	<p>Any machines/appliances/processes/power supplies that need to be stopped or isolated if there is a fire.</p> <p>Kitchen staff must turn off the power to the ovens, etc, and the automatic emergency hatch should already have been activated via the fire alarm system.</p>
10.	<p>Specific arrangements, if necessary, for high fire risk areas.</p> <p>Follow the evacuation plan – the muster point may have to move away from Blossom playground and onto the field in the event of a high risk fire</p>
11.	<p>Arrangements for an emergency plan to be used by a hirer of part of the premises.</p> <p>Premises are generally not hired, but should they be, the evacuation plan and contact numbers of site manager made available as part of the hire agreement.</p>
12.	<p>Contingency plans for when life safety systems, such as evacuation lifts, fire detection and warning systems, sprinklers or smoke control systems are out of order.</p> <p>Verbal alarm will be raised / manual alarm in Goodwin building will be rung Evacuation as per normal procedures</p>
13.	<p>How the fire and rescue service and any other necessary services will be called and who will be responsible for doing this.</p> <ul style="list-style-type: none"> • On hearing the alarm office staff will Dial 999 and ask for the Fire Service or other emergency service as appropriate. • Fire Wardens will call the Fire Service in the absence of office staff (this may be best achieved using a mobile phone)
14.	<p>Procedures for meeting the fire and rescue service on their arrival and notifying them of any special risks, e.g. the location of highly flammable materials.</p> <p>Site manager, or other member of the Fire Wardens, will liaise with the Fire Brigade on their arrival.</p>
15.	<p>What training employees need and the arrangements for ensuring that this training is given.</p> <ul style="list-style-type: none"> • all staff/pupils - fire drills three times a year • all staff - fire briefing once a year (may be in conjunction with fire drill) • Fire Warden training: for designated fire wardens to be reviewed every 3 years
16.	<p>Phased evacuation plans (where some areas are evacuated while others are alerted but not evacuated until later).</p> <p>Evacuation of the whole building is preferable until the situation can be appraised. Advice will be taken from responders attending the scene.</p>

There is also further advice on post-incident plans in: Fire Safety Risk Assessment Educational premises – page 109.

THE DEAL PAROCHIAL C.E.P. SCHOOL
FIRE/EMERGENCY EVACUATION PLAN

During normal class times the following instructions should be followed:

1. On hearing the alarm, leave everything and proceed in an orderly manner to the emergency exit. If possible close the main classroom door and windows. If toilets are attached to the classroom, check these are empty. Proceed to the assembly points as identified by the exit plans for each classroom.
2. Any children working in a group outside of the classroom will proceed to the nearest exit accompanied by the teaching assistant and re-join the class in the assembly area.
3. Children will exit quickly and calmly to the assembly points, where they will line up to be counted.
4. The office staff will take the grab bag and registers out to the class teachers for checking.
5. Any visitors should accompany the class to the assembly points.
6. Kitchen staff should exit via their own door or through the connecting hall door, depending on the fire location and assemble with the children.
7. Senior staff and site manager will check the interior of the building, closing doors which are not fitted with automatic closures where appropriate, before exiting the building. Either the office staff or member of the senior management team will call the fire brigade. Only those trained to use the fire extinguishers will do so, **and only** if they are not placed in undue risk. Fire Wardens are:
8. From the senior staff office, exit is via the corridor into the lobby and either through the hall routes or main lobby routes. However, if this is not possible there is an escape hammer fixed to the wall. This would be needed to break the glass and exit via the garden area.
9. At lunchtimes, children will need to exit the hall via the 3 available routes and proceed to the usual assembly points, accompanied by the midday staff. Teachers and other staff will exit from the building and meet their classes and take the register as normal.

Children already in the playgrounds will be walked round to the assembly points to meet their teachers.

Kitchen staff must turn off the power to the ovens, etc, and the automatic emergency hatch should already have been activated via the fire alarm system.

If possible: The following staff will check the designated areas: