



Special Partnership Trust

## School Emergency Management Plan and Emergency Procedures

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**Special Partnership Trust**  
**School Emergency**  
**Management Plan**  
**and**  
**Emergency Procedures**

**This document applies to all staff employed within School, including teachers and  
School support staff.**

**Each School within the Trust is expected to have operational procedures and  
processes in place that comply with the policy**

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## **1. INTRODUCTION**

Emergencies can and do happen and an organisation's ability to respond appropriately in emergencies depends on the forethought and planning that has already taken place. Further to the Civil Contingencies Act 2004, it is the responsibility of all public bodies to set in place emergency plans for the continuity of their service. The Special Partnership Trust (SPT) advocates that all schools should have appropriate and effective emergency plans.

This document is designed to provide guidance to Headteachers, Trustees and Governors in developing a suitable plan. As Trustees are accountable for this policy and following protocols/ processes identified within it any changes to this document will be fully discussed and considered by Trustees to ensure governance remains effective.

## **2. EMERGENCIES IN SCHOOLS**

While it is not possible to plan for every possible eventuality that might arise, incidents are grouped into three levels:

- Level 0 – Localised Incidents
- Level 1 - Localised Emergencies
- Level 2 - Major Community Emergencies

Levels 1 and 2 are distinguished on how wide-spread their possible effect may be and the action that needs to be taken, not necessarily their potential severity.

While The Special Partnership Trust response and coordination is likely to take effect on the two higher levels only – *localised* and *major community*, it is considered worthwhile to include Level 0, since initial action taken is likely to be similar and recognition needs to be given to the unforeseen.

### **2.1 Level 0: Localised Incident**

#### **Disruptive to routine but not an immediate threat to life or well-being**

Incidents that can be dealt with locally and may, at most, require a limited closure of the School and includes limited disruption without involving risk to the well-being of individuals. Some support from the SPT or other agencies may be necessary, and some incidents may require formal notification to the Local Authority (LA) Education Skills Funding Agencies, DofE.

Examples:

- Severe weather problems
- Services – power, gas, water cut off
- Failed heating system
- Flooding or other weather damage
- Fallen trees
- Minor earthquake tremor
- Water leak
- Vandalism
- Local industrial action
- Notifiable infectious outbreak.
- Flight restrictions preventing normal return of School group
- ICT failure or disruption including:
  - Internet Connectivity outage
  - Email system not working
  - Theft of servers or major parts ICT infrastructure
  - Malicious (Virus, Denial of Service, hacking etc.) attack on ICT systems
  - Website down
  - Telephone Services not working (possibly linked to Internet service)

## **2.2 Level 1: localised Emergency**

**Localised emergencies may include any unexpected event which is likely to disrupt the normal functioning of the School.**

These are more likely to be critical incidents involving a real threat of, or actual injury or death, where urgent and significant local authority and other agency support is needed.

### **Examples: In School**

- A deliberate act of violence, such as the use of a knife or firearm
- A School fire or laboratory explosion
- A pupil or teacher being taken hostage
- The destruction or serious vandalising of part of the School
- Fire
- Gas leak.

## **Outside School**

- The death of a pupil or member of staff through natural causes or accidents
- A transport-related accident involving a large number of pupils and/or members of staff or resulting in death or serious injury
- Death or serious injuries on School journeys or excursions
- Civil disturbances and terrorism
- Large clusters of localized human to human viral infection which will trigger concerns of a likely epidemic.

### **2.3 Level 2 - Major Community Emergencies**

**Major emergencies may affect whole communities and typically involve the County Emergency Planning Department.**

A serious incident in the local community which could have a significant impact on the School. School closure may be necessary dependant on the nature and proximity of the emergency.

The Cornwall Council Emergency Planning Team will be involved.

#### **Examples:**

- Serious road or rail accident or spillage
- Aircraft crash
- Factory explosion
- Terrorist action
- A more widespread disaster in the community
- A Flu epidemic or viral infection leading to national alert e.g. - pandemic

In the event of an emergency take necessary action locally.

Further action and contact may be necessary using the Contact Checklist (appendix 3) depending on the nature of the incident.

This note supplements and updates advice contained in the School-level H&S Operational Processes. The main purpose of the note is to confirm communication arrangements.

In respect of School visits and off-site activities please refer to Cornwall Outdoor Education Visits Policy and Procedure and school's Educational Visits Policies.

Guidance is also available from the DfE good practice guide: Health & Safety of Pupils on Education Visits: <http://www.teachernet.gov.uk/wholeSchool/healthandsafety/>

In respect of any pandemic the SPT will work alongside the Local Authority following / implementing Government advice and guidance in relation to any statutory changes in regard to school function (school opening/ pupil attendance/ reduced offer). The Trust will use agreed templates/ spread sheets required by the LA and DfE submitting these to fully meet specified compliance timeframes. To achieve such outcomes, it is essential all Trust leads, working under the direction of the Trustees securing governance remains effective/ meets statutory compliance, undertakes appropriate risk assessments and additional control measures to ensure our educational offer meets all compliance measures which inform the health, safety and well-being needs of our pupils/ staff/ wider community. The Trust will use such risk assessment outcomes to inform our collective provision. Risk assessments will remain aligned across the schools; it will be the role of the Executive Director to cascade any new information to Trustees and the SPT Leadership Team which may impact upon our collective/ individual school provision which in turn may require re-assessment of any current risk management systems/ outcomes.

Appropriate risk assessments will be identified and undertaken in response to local/ national advice and guidance received which in turn will determine appropriate measures and responses required to fully inform the safe operation of any school. If any of the following risk assessments identify the Trust/ school is unable to operate without risk which can be safely managed this will be fully discussed with the LA and the school offer in whatever form it takes may need to be withdrawn. Risk assessments undertaken will focus upon the following areas to ensure the Trust is compliant within its duty of care:

- Pupil needs (staffing ratios, educational/ medical/ emotional & social needs)
- Family circumstances and need
- Availability of supporting agencies – e.g.- health/ social care professionals
- Availability of LA resources – e.g. - transport

- Identification of pupil/ availability of resources – e.g. - PPE
- Staff well-being
- Staff availability which include statutory requirements (DSL/ PFA)
- Environmental controls (school building design/ ability to implement national/ local guidance – e.g. – social distancing)
- School compliance measures/ specified timeframes met/ upheld – e.g. – legionella tests
- Availability of services – e.g. – cleaning contractors/ school catering providers
- Safeguarding and whistleblowing compliance\*

It is recognised that within our schools cohorts of pupil needs and school circumstances may well differ; the Trusts response to any national/ global pandemic will therefore be fully informed by school-based intelligence which may impact upon its offer; as such many aspects of our risk assessments will need to remain dynamic. The Trust recognises it will be essential to maintain effective modes of communication with parents/ carers/ local services to ensure there is a full understanding of our reduced offer at such times which fully incorporates both local/ national advice. The Executive Director alongside the SPT Leadership Team will agree the regularity and content of such communication to ensure our response is informed/ aligned publishing all information on the Trust/ school web site alongside sending this to all parents/ carers via the pre-agreed communication avenue (e.g. – email).

The SPT will work collaboratively with the LA to address the statutory implementation of EHCP outcomes, recording how such outcomes will be addressed; this may be achieved via a variety of means - .e.g. – home work packs/ on-line tutorials/ partial school attendance. The SPT will remain compliant with statutory guidance in the implementation of EHCP outcomes and their review (within 10 months); any interim review will be undertaken in accordance to the identified/ changed needs of pupils which will be discussed with the LA before the review is held. The SPT will continue to liaise with Health and Social Care colleagues to discuss outcomes determined by them to ensure the Trust maintains an overview of all such outcomes, this aspect will be addressed via the individual risk assessment undertaken for each pupil.



The Trust will discuss, agree and use appropriate forms of communication to ensure all schools remain compliant in meeting statutory compliance for identified cohorts of pupils who are deemed vulnerable; this will include CiC and any pupil who is in receipt of a Child Protection Plan.

**\*Safeguarding:**

The Trust will act upon all advice and guidance received in respect to any changes in national guidance relating to safeguarding which will inform any updates to the SPT safeguarding and whistleblowing policies; policies will be reviewed at least every three weeks to ensure such advice and guidance is incorporated. All such information will be cascaded to the school and wider community; policies will be published on the Trust and school web sites. The SPT safeguarding lead will have the responsibility to inform the safeguarding Trustee of all updates and subsequent changes to ensure the governance of safeguarding remains robust.

### **3. SCHOOL EMERGENCY MANAGEMENT PLAN**

#### **3.1 Scope of the School Emergency Plan**

School's should plan to manage a range of potential threats, incidents and emergencies which are then documented in the School Management Plan, see template, appendix 1. This would include making an assessment of the specific risks affecting the School and identifying any hazards which pose a particular risk, such as the proximity to an industrial estate, river or major road, as well as taking account of other potential risks, such as;

- A violent intrusion onto School premises by malicious persons, either in person or by means of arson or explosive device
- Destruction or vandalism of part or whole of the School
- The School building becoming unsafe as a result of fire or flooding
- Severe weather
- Death of a pupil, member of staff or governor
- An epidemic
- Serious incidents on educational visits
- The release of hazardous substances near or on the School site.

Other events may also be deemed to be emergencies in academies because of the impact they have on teachers, pupils or other staff, sometimes for protracted periods of time:

- An incident in the community which is seen or experienced by pupils or staff
- An incident affecting relatives of pupils and which is known about within the School
- An incident involving allegations within the School
- An incident affecting a nearby or comparable School.

Additional procedures for dealing with these types of emergencies should be accounted for in the plan.

### **3.2 The principles of an emergency response**

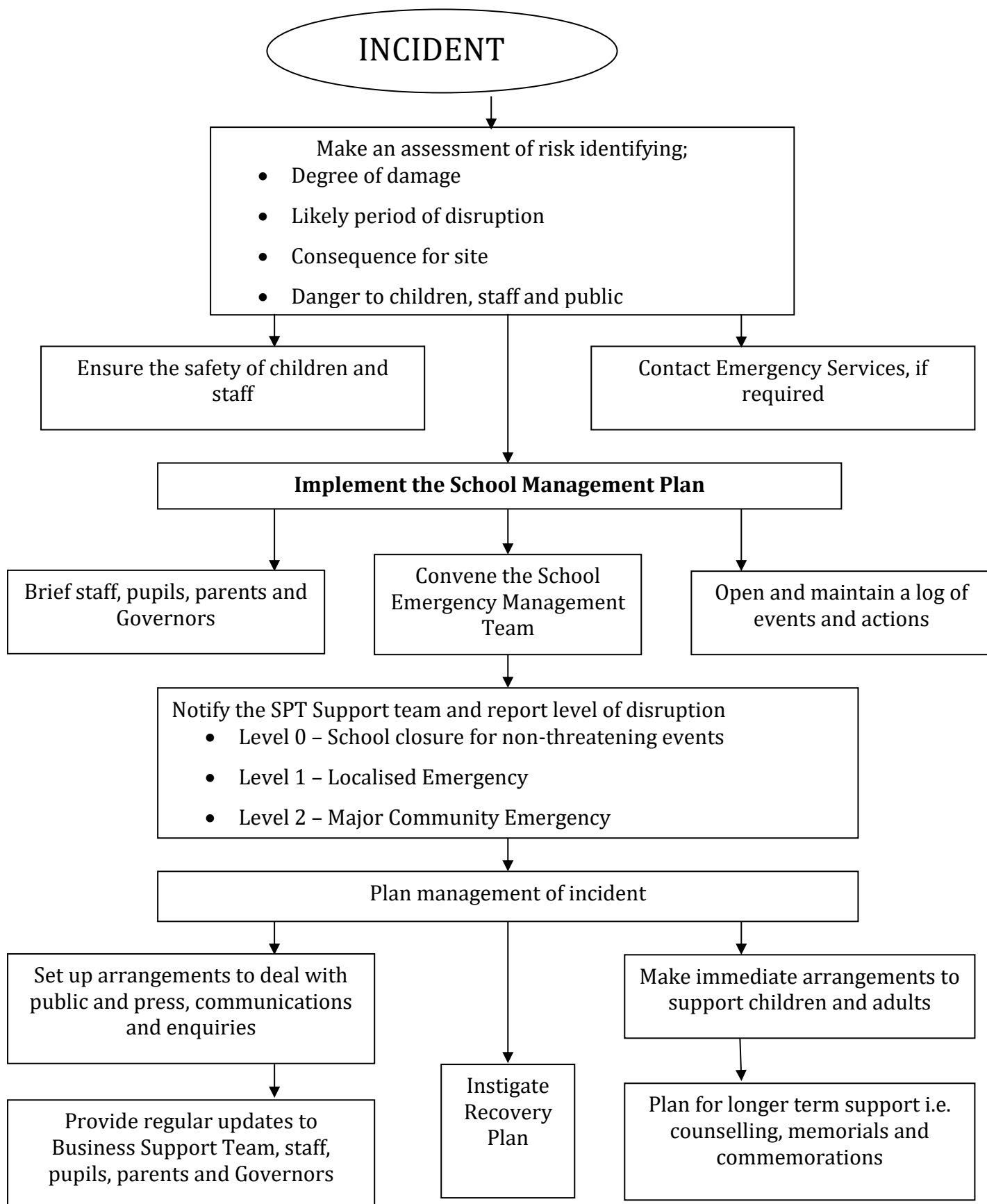
There are typical tasks and actions that a School may need to undertake to manage an incident. The School Emergency Plan should make it clear who will undertake each task for a range of possible scenarios.

The headteacher, or pre-agreed nominee, is responsible overall for the School's response to an emergency, however they should be supported by the SPT.

The SPT should consist of senior staff that are willing to take key roles in an emergency, such as; communications, welfare, media management and resources, supported by admin and caretaking staff or facilities manager. Identifying these key staff members and delegating roles in advance will save time should an emergency occur.

However, whilst the SPT will coordinate the necessary actions at local level to minimise further risk as a result of an emergency, the LA and external services can be called upon at any time to provide help, advice and support to enable academies to carry out their day-to-day functions in extraordinary circumstances.

### 3.3 Key Tasks and Actions Flowchart



### **3.4 Roles and Responsibilities**

It is important that all staff involved in the School's response to an emergency are made fully aware of the procedures detailed in the Schools Emergency Plan, and training should be provided to ensure that staff know their role, are confident to carry out tasks assigned to them and have access to available resources and facilities.

### **3.5 ACTION BY: HEADTEACHER OR NOMINEE**

#### **Stage 1 - Initial Actions**

- Open, and continue to maintain, a personal log of all factual information received, actions taken and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Then consider whether incident requires involvement of SPT team or Local Authority.
- Communication systems are put under enormous pressure in the immediate aftermath of an emergency but are vital to ensuring a well-managed response. It is likely that the main School number will quickly become jammed with incoming calls. Identify any other lines not generally known to the public, mobile or direct lines, which could be used for outgoing calls in an emergency.
- In the event of a power failure, a powered switchboard system may not work, but a telephone plugged directly into the first telephone point coming from the exchange should provide a useable line. The location of this telephone should be identified in the plan.

#### **Initial actions - during term time**

Unless there is overwhelming pressure, avoid closing the School and endeavour to maintain normal routines & timetables.

#### **Initial actions - outside term time (or outside School hours)**

- Arrange for the Caretaker to open certain parts of the School as appropriate and to be available (and responsive) to requests.
- Arrange for immediate School Administration support.
- Think about what you are wearing when you go into School, in case you are unavoidably drawn into a TV interview.

- If the incident does attract media attention, you are likely to be inundated with requests for interviews and statements. Postpone Media comment until after the CEO, or County Council's Communications Officer arrives.  
It is especially important that if names of those who may have been involved in the incident are known DO NOT release – or confirm – them to anyone, before those identities are formally agreed and parents are informed.
- If deputising for the Headteacher, try if possible to contact and brief him/her.
- Inform the Chair of Governors of the incident and, if appropriate, of involvement of SPT, LA.
- Call in the designated staff members to form the School Emergency Management Team and nominate one as the On-Site Coordinator to oversee that Team on your behalf.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

## **Stage 2 – Once established**

Brief the staff member acting as On-Site Coordinator to oversee the following;

- If SPT Support Team has been activated, arrange for on-site facilities for the team.
- Agree appropriate identification of staff by using badges.
- Expect to see identification of LA officers.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the School and for telephone calls, by ensuring –
  - sufficient help is available to answer the many calls that could be received
  - staff maintain records of all calls received.
  - brief but up-to-date prepared statements are available to staff answering phones
  - media calls are directed to the LA's Communications Officer/CEO.
  - care is taken when answering telephone calls
  - an independent telephone is made available for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted
  - telephone staff are reminded that some calls could be bogus.
- To arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say twice per day for 10 minutes,

should be arranged).

- To monitor how staff/colleagues are coping under pressure.
- Pupils should be informed as soon as possible, in small groups by an adult who is familiar to them by giving accurate, factual information. In cases of tragic incident, the Educational Psychology Service/pupil & staff welfare services will be able to provide advice on the best way to inform pupils.
- To brief Team to discourage staff and pupils from speaking to the Media.
- To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

#### Notifying Parents:

- If pupils are involved, the contacting of parents will be an important early task (remember if it is a major Incident, the parents may well have already heard). It may be appropriate to ask the parents to come to the School for a briefing and support. This will need to be done with the utmost care.
- Maintain regular contact with parents.
- If Incident away from School, seek Police advice whether parents should travel to the scene, or whether children should be taken home.

#### Notifying Staff:

- Remember to have regular breaks and advise others to do so.
- Maintain regular contact with staff (Teachers and office staff). Make a point of seeing that all staff involved know each other's roles and responsibilities.
- Always try to think of something positive to say to staff and respond positively to ideas and suggestions.
- Be available to see staff when required.
- Remember some members of staff may be so affected that they will not be able to help in supporting children
- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support.
- If Incident is away from School, try to dissuade shocked staff from driving parents to the scene.
- Staff should continue to follow the School's policy for notifying absence and the

School Emergency Management Team should identify a central number for staff to use when reporting absence during the period of the incident.

Notify the Local Authority

### **Stage 3 – Period following the close of the incident**

- When appropriate, seek advice from LA and local clergy contact on special assemblies/funeral/memorial services.
- Prepare joint report with named Senior Officer, for Director of Children and Young People's Services.
- Arrange for a member of staff to make contact with any pupils either at home or in hospital.
- Make sensitive arrangements for the return to School (as appropriate).

### **Stage 4 – Longer term issues**

The effects of some Incidents can continue for years. Thought will need to be given to;

- Work with staff to monitor pupils informally.
- Clarify procedures for referring pupils for individual help.
- Be aware that some Staff may also need help in the longer term.
- Recognise and, if appropriate, mark anniversaries.
- Remember to make any new staff aware of which pupils were affected and how they were affected.
- Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the School.
- Remember that if the Incident does attract Media attention, it is likely that interest will continue for many weeks.

## **3.6 ACTION BY: SCHOOL/ SPT EMERGENCY MANAGEMENT TEAM**

### **Stage 1 – Initial Actions**

- Obtain full facts of incident from Headteacher
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils.  
Co-ordinate rapid action to inform staff and pupils sensitively and to provide appropriate support

- Assist class teachers who will undertake classroom briefings
- Arrange special groups for very distressed pupils.

### **Stage 2 – Once Established**

- Under guidance from School On-Site Coordinator, assist Headteacher
- Work with LA Support Team the Head teacher and School On-Site Coordinator as directed.

### **Stage 3 – Period Following Close of the Incident**

- As above

## **3.7 ACTION BY: SCHOOL ADMINISTRATORS**

### **Stage 1 – Initial Actions**

- Obtain full facts of incident from Headteacher
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- If coming in from home, remember to bring useful items, such as any keys needed.

### **Stage 2 – Once established**

- Under guidance from School On-Site Coordinator, assist the Headteacher (or Nominee)
- Work with LA Support Team the Headteacher (or Nominee) and School On-Site Coordinator as directed.
- Remember the School Office is likely to be the first point of contact for visitors, so exercise caution in making comments.
- Concerning incoming telephone calls
  - take especial care when answering telephone calls early on
  - maintain a record of calls received
  - only give out information from prepared statements that will be made available
  - remember that some calls could be bogus

### **Stage 3 – Period Following Close of the Incident**



- As above

#### **4. ADDITIONAL INFORMATION**

##### **4.1 Media interviews - Points to note**

Liaise with the Cornwall Council Corporate Communications Service as quickly as possible, and work with them to decide the information for release to the media, which should be agreed with the Headteacher and CEO before release.

Do not allow the media onto the School premises or give them access to the children unless there is a specific reason and permission and consents are in place. In most serious cases, the Police are likely to take the lead when dealing with the media and offer some protection against media intrusion.

Ensure that pupils, staff, governors and parents are given accurate, up-to-date information at regular intervals and encourage them not to speculate or to encourage rumours.

Other information to consider;

- Have another person with you, if possible, to monitor the interview  
If possible, agree an interview format i.e. establish what the interviewer wants to ask.
- Be prepared to think on your feet but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't over-elaborate your answers
- Refuse requests for photos or School work of children/staff involved.
- Try to keep a grip on your emotions during interviews - especially if it is TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.

##### **4.2 School Closures**

The decision to close the School is usually made by the Headteacher and Governors having sought confirmation from the SPT.

School closures should be avoided where possible but where it is unavoidable, for health and safety reasons or staffing issues, consideration should be given to the contacting procedures for parents and School transport. The procedures for School closures should be detailed in your School Emergency Plan.

#### **4.2.1 Preparing for a Severe Weather event.**

These guidelines are intended to inform Schools of procedures for dealing with exceptional and emergency closures during severe weather. School closures disrupt children's education therefore academies should plan for severe weather on the assumption that they will generally stay open wherever possible, with closure always considered as the last resort.

School severe weather contingency plans should be prepared well before the bad weather season so that all staff, parents / guardians and pupils understand them. They should contain:

- General information, such as how to contact pupils' families and staff.
- Maintaining stocks of salt or grit.
- Identifying which walkways or areas need to be kept clear to allow people to get around the premises safely. (Provided staff follow the best practice guidance and act in a responsible manner and do not create additional hazards they will be covered by the SPT Public Liability insurance).
- Estimating how many staff members need to get in for the School to operate safely, if not to deliver the full normal curriculum.

It is therefore important that contingency plans are developed according to the local requirements of the individual establishment. Plans should include arrangements for issues such as roles and responsibilities, communication and media management, as well as how information about potential School closures and re-opening will be communicated to pupils, staff and parents.

#### **4.2.2 Points to remember when remaining open during Severe Weather:**

Remaining open during severe weather may increase risks arising from less supervision, longer journeys to and from School, minor slips and bumps, etc. There may be practical steps you can take to manage these increased risks, for example:

- Reducing the extent to which children have to move between School buildings for different lessons.
- Bringing some classes together in the hall to ensure adequate supervision.
- Ending the School day early so that children do not get home too late (while making arrangements for children who cannot get collected by parents until later).

*When severe weather coincides with public examinations (Orchard Manor School, Pencalenick School/ARBs), every effort should be made to remain open for examination candidates, even if the rest of the School is closed. **Note liaison with ARB partner secondary school essential.***

#### **4.2.3 Points to remember when making the decision to close during severe weather:**

Closing a School is never an easy option. In taking a decision to close a School, the safety of pupils, staff and visitors is of paramount importance.

The decision to close is delegated to headteachers who will know local weather and ground conditions, and the likely impact of the weather on the numbers of staff and pupils who will be able to get into School.

However, before making the decision to close, the head teacher, in conjunction with the CEO should undertake a risk assessment and decide if there is significant risk of severe injury, ill health or inability to comply with relevant legislation which would then lead to their decision to close part or all of the School.

The attendance of many pupils will depend on road conditions and the decision of transport providers whether or not to operate. Schools should liaise with transport contractors before making any decision as this will provide information on how many pupils to expect if the School remains open.

If the School decides to close, the contractors must be notified as soon as possible.

However, if this decision is made after School buses have begun their journey to School, it is important to remember that bus contractors arriving at School with the pupils on board are under no obligation to take pupils home again immediately.

School staff must remain at School to supervise the pupils remaining on site until contractors can take them home.

In timing the decision, it will be important to balance the likely accuracy of weather forecasts against the benefits of early decisions to help parents and staff plan ahead; in many cases, decisions will however need to be taken in the hours immediately before the start of the School day. However, it may sometimes be necessary for schools to close during the day; for example, if the weather is deteriorating and children may not be able to get home later.

Once the decision to close the School has been reached it will be necessary to communicate this message as promptly as possible to all relevant parties, including the local authority, local radio stations and any transport services.

Schools should have a variety of methods to get information to parents, staff and pupils about closures and re-opening. These could include:

- Posting notices on the School gates
- Messages via the local media
- School websites
- Staff telephone cascade
- Parent telephone cascade
- Text messaging, social networking sites.

#### **4.2.4 Staff Attendance**

Many members of staff will live some distance away from their Schools and transport difficulties may prevent them reaching their School, however in the event of Schools being closed to students, staff are still expected to report for work, unless notified differently by the head teacher.

Headteachers should, in consultation with CEO into account, among other factors (including the well-being and family needs of staff); how/where staff could best support the School's approach to remote learning.

Schools may take the decision that staff that cannot get to their place of work, travel to the closest School within the MAT and offer to work there for the day.

#### **4.2.5 Supporting Learning during School Closure**

Prolonged School closures could seriously affect children's education and schools have a *legal duty to provide education* "‘at School or otherwise’ for children who for any reason,

may not for any period, receive suitable education unless such arrangements are made for them”.

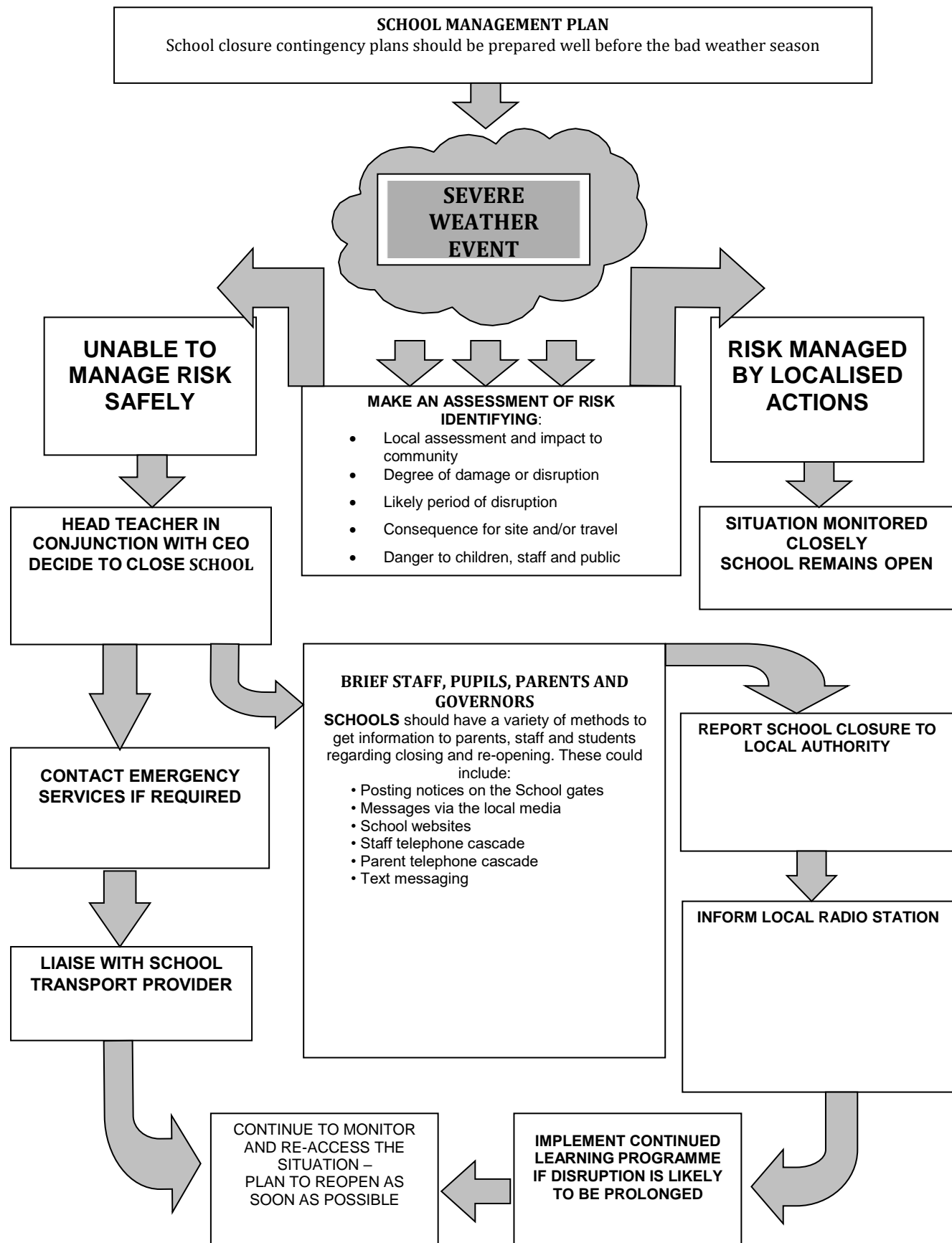
Schools should ensure that a reasonable level of education is provided for all children if pupils are unable to attend academies due to School premises being closed to students during term time.

In cases where Schools decide to close for a temporary period it may be possible to support pupils' learning during the closure, though the extent to which this will be possible will vary from School to School and may depend on the length of the closure.

In considering this issue, academies need to take account of:

- a. The accuracy of contact details they have for pupils and their families;
- b. The proportion of children who have access to the internet and e-mail at home – and whether the School's IT systems allow those pupils with IT facilities to access the School's own systems from home;
- c. Security and child protection issues; for example, the personal addresses, e-mail and telephone details of staff should not be made available to pupils or their parents,

#### 4.2.6 Severe Weather School Closure Flow Chart



### 4.3 Insurance Claims

- From 01/09/2016 School **buildings** are insured by the ESFA Risk Pooling Arrangement for the full cost of reinstatement against the perils of fire, lightning, explosion, aircraft, storm, flood, burst water pipes, impact, sprinkler leakage, theft, subsidence and accidental damage.
- Cover for; oversea trips and visits, vehicle and engineering insurance, however, is provided by Zurich Municipal.

## Appendix 1

### School Emergency Plan

<i><b>Insert name and address of School</b></i>	
<p><b>The aim of this School emergency plan is to describe how the School will respond to an emergency in order to save lives and minimise the risk of injury to the School community in the event of a potential or actual life-threatening emergency.</b></p>	
<p><b>The objectives of the School emergency plan are:</b></p> <ul style="list-style-type: none"> <li>• To describe the locality in general, especially with regards to key locations.</li> <li>• To describe the School geography in detail, especially with regards to key locations.</li> <li>• To identify key responders (and deputies).</li> <li>• To identify possible hazards and identify appropriate strategies for managing the response.</li> <li>• To identify potential triggers for plan activation.</li> <li>• To identify how the Incident Team will communicate with the extended School community.</li> <li>• To identify the immediate actions of the responders and School community.</li> <li>• To identify key locations relevant to the implementation of the plan.</li> <li>• To identify a training and exercise schedule.</li> <li>• To identify critical contact information.</li> <li>• To identify a plan audit and review process.</li> </ul>	
<p><b>Person responsible for updating this plan:</b></p>	
<p><b>Critical School Contact information:</b> <i>(Name and 24 / 7 contact details).</i></p>	<p>Head teacher:</p> <p>Deputy:</p> <p>Key-holder(s):</p> <p>Emergency point of contact:</p> <p>Reception:</p> <p>Other:</p>



<b><u>Plan Activation</u></b> <b>The plan will be activated under the following circumstances.</b>		<ul style="list-style-type: none"> <li>On activation of the fire alarm</li> <li>On receipt of a telephone call by the emergency point of contact.</li> <li>On being informed of a bomb threat.</li> <li>On being informed of an external treat.</li> <li>On being informed of an intruder within the School.</li> <li>On being informed of a sudden illness in the School</li> <li>On receipt of information that the head teacher considers the plan to be activated.</li> </ul>	
<b>Date of issue:</b>		<b>Date of next review:</b>	
<b>Version Number:</b>			
<b>Number of staff employed at School</b>		<b>Number of pupils on roll</b>	
<b>Are accurate names, addresses, and telephone numbers held for staff, governors and pupils?</b>	<b>Yes/No</b>	<b>Contact details last updated:</b>	
<b>Who is responsible for updating the contact details?</b>			
<b>How will Parents be kept informed of School closures and re-openings?</b>	Cascade details:		
<b>The following addresses / contact details of important local institutions in the School neighbourhood:</b>	Police Station: Fire and Rescue Station: Hospital / GP Surgery: Other:		
<b>Who holds copies of the Emergency Plan?</b>			
<b>Are contact details for contact details for outside agencies</b>			

including the LA current and readily available?		
State the location of the following, it may be useful to attach a site plan to this plan:		
Water cut off valve:		
Gas mains valve:		
Electric meter:		
First incoming telephone point:		
What are the pre-planned arrangements for the following:		
Evacuation routes:		
Assembly points:		
Disabled evacuation routes:		
Loss of premises:	Short term arrangements, 1 or 5 days:  Long term arrangements, over 1 week:	
Loss of water supply:	Short term arrangements, 1 or 5 days:  Long term arrangements, over 1 week:	
Loss of electric supply:	Short term arrangements, 1 or 5 days:  Long term arrangements, over 1 week:	
Loss of gas supply:	Short term arrangements, 1 or 5 days:  Long term arrangements, over 1 week:	
Loss of Communications:		
<div>Examples may include; text messaging,</div>		

Twitter, etc.	
<b>Deliberate act of violence:</b>	
<b>Bomb threat or act of terrorism:</b>	
<b>Death or serious injury at School or on excursion:</b>	Pupil:  Staff or Governor:  Visitor or Parent:
<b>Large clusters of localised human to human viral infection – likely Epidemic</b>	
<b>What are the pre-planned arrangements for the following Severe Weather events:</b>	
<b>Flooding:</b>	Go to <a href="http://www.environment-agency.gov.uk/floodline">www.environment-agency.gov.uk/floodline</a> to view the flood map for your area and access information and advice on writing a flood plan
<b>Heat wave:</b>	
<b>Snow:</b>	Do you have sufficient supplies of salt:  List the site pathways and areas requiring salting:
<b>Arrangements for the management of young people and staff involved in visits and off-site activities</b>	
<b>Off-site visits information</b>	
<b>What processes are in place for continued learning during a prolonged emergency:</b>	
<b>Electronic teaching i.e. School learning platform:</b>	
<b>Alternative School premises:</b>	

<b>Other sources:</b>	
<b>What are the pre-planned arrangements for safeguarding pupils and adults at risk during an emergency?</b>	
<b>Vulnerable Children</b>	<b>(see PEEPs)</b>
<b>Pupils / Staff with Disabilities</b>	<b>(see PEEPs)</b>
<b>Make an assessment below of any other identified potential emergencies or specific hazards which pose a particular risk to your School and plan how you will deal with incident arising from them:</b>	
<b>Emergency Hazard</b>	<b>Emergency Plan</b>

## Appendix 2

### Useful Contacts

Please keep the checklist that follows in an accessible location within the School. Copies should also be available to members of the senior management team at home, in case of a School-based emergency out of hours.

Service	Name	Responsibility	Telephone No.
EFA Risk Pooling Arrangement			<b>Emergencies and urgent incidents (excluding overseas travel)</b> 03300 585566 <b>Overseas travel emergencies and incident claims</b> 020 3475 5031
Zurich Municipal			<b>Property damage claims</b> 0800 028 0336
Cornwall Council Communications team			<b>Office hours</b> 01872 323924 <b>Out of hours</b> 07530406634
Heart Radio			<b>Office hours</b> 01392 354231 <b>Out of hours</b> 01392 354231
Pirate Radio			<b>Office hours</b> 01209 314314 <b>Out of hours</b> 01209 314314
BBC Radio Cornwall			<b>Office hours</b> 01872 475263 <b>Out of hours</b> 01872 475263
SPT	Guy Chappell (CEO)		07807495402
SPT	Andy Wadsworth (COO)		07496280495
Pencalenick School	Gary Oak (HT)		<b>School hours</b> 01872 520385 <b>Out of hours</b> 07494 096651
Doubletrees School	Heidi Hoskin (HT)		<b>School hours</b> 01726 812757 <b>Out of hours</b> 07737 155124

Curnow School	Caroline Jewell (HT)		<b>School hours</b> 01209 215432 <b>Out of hours</b> 07885 822817
Nancealverne School	Ruth Carpenter (HT)		<b>School hours</b> 01736 365039 <b>Out of hours</b> 07342358263
Orchard Manor School	Nicola Jones (HT)		<b>School hours</b> 01626 862363 <b>Out of hours</b> 07312 122993
Brunel School	Vikki Alden (HT)		<b>School hours</b> 01803 665522 <b>Out of hours</b> 07796442978
Transport Coordination Service			<b>Office hours</b> 0300 1234 222 01872 323562 <b>Out of hours</b> 07791 536018 07968 892569

#### Appendix 4

##### Sources of Further information

Head teachers / Governors in Schools will be directly supported by their area H&S Adviser. If you are unsure on whom this is please contact the **Cornwall Health & Safety Services** and you will be notified of your H&S Adviser.

In addition, employee support and assistance are available from:

- **Medigold Health** – 0330 390 3370
- **Simply Health** - 0370 908 3481
- **DNS** : John Mears - [jmears@specialpartnership.org](mailto:jmears@specialpartnership.org)
- **South West Grid for Learning (SWGfL)** Support Desk: Tel No. 0845 3077870 or email [support@swgfl.org.uk](mailto:support@swgfl.org.uk)