



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

"I can do all things through Christ who strengthens me, (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

SCHOOL EMERGENCY MANAGEMENT AND BUSINESS CONTINUITY PLAN

September 2026

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God's creation through providing rich experiences, which enlighten, challenge, shape and enhance life's opportunities for all.

Last Reviewed	November 2025
Next Review Date	September 2027
Ratified by	FGB
Ratified on	30.09.2026
Lead Person	Ruth Ardrey

School Address	Riding Lane Hildenborough Tonbridge Kent TN11 9HY
School Contact Number	01732 833394

Plan Administration		
Version number	6	
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Electronic copies of this plan are available from	Staff Share: Policies: 2026-2027 Governor Hub	
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Person responsible for review	Ruth Ardrey	
Plan Distribution		
Name	Role	Issue Date
Ruth Ardrey	Headteacher	15.09.2026
Lee Seal	Site Manager	15.09.2026
Emma Welch	Deputy Headteacher	15.09.2026
John Cheesman	Chair of Governors	15.09.2026

This plan is protected and confidential. Do not give any contact details or sensitive information to the media, pupils, parents/carers or members of the public.

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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 Hildenborough CE Primary School can:

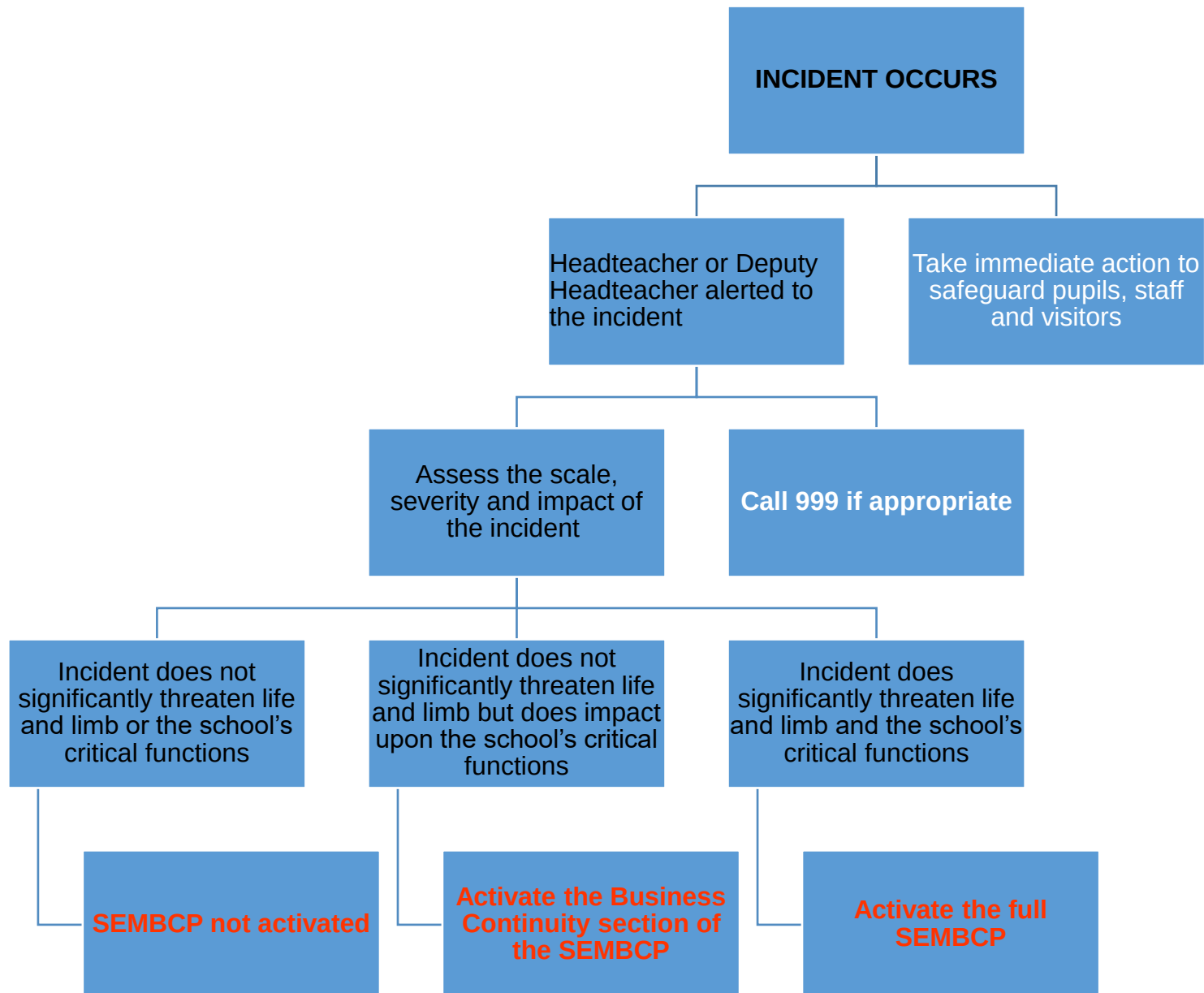
- minimise the impact of an emergency or major incident,
- ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling support arrangements to be rapidly activated,
- maintain high standards of welfare and duty of care arrangements for pupils, 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



SECTION 3 – CONTACT DETAILS

3.1 School Emergency Management Team			
Name & Title	24hr Tel Contact	Email	Address
Headteacher	07769 174705	ruth.ardrey@hildenborough.kent.sch.uk	n/a
Deputy Headteacher	07872 619180	emma.welch@hildenborough.kent.sch.uk	n/a
Office Staff Steph Kenward	07540 998990	office@hildenborough.kent.sch.uk	n/a
Site Manager/ Caretaker	07517 341246	lee.seal@hildenborough.kent.sch.uk	n/a
Chair of Governors	07760 226671	John.cheesman@hildenborough.kent.sch.uk	n/a

3.2 Local Authority			
Name & Title	24hr Tel Contact	Email	Address
Area Education Officer	03000 410058/ 07967 467106	Nicholas.Abrahams@kent.gov.uk	
Duty Emergency Planning Officer	03000 414 999	emergency.planning@kent.gov.uk	County Emergency Centre, 4 th Floor, Invicta House, Maidstone.
Contact Centre	03000 412 121		
Media Office – Murray Evans	03000 416071/ 07834 051150	Murray.evans@kent.gov.uk	

3.3 Stakeholders and Extended Services			
Name & Title	24hr Tel Contact	Email	Address
Emma's Kitchen – Emma/ Alex	07872 929056		
Leigh School - Kitchen	01622 832660		
Rainbow Breakfast Club- Sarah	07530 894183	contact@rainbowschoolclubs.com	
Oaks Nursery School	01732 834401	theoaksnursery@gmail.com	

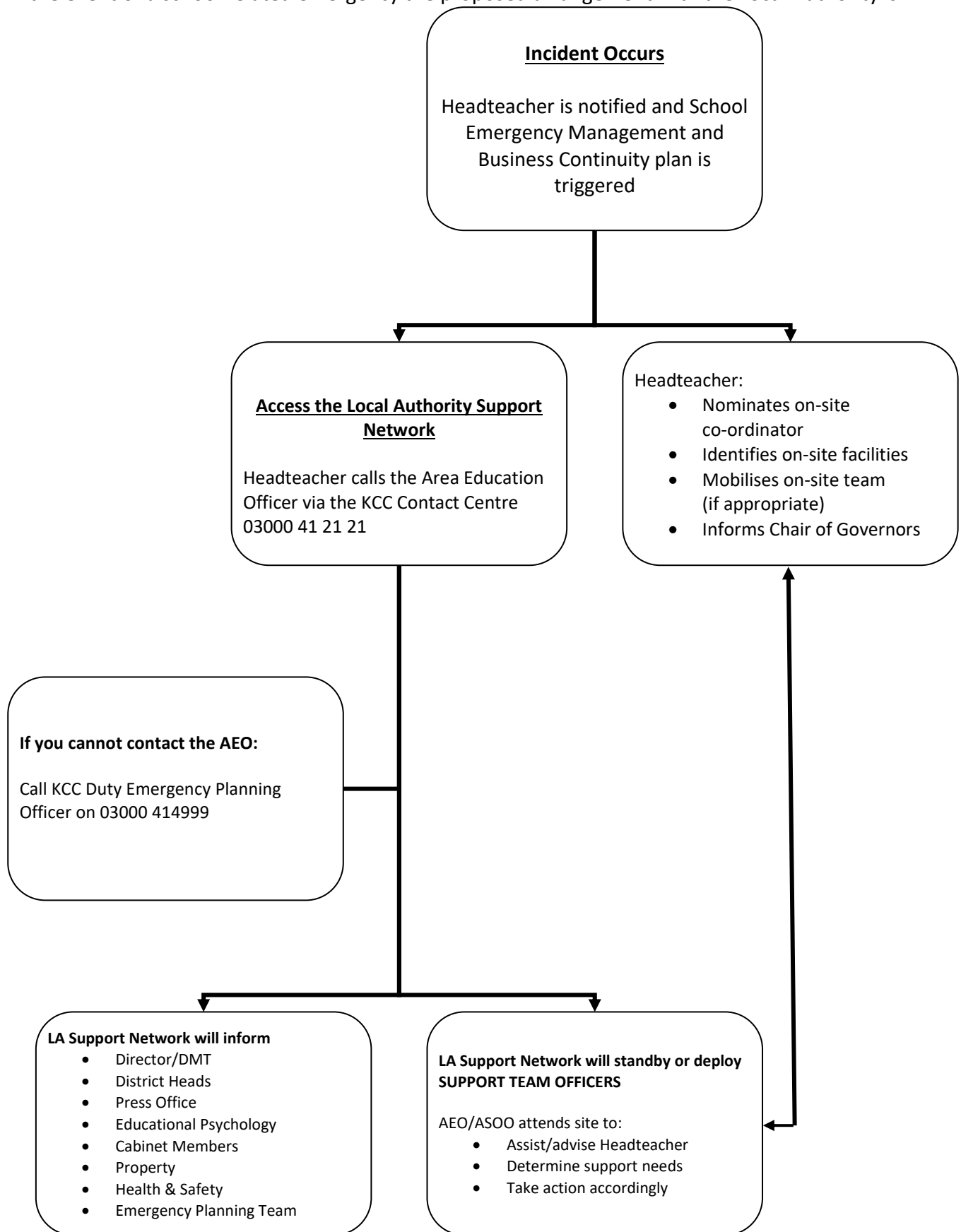
3.4 Other School Staff			
Name & Title	24hr Tel Contact	Email	Address
		Please see staff what's app group and all staff email list.	

3.5 Other Organisations		
Name & Title	Day affected	
Sama Karate George	Thursday	
Chatty Chicas Spanish Class Sam Bowers	Wednesday and Thursday	
Choir Club and Music lessons Sarah Lamey	Monday- Thursday	
Sports Clubs Tonbridge Angels	Monday, Tuesday, Wednesday	
Rocksteady Music School	Friday	
French Club	Thursday	
German Club Nina Burrows	Saturday	
Richard Miles Martial Arts	Wednesday	
Gymspire Gymnastics	Monday	

For all clubs/hirers: Office to email clubs to inform of emergency if applicable

SECTION 4 – LOCAL AUTHORITY SUPPORT NETWORK

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



SECTION 5 – ROLES AND RESPONSIBILITIES

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. The roles at Hildenborough CE Primary School will be shared between the office/ leadership team available at the time.

5.1 Roles and Responsibilities Checklist

Action- Leadership	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.		
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.		
Ensure that as much information as possible is available and everyone has been debriefed.		
Liaise with the emergency services.		
Keep staff informed of the situation.		
Assign someone to liaise with parents and keep parents informed of updates.		
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 LA 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.		
Inform Chair of Governors, who will inform FGB		
Action- Admin/ Office	Completed by	Time
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 Headteacher and/or Deputy Headteacher 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.		
Action- Site Manager/ Operations	Completed by	Time
Ensure that emergency services are able to access the incident quickly and without obstruction.		
Ensure all building and gate keys are available.		
If required 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.		

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 Education to KS2	7 days	1 day	2 teachers 2 TAs		Pupil Records	Heated room with access to water and toilet facilities	Tables / chairs / learning resources	N/A
2	Deliver Education to KS1 & EYFS	7 Days	1 day	2 teachers 3 TAs		Pupil Records	Heated room with access to water and toilet facilities	Tables / chairs / learning resources	N/A
3	Provision School Meals	7 days	1 day	3 Dinner Supervisors		N/A	Heated room with access to water and toilet facilities	Tables Chairs	Catering company- Emma’s Kitchen
4	Area to play	7 days	1 day	Supervision		N/A	Open Space	None	

6.2.1 Strategies for Continuity of Services

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Use of temporary staff e.g. Supply Teachers, Office Staff etc.	Term Time Teachers 01892 676076 Teaching Personnel 01622 772478

		School Supply, Clair Thornton
b.	Using different ways of working to allow for reduced workforce, this may include: • 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.	Split classes according to staff available On school website, One Drive, Teams Use of Recreation Ground
c.	Using mutual support agreements with other Schools: emergency secondments.	Stocks Green Primary School Peter Hipkiss 01732 832758
d.	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)
a.	Back-ups of key school data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc.	Jez Hoare, SNS 07533 511436 EIS – remote backup service 03000 658888
b.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	Paper Registers in Office
c.	Contact the utility company responsible or appropriate repair contractor.	S & K Construction Ltd, 01959 572689 skconstruction@yahoo.com
	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Using mutual support agreements with other Schools.	Stocks Green Primary School

b.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises.	St. John's Church Hall Church Office tel. 01732 833596 Emma@stjohnshildenborough.co.uk Rev. Tim Saiet
c.	Virtual Learning Environment opportunities.	Staff to email activities to website Use of Microsoft Teams
d.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	
e.	Off-site activities e.g. swimming, physical activities, school trips.	
f.	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.	To be arranged depending on space available KS1/2 split if possible
	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Emma's Kitchen	Packed lunches only

SECTION 7 – 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?
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.	☐
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.	☐
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. This will be put onto the schools web site	☐
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.	☐
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.	☐

APPENDIX 1. SAMPLE LOG SHEET

[illegible]

APPENDIX 2 - SITE INFORMATION

Utility Supplies	Location	Notes/instructions
Gas	1) School Courtyard 2) School Courtyard 3) Outside Boiler Room (New Build)	
Water	7) Pavement adjacent to lamp post 8) Pavement by exit of car park 9) On playground near fence	
Electricity	4) New build green cupboard 5) Old build small music room	
Heating	10) Courtyard boiler room 11) New build boiler room	

Internal Hazards	Location	Notes/instructions
Asbestos	Eaves & soffits of main school building. Air raid shelter – See Asbestos register. Stairway leading down to corridor (near lift). Possible in ceiling of community room.	
Chemical Store (s)	Site Manager's Office in Air raid shelter – general cleaning chemicals.	

Pre-designated areas	Location	Notes/instructions
SEMT briefing area	-Main School Office -Headteacher's office for smaller working groups	
Media briefing area	-Green Room	

APPENDIX 3 - EVACUATION

Signals	
Signal for evacuation of any kind	Fire Alarm Bell
Signal for all-clear	Verbal Instruction

Assembly points - fire evacuation	
Fire evacuation assembly point A	Top Playground nearest the road, facing the school
Fire evacuation assembly point B	Grass area adjacent to Class

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Recreation Ground by Tennis Courts
Bomb evacuation assembly point B	Stocks Green Primary School
Bomb evacuation assembly point C	St. John's Church

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	Stocks Green Primary School
Type of premise	School
Contact name and details of key holder(s)	
Address	Leigh Road, Hildenborough, Tonbridge, Kent TN11 9AE
Directions / map	See attached map (pg 22)
Est. travel time (walking, with pupils)	15 minutes+
Capacity (inc. sleeping)	200
Facilities / resources	School hall, toilets, kitchen
Notes	

School Closure	www.kentclosures.co.uk
Email	office@hildenborough.kent.sch.uk
Password	hilden18

INVACUATION PROCEDURE

Invacuation procedures are a sensible, reasonable and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of pupils and staff in our school. Procedures aim to minimise disruption to the learning environment whilst securing the safety of all our pupils and staff.

In addition, the [Terrorism \(Protection of Premises\) Act 2025](#) (the act) became law on 3 April 2025. It is commonly known as Martyn's Law, and is named in honour of Martyn Hett, one of the 22 people killed in the 2017 Manchester Arena terrorist attack. Martyn's mother, Figen Murray, campaigned over many years for a new law to better protect the public in the event of a terror attack.

The act sets out a tiered approach that is based on the number of people reasonably expected to be present at the same time. Premises that reasonably expect 200 or more people to be present will fall into either the standard or enhanced tier.

The **standard tier** applies to premises that can reasonably expect between 200 to 799 individuals to be present. The law states that a responsible person should be appointed. In this school, it is the Headteacher- Ruth Ardrey.

Invacuation procedures may be activated in response to any number of situations – for example:

- A reported incident or disturbance in the local community (with the potential to pose a risk to pupils and staff in the school)
- An intruder on the school site (with the potential to pose a risk to pupils and members of staff)
- A warning received regarding a risk locally, of air pollution (e.g. smoke plume, gas cloud)
- A major fire in the vicinity of the school
- The close proximity of an animal roaming loose eg wild horse.

In more serious situations, this might call for a lockdown, rather than invacuation.

Hildenborough CE Primary School's Invacuation/lockdown plan is as follows:

Signals	
Signal for Invacuation	Loud blasts of the whistle
Signal for lockdown	Continuous Air Horn
Signal for all-clear	Verbal Instruction
Invacuation Procedures	
Rooms most suitable for Invacuation	Classrooms

	Staff can move to another room if they are alone.
Entrance points (e.g. gates, doors and windows) which should be secured	<u>For invacuation:</u> Close all doors and windows, blinds down- school can continue as normal within the classroom, no panic. <u>For Lockdown:</u> All gates, doors and windows should be shut and locked. All blinds must be down. Lock Classroom doors. Lights off. All adults to action this – complete silence.
Communication arrangements	If staff hear the whistle or air horn, they MUST get their mobile phone and await communication on the staff whats app group. If staff do not have their mobile phones, they must seek a staff member who can join them in their room. In emergency situations only, staff can use their mobile phone to contact main office/ Headteacher.

Headteacher/ Site Manager/ Deputy Headteacher ACTION

Following the lockdown signal, take the action below. Urgently.

These are instruction cards held in grab bag in the office. Headteacher/ deputy headteacher and site manager work together to go through each card to ensure that all actions are carried out.

If invacuation signal- all doors and windows should be closed and locked and staff should await further instruction.

Ref	Initial Response-Lockdown	Tick/Sign/Time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows)	
L3	Dial 999. Dial once for each emergency service required.	
L4	Ensure all individuals take action to increase protection from all potential threats: -Block access points (e.g. move furniture to obstruct doorways) -Sit on the floor, under tables or against a wall -Keep out of sight -Blinds – pull down -Turn off lights -Stay away from windows and doors. -Sit in silence	
L5	Ensure that pupils, staff and visitors are aware of the closest exit point.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until the all-clear has been given, or unless told to evacuate by the emergency services.	

The screenshot displays a Google Maps interface with a route planned from London Road to Stocks Green Primary School. The route is highlighted with a blue dotted line and a distance of 0.8 miles. The map shows various landmarks, roads, and a search bar at the top. The route starts at London Road and ends at Stocks Green Primary School. The map includes a search bar at the top, a list of nearby locations, and a route summary at the bottom. The route is marked with a blue dotted line and a distance of 0.8 miles. The map shows various landmarks, roads, and a search bar at the top.

Appendix 4- KCC school planning Guide

This has been added to our school plan as information only. This must be referred to in an emergency. It has not been updated by KCC in 2025. However, remains in our policy for reference only. Also see [KELSI](https://www.kent.gov.uk/kelsi) website for up to date information.



Emergency Planning For Schools In Kent 2024/25 Edition



Immediate Actions

The following is a basic guide to managing most emergencies, as they occur. However, for emergency planning, please refer to the index on page 5 to find the relevant section.

- Assess and make safe for yourself & others FIRST
- Apply First Aid if necessary
- Call 999 if necessary, for Police, Fire or Ambulance, but if non-emergency, notify Police on 101
- Activate School Emergency Management Team
- Clear area if necessary, ensuring child and adult safety and welfare
- Pick up grab bag
- Establish lines of responsibility and leadership
- Inform all staff to maintain timelines and records of all actions and events
- Contact Assistant Director - Education:

East Kent	Rob Veale	03000 418575	07815 016963
North Kent	Ian Watts	03000 414302	07919 212062
South Kent	David Adams	03000 414989	07740 184848
West Kent	Nick Abrahams	03000 410058	07967 467106
- Contact Chair of Governors
- Provide reassurance and a visible supporting presence
- Decide whether school or Police have the responsibility to inform parents if applicable
- Access LA support network via AD - Education
- Ensure safe condition of premises for school community (evacuate if necessary - refer to Section One)
- Manage media interest through the Media Relations Officer for Education:

CYPE Media officer	Ellis Stephenson	03000 419089
Communications office	03000 418080	pressoffice@kent.gov.uk

Details of the duty communications officer for outside office hours can be found at <https://news.kent.gov.uk/contact>
- Protect school community from media intrusion as much as possible
- Review break/lunchtime/going home arrangements
- Consider impact on pupils/students/staff in other schools (family/friend connections)
- Contact the KCC 24 hour Social Service number, 03000 411111 (child) or 03000 419191 (adults), if necessary
- Maintain as normal a routine as possible

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For suggestions, comments or clarification about the content of the guide, please email David Hart at SchoolsEmergencyPlanning@kent.gov.uk

Acknowledgements

[Kent Police](#)

[The Education People- Safeguarding](#)

[The Education People – Outdoor Learning](#)

[Kent Fire and Rescue](#)

[KCC Education Psychology](#)

[National Counter Terrorism Security Office](#)

[PC S Hathaway, Met Police](#)

[Secured by Design](#)

[KCC Mediahub](#)

[KCC Resilience and Emergency Planning Service](#)

[Kent Resilience Forum](#)

Amendment Log

<i>Ver</i>	<i>Date</i>	<i>By Whom</i>	<i>Details</i>

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Section One

Introduction & Contact Information

This section explains the purpose of the guide and provides the information and guidance you might need quickly.

How to Use This Guide

Useful Contacts

Checklist of Preparedness for a Critical Incident

School Closure Procedure

Kent Closure Website

Suggested Contents of a Grab Bag

School Emergency Management Team

Risk Assessment

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How to Use This Guide

How would your school deal with some of the incidents, tragedies and disasters that have befallen schools in recent years?

Emergency planning is about being as ready as possible, just in case an emergency arises, with information, procedures and support systems that are:

- Flexible
- Published
- Practised
- Responsive

This document is designed to assist head teachers, bursars, caretakers and governing bodies in their planning for emergencies and for devising a School Emergency Plan.

It is provided in a '.doc' format so that you can print it easily and extract Annexes as you need them. Don't forget that many emergency situations are further hampered by power or internet loss, or by restricted access to your school site. You should look to have a copy of this guide in your grab bag (see page 21, later).

The guide is not a substitute for a School Emergency Plan. Your school is unique and you will need to devise a plan that addresses the unique factors that may impact on your ability to maintain the safety and security of your pupils, staff and visitors.

The guide provides:

- Suggestions of things you could do now to help you prepare for dealing with emergencies.
- A broad outline of actions that should be taken when an emergency arises.
- Suggestions for reducing the likelihood of an emergency
- Suggestions for reducing the impact of any emergency
- Templates

It is applicable for all schools, including Local Authority, foundation, aided, academy or free schools. The key difference is that some schools or academies will have contracts in place for maintenance or emergencies, rather than having access to KCC contractors. However, where the guidelines suggest contacting the Communications Office, Educational Psychology or the Assistant Director - Education, we would strongly advise this is done as early as possible.

This document is intended to be dynamic. Schools, academies and other Local Authority establishments that suffer emergencies are encouraged to suggest ideas, examples of good practice, amendments and requests for additional information. Amendments and new information will be published as new appendices whenever necessary. Suggestions, amendments and corrections should be sent to David Hart at:

SchoolsEmergencyPlanning@kent.gov.uk.

A little time spent on developing crisis management and support systems will help you to cope with unusual or demanding situations if they arise.

If after reading this Guide, you feel that a dedicated online training module would be helpful to introducing colleagues to Emergency Planning, there is one available on The Education People site. It is free of charge to the user and can be found here:

<https://www.theeducationpeople.org/products/professional-development/schools-emergency-planning/>

alongside two other free modules:

- Introduction to Schools Emergency Planning
- The Grab Bag and its use during the Management of an Emergency
- Intruders, Incursions and Lockdowns

The Role of the Assistant Director, Education (ADE)

The ADE (or Area Education Officer as they used to be known) should be one of the people you call first if you have an emergency that is beyond your immediate ability to deal with.

This applies to all schools, including Voluntary Aided, Foundation, Academies and Free Schools. The reasons for this, is that KCC has a responsibility for the well-being and safety of Kent children in school.

The ADE is often, but not always¹, one of the first points of contact for schools when there is an emergency. They have access to a wide range of information, contacts, and colleagues who will be able to support the school if there is a need. It should be mentioned that informing the ADE does not remove or reduce the need to ensure that all other steps in this guidance are followed; neither does it remove the legal duties and responsibilities that fall within the headteachers remit. The AD Education may not respond directly but will co-ordinate behind the scenes and ensure the appropriate, named services are in place to provide support to the school community.

It is important that you copy in the ADE on any emails that you send about your emergency.

Useful Contacts

Local Education Authority Contacts

Rob Veale	Assistant Director – Education, East Kent	03000 418575	07815 016963
		Robert.Veale@kent.gov.uk	
Lorraine Medwin	Area Schools Officer, East Kent	03000 422660	
Jessica Lee	Area Education Business Support Officer	03000 422206	

Ian Watts	Assistant Director – Education, North Kent	03000 414302	07919 212062
		Ian.Watts@kent.gov.uk	
David Hart	Area Schools Officer, North Kent	03000 410195	
Ann Drury	Area Education Business Support Officer	03000 410157	

David Adams	Assistant Director – Education, South Kent	03000 414989	07740 184848
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¹ Examples include: gas leaks, flooding, intruder on site, fire, etc, where a call to the emergency services should be the first action taken.

Lee Round	Area Schools Officer, South Kent	David.Adams@kent.gov.uk 03000 412309
Julie Hawkins	Area Education Business Support Officer	03000 410199

Nick Abrahams	Assistant Director - Education, West Kent	03000 410058 07967 467106 Nicholas.Abrahams@kent.gov.uk
Paul Wilson	Area Schools Officer, West Kent	03000 415650
Emma O'Connor	Area Education Business Support Officer	03000 417147

Kent Police

In many emergency circumstances, you will likely need to call the police for support. The method of contact depends on the type of emergency you have.

1. Immediate Urgent Assistance

KCC has an arrangement with Kent Police whereby a code word can be used to indicate to the Police control centre that the incident is serious enough to warrant an immediate, possibly armed, response. The code word **"Operation Chalkboard"** has been allocated as a code word for schools to indicate that an immediate, emergency response is required. This code word should not be used for non-urgent requests for Police assistance.

It should be used when dialling 999, as follows:

"Hallo, this is Jenny Smyth, head teacher at St Thor's Academy, School Road, Westville. We have an Operation Chalkboard Police Emergency with two intruders on site. We have locked the school down."

Once the Police have assessed the situation based on what you tell them, they will advise whether they will despatch Officers immediately. However, you will need to stay on the line to provide as much information as possible. The control centre will update their officers if they are on route to your school. The reason you notify a "Operation Chalkboard Emergency" is if:

- an intruder is on site at the school
- you know or suspect that someone has a weapon at school
- you have direct knowledge about an attempted potential or actual child abduction
- you have direct knowledge of a situation that endangers life at the school

2. Urgent Assistance

Call 999 if:

- a child dies or is seriously injured at school
- there is a possibility of an intruder on site at the school
- you have direct knowledge about an approach by a stranger and you feel threatened
- a dangerous situation has occurred in the immediate vicinity of the school which requires Police co-ordination to manage
- you can see someone committing a crime, but there is no danger to pupils or staff

3. Non-Urgent Assistance

Call the 101 Police non-emergency number if:

- a theft is discovered at the school.
- you have knowledge or a suspicion that drugs or other illegal substances are present in the school.
- you discover intentional damage or vandalism to the school or property.
- you need to speak to a local Police Officer.
- you need to make a complaint about someone's behaviour that merits Police involvement.

Kent Police Schools Team

Kent Police have a dedicated team that deals with school policing issues, across three divisions:

- North – Dartford, Gravesham, Medway & Swale.
- West – Sevenoaks, Tonbridge & Malling, Tunbridge Wells and Maidstone.
- East – Canterbury, Folkestone & Hythe, Ashford, Dover and Thanet

You may already be in contact with your Schools Officer but if not, you can find out who is your local schools officer by contacting the Kent Police Schools Co-ordinator at:

Strategic Partnerships and Child Centred Policing Command,
Kent Police,
Sutton Road,
Maidstone,
Kent, ME15 9BZ
01622 652727

Jodie.hobbs@kent.police.uk & schools.team@kent.police.uk

Gas Leak Emergency Number

If you smell gas, or have any reason to suspect a gas leak, call the number immediately.

0800 111 999

Kent County Council Resilience and Emergency Planning Service

KCC has a 24 hour Duty Emergency Planning Officer (DEPO) on:

03000 414 999

You should consider informing the DEPO if your emergency is caused, related to, or exacerbated by any of the following factors:

- Is out of hours (18:00 to 06:00)
- Is caused or made worse by weather issues, such as snow, floods, extreme heat, etc
- Is affected by a wider Kent emergency such as epidemic/pandemic, Op Stack/Op Brock, logistical challenges, etc
- you require significant Police, Fire or Ambulance assistance, such as serious fire, multiple casualties, terror, incursion or intruder incident intruders on site, etc.

Follow other guidance that describes who else you should call, including the AD - Education, Media Office, Chair of Governors, etc.

UK Health Security Agency (formerly Public Health England PHE)

UKHSA South East
Trish Mannes, Deputy Director Regional Lead
Harwell Campus
Didcot
OX11 0RQ
Telephone: 0344 225 3861

Other Useful Numbers

Educational Psychology

Alison Farmer	Principal Education Psychology	03000 422698
Dr Dan Jones	Deputy Principal Educational Psychologist	03000 413061
	Office hours	03000 410100
	Out of hours	03000 410101

Health & Safety

Maria Kelly	H&S Business Operations Manager	03000 410239
Health and Safety Advice Line, 9am & 5pm Mon-Fri		03000 418456

Property

Dartford and Gravesham, Tunbridge Wells and Sevenoaks			
Skanska-Helpdesk: 0800 901 2464, westkenthelpdesk@skanska.co.uk			
Tonbridge and Malling, Maidstone, Ashford, Shepway			
Amey Helpdesk: 01622 624003, midkentschools@amey.co.uk			
Dover, Canterbury, Sheppey, Swale, Thanet			
Skanska Helpdesk: 0800 901 2464, EastKenthelpdesk@skanska.co.uk			

KCC CT (Counter Terrorist) Coordinator

Nick Wilkinson	nick.wilkinson@kent.gov.uk	03000 417201	07785 341727
Sally Green, Prevent North & West Kent	sally.green2@kent.gov.uk	03000 421935	
Rachel Murray, Prevent East and South Kent	rachel.murray@kent.gov.uk	03000 412431	

Personnel

HR Helpline	03000 411110
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Communications Office

Ellis Stephenson	03000 419089	ellis.stephenson@kent.gov.uk
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Communications Office

03000 418080

pressoffice@kent.gov.uk

Out of hours duty communications officer details can be found at: <https://kccmediahub.net/about>

Safeguarding

Head Office: Room 2.30 Sessions House, County Hall, Maidstone, ME14 1XQ

Claire Ray, Head of Service

03301 651200

Training & Development Manager

03301 651110

Online Safety

03301 651500

For advice on safeguarding issues please call your area office on the numbers listed below.

If a child may be at risk of **imminent harm**, you should call the
Integrated Front Door on 03000 411111 or the **Police on 999**

Ashford

03301 651340

Canterbury

03301 651140

Dartford

03301 651240

Dover

03301 651340

Folkestone & Hythe

03301 651340

Gravesham

03301 651240

Maidstone

03301 651440

Sevenoaks

03301 651240

Swale

03301 651140

Thanet

03301 651140

Tonbridge & Malling

03301 651440

Tunbridge Wells

03301 651440

Integrated Front Door: 03000 411111 (outside office hours 03000 419191)

Early Help Contacts (district teams) can be found on www.kelsi.org.uk

Local Authority Designated Officer

If a call is urgent i.e. **a child is in immediate danger**, and the call cannot go through to the officer on Duty, the call should go through to the Integrated Front Door on:

03000 41 11 11

Calls for child protection training, querying procedures and policies or general child protection concerns should be transferred to the Education Safeguarding Service.

LADO Team contact number

03000 410 888

kentchildrenslado@kent.gov.uk

Local Radio Stations

	BBC Radio Kent	KMFM Radio
FM	96.7, 97.6, 104.2	96.2, 96.4, 100.4, 101.6, 105.6, 106, 106.8, 107.2, 107.6, 107.9
AM	774, 1602	No
DAB	Yes	Yes
Internet	Yes	Yes

School Contact Information

The impact of emergencies can be dramatically reduced with effective communications. As part of your preparedness for an emergency, you should ensure that your school contact information is up-to-date and that you have sent it to your AD - Education, at least once per year.

Checklist of Preparedness for a Critical Incident

Equipment:

- Whistles
- Torches
- Charged mobile phones
- Fluorescent jackets
- Sufficient stock of bottled water

Up-to-date information about:

- Pupil/student/staff emergency contact details.
- Individual pupil/student medical needs e.g., medication.
- Local Authority emergency contact details.
- Bus/coach lists, if applicable.
- An emergency supply or support list to enlist extra help when needed (familiar supply teachers, retired staff, local colleagues, cluster collaboration).
- Pupil/student movement data (who is where, and when).

Is this information easily accessible?

- Is it in an appropriate format e.g., in a “grab bag” to take with you if evacuation is necessary?
- Should a copy be kept in another safe location e.g., at home or at a “partner” school?

A plan for communication:

- Evacuation procedures, visible and practised.
- Telephone lines – private, mobile, emergency access to neighbours. Your usual phone lines may be jammed by incoming calls.
- Small room/quiet area for Police statements/counselling or interviews – somewhere to hold press briefings away from the area of incident. Press briefings can then be timed to draw press presence away from school at critical times e.g., arrival and departure of pupils/students, briefing for parents/carers etc.
- Contact details for KCC Communications Office, who must be involved at an early stage.

Management support

- Access to qualified First Aiders – preferably beyond the minimum requirement.
- Screening of entrances/exits (siting of school office can be critical).
- Closure of blinds/curtains on ground floor to protect from media interest.
- “Instant assemblies” (e.g., videos/DVDs) to release teaching staff for interview/support.
- Knowledge of resources available for helping to cope in the following days/weeks.

School Closure Procedure

No Children or Staff on Site

(Morning or previous evening)

The closure or partial closure of a school is a last resort action and is usually made only on health and safety grounds. The reason for closure could be just about anything that affects the school's ability to provide a safe and secure environment for children to learn or staff to work.

Most circumstances that lead to closing a school are known about before any children arrive. These could include: heavy snow or ice, no water/power/heating, flooding, fire damage, or other risk factor that cannot be satisfactorily managed.

The headteacher is responsible for making the decision. Following receipt of a report on the situation, you should carry out a risk assessment. If you then feel that the school site is not safe to access, you should:

- Make a formal decision and update the Schools Closure website at:
<https://www.kentclosures.co.uk/> (See **Appendix 14**)
- Activate any local notification systems.
- Inform the AD - Education.
- Inform the Chair of Governors.
- Contact the KCC Communications Office.
- Appoint staff to be at the school to inform and advise any parents, pupils or students who do not receive notification. Ensure anyone who arrives is able to return home.

Children or Staff on Site

(During the day)

Occasionally, you may need to close the school during a school day when pupils are on site. If so:

- Receive a full assessment on the reason.
- Establish lines of responsibility, accountability and leadership.
- Perform a quick risk assessment.
- Make a formal decision and initiate your school closure notification system.
- Activate School Emergency Management Team.
- Activate any local notification systems.
- Inform the Assistant Director - Education and consider contacting the DEPO.
- Inform the Chair of Governors.
- Contact the KCC Communications Office.
- Decide how the school should inform parents.
- Keep pupils/students in a safe place until parents/carers arrive and account for all children. This may be inside the school, but consider off site arrangements if use of the school building is compromised.
- Ensure that all pupils/students have a safe and reliable way to get home.
- Arrange for a member of staff to be at the school to inform and advise any parents, pupils or students who do not receive notification. Ensure anyone who arrives is able to return home.

Kent Closure Website

Kent County Council provides a dedicated portal to report when your school is partially or fully closed. It can also report when the situation changes and the school is re-opened. The portal can be accessed here:

www.kentclosures.co.uk

It is necessary to register first, so all schools are advised to log onto the website before it becomes necessary to do so.

Once registered, you, or an agreed school representative can log on and notify a school closure or that the school is open. The information you put in is available to any parent who accesses the website, the local media and local radio. In addition, parents can opt in to receive text messages when a relevant closure notification is logged.

Please see Appendix 14 for user instructions on how to use the Kent Closure database

KCC is required to record the number of days lost due to school closure. The Kent Closure website records this information automatically. Even if you maintain an in-house notification system, we would ask you to register and use the Kent Closure system as well. Notification takes less than two minutes.

Suggested Contents of a 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 you may need if you cannot go back into a building during an emergency situation. It is not a legal requirement but is highly recommended. It might prevent an emergency from becoming a catastrophe.

Suggested contents might include:

- 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

This list is not exhaustive.

School Emergency Management Team

In any emergency, the head teacher will usually take responsibility for managing and co-ordinating the response to an emergency. It may be helpful, particularly for larger schools, to pre-define roles as part of Emergency Planning. Such roles can be ordered into a School Emergency Management Team or SEMT.

A SEMT is not a requirement, but it is a good idea whether integrated into planning, or established on the spot for a sudden emergency. If established as part of Emergency Planning, members will understand their roles and the roles of those around them.

Managing an emergency will likely be too much of a task for the head teacher to do alone. A SEMT allows the head teacher to delegate what can be delegated and to focus on the actions that the law demands, on behalf of the school.

Composition of the SEMT

The composition of the SEMT is entirely up to the school. However, there are some tasks that will likely need to be considered. Assigning roles will of course, be led by the day-to-day roles of school employees.

Task:	Applicable to:
Co-ordination	Head teacher (unless superseded by an appropriate authority such as Police, Fire and Rescue, etc)
Pupil/Student welfare	Nominated teacher
SEN Welfare	SENCo
Staff welfare	Deputy or Assistant head
Communications	Office staff
Media & Press	Deputy or Assistant head
Event logs	Head teachers and anyone directly involved
Site Issues	Business manager or caretaker
Resources	Business manager
Business Continuity	Head teacher
Parental communication	Office staff
Internal pedestrian movement	Caretaker
First aid	Nominated qualified staff member
Feeding	Kitchen staff or contractor representative

Other roles will depend on the risks you identify that are unique to your site.

Briefing during an Emergency

Briefings are essential during an emergency because the issues can be very fluid.

Working in an emergency situation is more tiring and stressful than day to day. A well-managed SEMT will rota staff in and out so that tired staff can have a break. This means that new staff will need to be brought up to speed by performing a through handover.

Ideally as part of planning, identify a location that the SEMT can hold information sharing sessions during an emergency. It should have electricity (if still available), telephony and space to work.

Briefings should not be onerous, but should follow a structured format to enable more effective note taking and subsequent reporting. The frequency should depend on the nature of the incident, but it should be remembered that in addition to the sharing of information, a briefing imparts a beneficial pastoral effect through staff maintaining regular contact with each other.

Risk Assessment

A risk assessment is a process whereby the head teacher or appropriate designated person:

- identifies a potential issue or event that could need additional management
- assesses the possibility of an event occurring
- identifies possible measures that could be undertaken to reduce that possibility
- assesses the impact if the event occurs
- identifies possible measures to reduce or ameliorate the impact
- reassesses the risk in light of all remedial action taken

It would be impractical to undertake a risk assessment for every possible eventuality. However, head teachers must assess the risks that might be peculiar to the school. Factors that might be unique include the location or design of the school. A risk assessment would be necessary if the school was sited near a potential hazard, e.g.:

- a main road, motorway or railway
- an industrial or chemical site
- power station
- refinery
- airport
- a river with a history of flooding
- the coast

Risk Assessment requirement during change

Head teachers should also consider a risk assessment any time that change is anticipated or forced on them due to an emergency. For example:

- bringing in supply teachers due to shortage
- evacuation of the school
- initiating a lock down
- a power failure during school time
- reduction in teacher numbers due to illness

If done effectively, the process of undertaking a risk assessment will highlight areas of weakness.

Format of a Risk Assessment

There are as many formats of risk assessment as there are risks. The format is less important than the content. A risk assessment for emergency planning purposes should show:

Hazard

A description of what might happen. The risk itself. An example might be “gas leak in the boiler room” or “the static water tank floods the main hall.”

Owner

The person responsible for monitoring the hazard and notifying any changes or actions that increase the chances of it occurring or its impact.

Likelihood

The chance of the risk occurring².

Risk Reduction

A description of the measures that can be taken to reduce the likelihood of the hazard occurring.

Modified Likelihood

The chances of the risk occurring if all reduction measures have been taken¹.

Impact

A description of the impact of the hazard if it occurs. Who, where and how it will impact.

Impact Assessment

The severity of the impact that the hazard will have on the functioning of the school, if it occurs¹.

Contingency Plan

A description of the plans and measures that can be put in place to reduce the impact if it occurs.

Modified Impact

The impact of the hazard if contingency plans are followed correctly¹.

Modified Assessment of Risk

An overall assessment considering the modified likelihood and impact¹. This assessment is your basis for how much attention/resources you divert to Risk Reduction and Contingency Planning.

² Use a simple rating system, e.g., 'red amber green', '1-5' or 'low moderate high'.

Managing Media Interest

In the event of a newsworthy incident, the media (press, TV and radio) are highly likely to turn up and try to obtain more information. At such times, their interest may seem to be intrusive. However, it is important to recognise that media interest can be beneficial. Therefore, media interest needs to be managed. This is understood and even expected, by news reporters.

If you expect media interest following an incident, establish plans to manage it. However, if the emergency is serious, the Police / Local Authority may be better placed to take this task from you. Regardless, your first action should be to contact the KCC Communications Office.

- Communications office, 03000 418080, pressoffice@kent.gov.uk
- During office hours KCC's dedicated CYPE media officer can be contacted by emailing Ellis.Stephenson@kent.gov.uk or by calling 03000 419089

Details of the duty communications officer for outside office hours can be found at [Contact - News & Features - Kent County Council](https://news.kent.gov.uk/contact) <https://news.kent.gov.uk/contact>

An Emergency Plan should include arrangements for dealing with media interest. Members of the school community may feel pressured into giving interviews or making statements to the press, and it is important to have procedures set down in the school's Emergency Plan and to stick to them.

Depending on the nature and severity of an incident, the task of coping with media pressures may fall to the Police or Local Authority. However, the Police and/or Local Authority Press Officer will liaise closely with school staff to ensure briefing is accurate and to arrange interviews when appropriate.

Legal Issues

If possible, senior staff should familiarise themselves with the basics of media law such as prejudicing legal proceedings and defamation. If someone is accused of committing a crime, even if the head teacher or member of staff witnessed the crime, they **MUST NOT** give details of it to the media because it could prejudice a future court case and/or defame the person that is mentioned. Journalists will know this so will generally cut out anything you aren't allowed to say if it's a pre-recorded interview or for a newspaper. However, during a live interview, something could be said that prejudices a future case, so care should be taken.

If in any doubt, contact the communications office for advice. It is always a good idea to tell the communications office so that they are aware there is going to be news media interest or coverage. This is because such media interest will often lead to further media interest which may lead to requests for information or press statements which would likely be routed through the communications office.

General Principles

- Designate a particular phone number for media inquiries, and let the local press know in advance what this will be (remember, local radio in particular can help to keep the public informed about what is happening)
- In the event of a major incident the Police may decide to control access to the site to allow rescue services and investigators to carry out their work unhindered. Consider how you will manage school movement. Members of the media have a right to observe the scene of an incident in the public interest but journalists have a responsibility to follow the instructions of law enforcement, including remaining outside of any police cordon that is established

- If it is a major incident, the Police will establish a media liaison point - this is a designated point at the disaster scene, preferably outside the outer cordon, for the reception of media personnel
- Keep staff and pupils inside the school to prevent media representatives from approaching anybody.
- Find a small room/quiet area for Police statements/counselling or interviews – somewhere to hold press briefings away from the area of incident.
- Press briefings can then be timed to draw press presence away from school at critical times e.g., arrival and departure of pupils/students, briefing for parents/carers etc. Media briefings provide an opportunity for senior leaders to advise journalists of the current situation – these can be conducted either on or off the record. Off the record briefings are particularly important where there is a breadth of information that cannot be publicly released. Media briefings should not be undertaken without first discussing this with the Communications Office.
- It would be wrong to say, “don't talk to the media”. However, the media may be looking for a different angle than the one that you wish to put across. You may find the questions insensitive or even accusatory. You and your staff will have enough to do without having any additional pressure, so in many cases, speaking to the press may be better left to the Police or Local Authority. Do not be afraid to ask them to do this. The Communications Office will establish a link with a designated senior leader, working with the police and any other agency colleagues, to ensure information is released in a timely, accurate and appropriate way.
- For smaller, local incidents however, a brief interview with an appropriate senior leader at the scene of an incident can be a powerful way of defusing rumour, speculation and panic, which may otherwise spread quickly.
- If they're conducting a TV or radio interview, establish beforehand whether this will be live or pre-recorded and do not be afraid to ask for a brief overview of what questions are likely to be asked. This is so you are able adequately prepare your answers. The reasons for this are:
 - Pre-recorded will be less stressful as it allows the interview to be re-done if you are not happy about it, or need to check a fact. The drawback is that the journalist is free to cut and edit and choose which bits of the interview they use and which they don't.
 - Live interviews can be more challenging if you are not used to it, but you'll be able to say what you want to say, repeat points you want to emphasise and the journalist won't be able to cut it (although they will be able to use short clips of that live interview on later programmes).
- If possible, agree an interview format and establish what the interviewer wants to ask. Try to have another person with you to monitor the interview. It is useful to record the interview yourself, using a voice recording app on a mobile device. That way you'll be able to assure yourself and others of what you said after the interview has taken place.
- Be clear in your own mind what you want to say, and then talk it through with a colleague first if possible. However, you need to be prepared to think on your feet. It may be useful to have a few notes or 'lines to take' with you during the interview so you can remind yourself of what you want to say.
- If possible, get statements checked by legal advisors and governors. Support is available from the Communications Office
- Remember, you could be quoted on anything you say to a journalist, even if it is not a formal part of the interview. You are never 'off the record'.
- Stick to the facts and do not be drawn into speculation. If you do not know the answer, say so, clearly and honestly.
- If asked a hypothetical question, it is usually better to talk about what happened, rather than what could have happened. Journalists are very used to people not answering such questions and will simply move onto the next question.

- Never say “no comment”. Listen to the question, say you’ll check some details and give a time when you will get back to the journalist.
- Find out if they have a deadline. Prepare material based on accessible, factual evidence. Contact the Communications Office as required, for support.
- Do get back and don’t delay too long. If you exceed the deadline, the story may be published without any of your input, perhaps leading to an unfortunate slant, creating additional issues to unpick later. For example, it may be reported that you were ‘unavailable for comment’ or ‘refused to comment’ which can give a bad impression.
- Have a colleague make a recording or notes of what is asked and what you say.
- Don’t answer ‘yes’ or ‘no’ to a long question which may then be interpreted in an unhelpful way; clarify the issue and reply with a short statement giving your message.
- If you need to put a time-scale on the interview, do so politely.
- Don’t over-elaborate your answers. Keep your answers brief and factual.
- Do express your sympathies if appropriate.
- Remain calm and if you do not like the line of questioning, politely say that you feel that it would be inappropriate to answer that particular question at this stage.
- Politely refuse requests for photographs or schoolwork of children or staff involved.
- Do not allow journalists to wander around school premises unescorted..

If the interview is for television:

- If the interview is not live, you should ask the interviewer, what the first question will be.
- Don’t wear sunglasses.
- Do not get angry and try not to get upset.
- Look at the person asking questions, never the camera.
- Ensure that the camera is positioned away from the school, or otherwise ensure that no child or parent can be seen on school premises.
- Camera operators usually leave their cameras rolling. Do not relax until you have walked away and can no longer be seen or heard. If you are wearing a microphone, make sure this is handed back to the journalist after you have finished speaking.
- Ask when and on which channel the interview will be broadcast.

Social Media

There are no hard and fast rules for how to manage social media. For notifying parents of a school closure, for example, social media can be very useful. However, by its very nature, it is unmanageable and can be both a source and circulator of inaccurate commentary or disinformation and misinformation.

You must impress on every member of staff to not use social media to talk about the emergency. This is especially important if there is an element or potential element of criminality or formal investigation. As stated above, if someone is accused of committing a crime, even if the headteacher or member of staff witnessed the crime, they **MUST NOT** give details of it out on social media because it could prejudice a future court case and/or defame the person that is mentioned.

On balance, it is better to not engage on social media, unless:

- you need to offer clarification, provide an update or correct a falsehood, in which case, keep official statements short, simple and factual.
- you are the head teacher or nominated communication person, responsible for this task
- there is no criminality involved
- there is a clear benefit to your school community through your contribution

You should never engage because you feel pressured to by other contributors.

Section Two

Dealing with Structural/Operational Emergencies

This section deals with some of the issues and challenges you may face over the condition or suitability of the school site or buildings, or an incident that disrupts the normal operation of the school.

Burglary or Criminal Damage

Evacuation

Fire or Explosion, or Risk of Explosion

Gas Leak

Localised Flood or Waste Spillage

Hazardous Spillage on School Premises

Power Failure

Structural Damage or Collapse

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 the Local Authority Service Desk, or estates provider.
- Inform the Assistant Director - Education.
- Contact the KCC Communications Office.
- 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. Once permission to enter has been given, you should carry out an informal internal audit of any loss of assets (requirement under financial regulations).
- Review lunch/break/going home arrangements.

Evacuation

(For evacuation due to a Major Incident see Section 3)

Occasionally, you 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 taken into account.

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 the Assistant Director - Education and consider contacting the DEPO.
- Contact the KCC Communications Office.

- 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.

Pupil and Staff Safety – Off site

If the school needs to be evacuated, it is important that you have alternate sites for parents to collect their children. It is highly undesirable for parents to arrive at the school and be unable to find their child(ren). Such sites must be well known or easily located; for example, a village hall, library or other school.

Access to Information

If you need to evacuate the school for a prolonged period of time you may not have ready access to contact details. A 'grab bag' containing essential information could be prepared for such an eventuality, and a member of staff nominated to be responsible for it.

Alternatively, a partnership arrangement could be made with a nearby school, or service, to accommodate pupils/students in case of an emergency.

It may be possible to have a reciprocal arrangement for storing contact details, providing suitable arrangements are put in place to ensure data protection.

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.
- Contact the Property helpdesk.
- Inform the Assistant Director - Education and consider contacting the DEPO
- Contact the KCC Communications Office.
- 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 the Property helpdesk.
- Inform the Assistant Director - Education and consider contacting the DEPO.
- Contact the KCC Communications Office.
- 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 the Property helpdesk.
- Inform the Assistant Director - Education and consider contacting the DEPO if serious.
- Contact the KCC Communications Office.
- 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 water³.
- 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 the Assistant Director - Education and consider contacting the DEPO.
- Contact the KCC Communications Office.
- 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.

³ *Some chemicals and elements may possibly combust when water is applied. Examples include alkali metals (e.g., lithium, sodium, potassium), certain alkali metal hydrides, chlorides, halides and anhydrides).*

- 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 Assistant Director - Education.
- Contact the KCC Communications Office.
- 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.
- Contact the Property Helpdesk.
- Inform the Assistant Director - Education and consider contacting the DEPO.
- Contact the KCC Communications Office.
- Inform Chair of Governors.
- 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.
- Contact the Property Helpdesk.
- Inform Assistant Director - Education.
- Contact the KCC Communications Office.
- 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.

Section Three

Dealing with Human Emergencies

This section deals with some of the issues and challenges you may face that occur that are caused or involve the actions of people.

School Security

Counter Terrorism Planning & Advice

Contest, Prevent and Channel

Dealing with Suspicious Mail

Bomb or Attack Threat Protocol

Suspicious Device or Package

Evacuation/Invacuation Planning

Aggressive or Unacceptable Behaviour from a Visitor

Lockdown

Managing Incursions

Managing a Hostile Incursion

“Run Hide Tell”

Cyber Security

Fraud

Reports of a Suspicious Person or Vehicle, or an Attempted Abduction

Abduction

Serious Assault by a Student

Student is Suspected of Being Armed

Death of a Pupil or Member of Staff

Death, Serious Injury or Medical Emergency Occurring on School Property

Educational Visits or School Trip Emergency

Road Traffic Incident or Breakdown

Suicide Threat or Attempt

School Security

School security is everyone's responsibility.

A robust security policy can deter petty criminality and more serious issues such as intruders and incursion.

Each school should establish and maintain relationships with local networks and work with the police, local authority and others in the wider community to gather and share security related information. This intelligence can then be used to inform the development of a school security policy and plan that is proportionate, measured and reflects local and national security issues or threats.

Staff and, where appropriate, pupils should take personal responsibility for both their own security and that of those they work and learn alongside. This, along with the effective management and handling of security related matters in schools, should help to ensure that staff and pupils are able to work and be taught in a safe and secure environment.

All school staff should receive appropriate security training. This should be proportionate to their roles and include an awareness of the school security policy.

School staff should have an awareness of relevant security networks and be able to evaluate and assess the impact of any the new initiatives on the school security policy and its day-to-day operation. School staff should know what to do to protect themselves and pupils from harm, safeguard the school estate and be able to determine when it is appropriate to contact the police/emergency services.

School security should not be seen as an additional undertaking, rather it should be considered alongside responsibilities under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 and the appropriate training given to the person(s) with responsibility for health and safety and school security in the school.

Nomination of a Responsible Person

[The Management of Health and Safety at Work Regulations 1999](#) require employers to appoint one or more responsible, competent persons to oversee workplace health and safety and to support compliance with the regulations. The competent person is required to have subject knowledge, be trained in matters related to handling health and safety risks and have the experience to apply that subject knowledge correctly in the workplace.

The competent person should consider matters of school security, including areas regularly used for off-site education and to put in place a school security policy that:

- identifies the likelihood of a security related incident occurring;
- assesses the level of impact; and
- develops plans and procedures to manage and respond to any threats.

The competent person will also need to ensure that business continuity plans are in place to enable staff and pupils to react appropriately and urgently in the event of a serious incident. This should include arrangements to respond to the immediate crisis as well as the short, medium and long term issues that will arise.

All school staff and pupils must be able to work in a safe and secure environment. Whilst schools continue to be amongst the safest places, no school can afford to ignore the potential threat of, and impact arising from, security related issues, such as vandalism and arson or more serious incidents involving knife crime or terrorist attacks.

School Security Policy

A school security policy should:

- reflect the balance between maintaining an open and welcoming environment for pupils, parents and the wider community and protecting them from harm;
- help create a culture in which staff and pupils recognise and understand the need to be more vigilant about their own and the safety and security of others; and
- demonstrate an understanding of the issues that could impact on their school and wider community.

Plans and supporting procedures should:

- be based on a school's realistic assessment of the threats relevant to it;
- demonstrate that there is a shared and common understanding about how to respond to identified threats; and
- be very clear about what is expected from the staff, pupils and the local community should an incident occur.

Formats of the policy will therefore vary greatly depending on the assessment of the threat and/or risk.

Security in New School Buildings

Advice on how to make your school more secure, especially if you are planning new building work or alterations, can be sought through the Police initiative, "Secure by Design", at: <http://www.securedbydesign.com/>

For advice specific to schools and particularly new build, see this guide:

https://www.securedbydesign.com/images/downloads/New_Schools_2014.pdf .

Counter Terrorism Planning & Advice

The advice from HM Government is that schools should be alert to the possibility of an attack, but not alarmed. You should ensure that you have adequate security plans and that such plans are still current and have been tested to ensure staff and students are prepared and confident.

Security guidance for Schools

The latest Government advice for Publicly Accessible Locations (PALs) including schools can be found here:

<https://www.gov.uk/government/publications/crowded-places-guidance>

Staff Awareness and Security Culture

It is a good idea to brief staff on how they can recognise suspicious activity. This could 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.

Some information about how to promote employee vigilance can be found here:

<https://www.npsa.gov.uk/security-campaigns/employee-vigilance-campaign>

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 should be checked periodically to ensure that they are complete and accessible.

If you have burglar and intruder alarms, or CCTV, check that they work. For CCTV systems you should also check that the date/time stamps are accurate. For additional guidance, read: <https://www.npsa.gov.uk/video-surveillance-access-control-detection-control-rooms>

Classrooms and learning spaces should be numbered, and the adults in the room need to know what that number is. This will help Police and school SMTs to quickly identify where incidents are happening. Supply teachers and new staff may not know.

National Threat Level

The national threat level from international terrorism is provided by the Security Service (MI5). There are five levels:

- LOW means an attack is highly unlikely
- MODERATE means an attack is possible, but not likely
- SUBSTANTIAL means an attack is likely
- SEVERE means an attack is highly likely
- CRITICAL means an attack is highly likely in the near future

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

Contest, Prevent and Channel

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, which requires them “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

Contest

The Prevent strategy is part of CONTEST, the overall UK counter-terrorism strategy. CONTEST has four main strands.

- Pursue: to stop terrorist attacks
- Prevent: to stop people becoming terrorists or supporting terrorism
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack.

In July 2023, the government updated the Contest Guidance, which can be viewed here:

https://assets.publishing.service.gov.uk/media/650b1b8d52e73c000d54dc82/CONTEST_2023_English_updated.pdf

Prevent

For schools, Prevent is the most relevant. The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views.

As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism.

It is important to remain vigilant and ensure that schools are safe spaces for our young people to hold conversations on difficult and controversial topics.

In September 2023, the government updated the Prevent Duty Guidance, which can be viewed here:

https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf

For up-to-date information about what schools need to do, see the link on KELSİ.

<https://www.kelsi.org.uk/child-protection-and-safeguarding/prevent-within-schools>

Prevent Education Officer (PEO)

The PEO is the first point of contact for schools and other educational establishments for Prevent delivery. If you have any queries or you need support about Prevent, contact:

Sally Green, Prevent
North & West Kent

sally.green2@kent.gov.uk

03000 421935

Rachel Murray, Prevent
East and South Kent

rachel.murray@kent.gov.uk

03000 412431

Channel

A key part of Prevent is CHANNEL. The process adopts a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

The school role in Channel was updated in October 2023 and is explained in the Channel guidance here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

Protect

The primary focus of the Protect Duty is to improve protective security and preparedness measures in publicly accessible locations.

For more information on Protect UK, see:

<https://www.protectuk.police.uk/>

A key component to the Protect Duty is the Terrorism Protection of Premises Bill, also known as 'Martyn's Law' which is expected to become law in 2024.

Terrorism Protection of Premises Bill, 'Martyn's Law'.

Martyn's Law will improve protective security and organisational preparedness across the UK by mandating, for the first time, those responsible for certain premises and events to consider the terrorist risk and how they would respond to an attack. It places a requirement on publicly accessible venues and locations (including schools) to consider the threat of terrorism and put in place appropriate mitigation measures. It is named as a Tribute to Martyn Hett and others who were killed at the Manchester Arena bombing.

Subject to final legislation, the duty will set two tiers - standard and enhanced. The draft legislation confirms that schools with a public capacity of more than 100 will always be required to meet the standard tier. However, KCC strongly advise that all schools, of any size adhere to the principles of Martyn's Law.

Subject to final legislation, all schools, regardless of size, must apply the 'standard tier of duty. Standard Tier premises must:

- Notify the Regulator that they are responsible for premises within scope of proposed legislation and are subject to the relevant requirements.
- Put in place procedural measures that could be expected to reduce, so far as reasonably practicable, the risk of physical harm to individuals at the premises in the event of an attack. This will include procedures for; evacuation, invacuation, lockdown and communication (see elsewhere in this Chapter.)
- School workers will need to be sufficiently instructed or trained to carry these procedures out effectively.

This effectively means that when the law goes onto the statute book, all schools with a staff or pupil complement exceeding 100 persons, should:

- Ensure that they notify the Regulator (who the Regulator is will be advised when legislation goes live)
- Put in place procedures for dealing with suspicious mail
- Set up a school security policy or similar, including a culture of awareness

- Have alerting systems put in place
- Agree Bomb or Attack Threat Protocol
- Prepare plans for Evacuation/Invacuation
- Develop and test Lockdown procedures
- Develop “Run Hide Tell” plans
- Introduce any other procedures that are needed for security in view of the uniqueness of each school
- Put training in place for whatever procedures (as above) are put in place.

Non-compliance will no longer be an Ofsted concern, it will be a criminal offence. However, the duties in most cases, are just a continuation of what most Kent schools are doing already.

Through Martyn’s Law, premises will be better prepared and ready to respond in the event of a terrorist attack. Simple steps save lives.

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 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.

For further information, read: <http://www.cpni.gov.uk/advice/Physical-security/Screening/Mail-and-deliveries/>

Bomb or Attack Threat Protocol

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.

KCC has agreed a protocol with Kent Police whereby however it is notified, Kent Police provide the decision on further action. The School Bomb or Hostile Incursion Threat Protocol can be seen at **Appendix 15**.

There are several key actions:

- Depending on the nature of the threat and prevailing Police advice, consider evacuation, taking into account 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.
- Don't inform any other schools or parents unless explicitly advised to do so by Police
- Treat as genuine unless advised by Police
- Consider locking down the school if the threat appears serious
- Activate School Emergency Management Team.

Telephone

If a bomb threat is made by telephone, stay calm and listen carefully. Use the "Recording a Threat" template at **Appendix 12**, and try to get the caller to give precise details.

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.

Action immediately after the Caller rings off

- Immediately report the incident to the relevant manager or head teacher
- 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.
- Send **Appendix 12** to the Police.
- 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 possible⁴.
- 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 away⁵ from immediate danger⁶. If possible & appropriate, have them sitting down.
- Consider invacuation to internal protected spaces if the device is external to the building.
- Inform the Assistant Director - Education and contact the DEPO.
- Contact the KCC Communications Office.
- 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 using car parks as muster points if possible.
- Ensure that whoever made the find, remains on hand to brief the Police.

⁴ *Some explosive devices may be designed to detonate using radio wave transmission.*

⁵ *Ensure that evacuating staff and children use a route that takes them away from the suspected danger area*

⁶ *At least 250 metres from building. Further, if possible, 500m is the recommendation.*

Search Planning

There is no responsibility for school staff to carry out a search of the building following notification of a threat, credible or otherwise. However, it might be borne in mind that you and your staff know your school far better than a stranger. It will greatly assist the Police if you have a plan to conduct a search of your buildings.

You should consider:

- Do you have a plan to search your site to deal effectively with either bomb threats or for suspicious devices?
- Are your staff familiar with those plans?
- Are staff and students aware of what to do if they find a suspicious item?
- Good housekeeping reduces the opportunity for suspicious items to be placed and assists effective search
- Regular searches should be part of your general housekeeping, regular searches can ensure that any suspect package is detected early.
- Consider dividing your location into smaller, searchable area's and ensure someone is responsible for each location.
- Consider techniques to routinely search area's without arousing suspicion or concern from students.

Search planning guidance can be found here:

<http://www.cpni.gov.uk/Security-Planning/Business-continuity-plan/>
<https://www.gov.uk/government/publications/bomb-threats-guidance>

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.

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

Lockdowns are explained in more detail later.

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.

Entry Systems

Many schools now use an electric 'push button' type entry system. It is important to restrict use of this system to authorised staff.

Pupils, parents and visitors must not have access to the door entry mechanism. Although it is recognised that schools are busy environments, maintaining control over visitor entry takes precedence over all other considerations.

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.

Glossary of Terms

It is important to standardise terms so that those involved in planning for such an event all understand what to do.

Intruder

A person who is seen or suspected to be on site at the school without authorisation. An intruder in this context differs from a burglar or vandal, because their intrusion is at a time when the school is wholly or partially occupied.

Incursion

An incursion is an unauthorised entry by a person or persons that incorporates an illegal entry, with the potential for damage to the school or hurt to staff or students.

Hostile Incursion

A more violent form of Incursion whereby a person, or number of people, enter a school with the sole intent of harming personnel.

Secure Perimeter

This is a perimeter line of fencing or walls, broken only by secure entry points. Children in schools should be inside the secure perimeter. The perimeter may include playing fields or outbuildings.

Internal Secure Line (ISL)

This is a perimeter security line that is established on the entry points (doors and windows) of school buildings and does not include external areas. On some more spread out sites, internal secure lines may cover several separate buildings.

Safe Rooms

These are rooms, inside the Internal Secure Line, that can be secured by the occupants and will offer significant protection against all but a very determined assault. It is advised

that all teaching rooms are equipped with sufficient security to enable it to be secured against forced entry, i.e., deadbolts, reinforced hinges, door wedges or bars.

Lockdown

The practice of securing a school's Internal Secure Line, restricting non-essential internal movement within these school and securing some internal access points, following receipt of an agreed signal.

Invacuation or Inwards Evacuation

This is the process by which all personnel withdraw quickly inside the Internal Secure Line, during the initiation of a Lockdown.

Dynamic Lockdown

This is a process by which a Lockdown can be intensified or de-intensified according to changing circumstances. This could be two, three or four stages, depending on the school's needs and the physical security factors on site.

Evacuation or External Evacuation

The practice of all personnel leaving the school building and/or school site according to pre-planned methods and routes.

Run, Hide, Tell

This is a practice that is recommended by the National Counter Terrorism Security Office in the event of a Hostile Incursion.

IED

Improvised explosive device. A homemade bomb or incendiary device.

VAW

Vehicle as Weapon. When a vehicle is used as a weapon with the intent of harming personnel through impact injuries.

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 the school should be ready to initiate 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.

Culture of Awareness

Those seeking to conduct attacks often undertake a level of planning including part-rehearsal and reconnaissance. All opportunities to detect and deter threats at the planning phase should be taken.

Presenting a strong security posture through visible and effective activity, for example through staff awareness and reporting processes.

You should develop relationships with the Police, parents and any other local stakeholders with a view to maintaining a vigilant mindset.

Developing a Dynamic Lockdown Plan

Dynamic Lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of Lockdown is to prevent people from moving into danger areas and preventing or frustrating the attacker's access to a site (or part of).

It is recognised that due to their nature, some school sites may find it difficult to physically achieve Lockdown. Where this is the case, the school should consider additional security on the Secure Perimeter.

Why develop dynamic Lockdown?

If preventing an attack has not been possible, the ability to frustrate and delay the attacker(s) during the course of the attack and reduce the number of potential casualties can be greatly increased through dynamic Lockdown.

Advance planning of what needs to be done to Lockdown a site and recognising the need for flexibility in those plans will save lives.

Planning should consider:

- How to achieve effective full or partial Lockdown
- How to escalate and de-escalate Lockdown
- How to let people know what's happening
- Training your staff

- Run, Hide, Tell principles

Dynamic Lockdown Planning

In your planning, you should:

- Identify all access and egress points in both public and private areas of the site. Remember, access points may be more than just doors and gates.
- Identify how to quickly and physically secure access/egress points.
- Identify how your site can be sectorised to allow specific areas to be locked down.
- Include staff roles and responsibilities.
- Consider staff training needs to enable them to act effectively and be aware of their responsibilities.
- Consider how to restrict people from leaving or entering the site.
- Plan to direct staff and pupils away from danger.
- Consider the ability to disable lifts without returning them to the ground floor should be considered, if relevant.
- Establish processes that can be flexible enough to cope with and complement evacuation and evacuation.

Training your staff:

Due to the fast-moving nature of incidents that require Lockdown it is important that all staff are able to act quickly and effectively.

- Train all staff using principles of “Stay Safe”, both for themselves and for the pupils/students in their charge.
- Ensure staff know what is expected of them, their roles and responsibilities.
- Check staff understanding.
- Regularly refresh training.

Initiating a Lockdown - Methods

Various options exist depending on the nature of the incident and occupancy of the site. These include:

- Public address (PA) system
- Existing internal messaging systems; text, email, staff phones etc.
- Walkie talkie radios
- ‘Pop up’s on staff computers / other internal messaging systems
- Dedicated “Lockdown” alarm tone
- Word of mouth

Public Address System

A public address system is by far the best option to alert personnel. This allows clear, universal communication from a single source so there is no delay or confusion.

The best way to use public address is to operate a similar system to that used by supermarkets. For example, shoppers inside the store do not know whether “Customer Service Fourteen” is a spillage in the dairy aisle, or to call security to the main entrance. This also reduces chances of panic amongst the students/pupils.

Schools could perhaps use something like “**Staff call, twenty-one**” to indicate that a stage 1 Lockdown is being put in place. If the situation calms down, you could maybe use “**Staff call, twenty**” to indicate a de-escalation to normal. However, if the situation deteriorates, you could then use “**Staff call, twenty-two**” or “**Staff call, twenty-three**” to escalate to a Stage 2 Lockdown or Stage 3 Full Lockdown.

A public address system is also useful if the Police are on site and they need to communicate with groups of people who may be inside a locked Safe Room or hiding.

Using an Alarm or Tone Alert

Note that use of fire alarms should be avoided.

It is important that alarm alerts are few and simple. It is probably not advisable to have different sets of alarms (e.g., three rings or two short and one long, etc), unless you have no other option. If you must use an alarm or alert tone, it must be very different depending on the incident. An alert to warn of someone with a weapon should be different to an alarm where you need to summon colleagues for assistance.

You may wish to consider fitting an alarm or alerting system to each teaching room and the entrance and office areas. Staff will be reassured if there is a means for them to communicate unobtrusively or to summon assistance if they fear for their safety or that of the children in their care.

Managing Incursions

Schools must plan for this eventuality and a graduated system of managing them based on risk, is suggested here.

1. Suspicious person seen outside school grounds

If a suspicious person is seen loitering or otherwise outside the school grounds, the school must:

- Have a dedicated communication mechanism to alert all staff.
- Lockdown on the Internal Secure Line. Appointed key holders who immediately lock external doors.
- Staff inside rooms must lower blinds or draw curtains.
- Call Police immediately. Give the Police as much information as you can about the person.
 - Description
 - Number of people
 - Name if known
 - Behaviour
 - Location
 - Direction of travel
 - Access information
 - Any casualties
 - Whether armed
 - What are they armed with? Firearm? Bladed weapon?
- Activate School Emergency Management Team
- Staff should continue normal teaching.
- Do NOT leave the building to challenge the person.
- Wait for Police to give an all clear before unlocking doors.

2. Intruder inside grounds

If a suspicious person is seen in the school grounds, the school must not hesitate to react.

- Have a dedicated communication mechanism to alert all staff.
- Lockdown on the Internal Secure Line.
- Appointed key holders immediately lock external doors.
- Staff inside rooms must close windows, lower blinds or draw curtains and lock internal doors and ensure emergency exits are secure, but usable if need be.
- Move children away from windows and external doors or fire exits.
- Call Police immediately. Use 999, and give the agreed code word. Give the Police as much information as you can about the suspicious person.
 - Description
 - Number of people
 - Name if known
 - Behaviour
 - Location
 - Direction of travel
 - Access information
 - Any casualties
 - Whether armed
 - What are they armed with? Firearm? Bladed weapon?
- Activate School Emergency Management Team
- Staff should try to maintain normalcy
- Do NOT leave the building to challenge the person
- Wait for Police to give an all clear

3. Intruder inside school buildings

If a suspicious person is seen inside the school buildings, the school must not hesitate to react.

- Have a dedicated alarm to alert all staff.
- Initiate full Lockdown.
- Move children away from windows and external doors or fire exits.
- Staff inside rooms must close windows, lower blinds or draw curtains, lock internal doors and ensure emergency exits are secure, but usable if need be.
- If staff are in a designated safe room, then the extra security measures should be implemented. Examples include locks and bolts, door jam bars or wedges.
- Staff should also consider an alternative emergency exit. This might be through a fire exit, other door or window.
- Call Police immediately. Use 999 and use the agreed code word. Give the Police as much information as you can about the suspicious person.
 - Description
 - Number of people
 - Name if known
 - Behaviour
 - Location
 - Direction of travel
 - Access information
 - Any casualties

- Whether armed
- What are they armed with? Firearm? Bladed weapon?
- Activate School Emergency Management Team
- Do NOT challenge or approach the person.
- Wait for Police to give an all-clear.

For all incidents:

- Activate School Emergency Management Team.
- Notify all staff and inform them to maintain timelines and records of all actions and events.
- Establish lines of responsibility, accountability and leadership.
- Decide whether the school or the Police should inform parents if applicable.
- Move pupils/students out of view.
- Inform the Assistant Director - Education and the DEPO
- Contact the KCC Communications Office.
- Inform Chair of Governors.

During Assembly, Meals and other similar events

One area of Lockdown that is frequently overlooked is how to effect Lockdown when large groups of pupils/students are in a single central location, such as during a school assembly, drama production, lunch or examinations.

The way to manage this is to consider the level or severity of the threat. If a Lockdown is initiated due to a potential risk, then it is probably OK to continue with the activity. If the threat is real, but is outside the Internal Secure Line, the better option is likely to be to move all the pupils/students back to their classrooms.

If the threat is inside the secure line, then the pupils/students need to be in a safe room. It would be unusual for a school to be able to secure a large room such as the school hall or lunch area.

If the location of the threat is such that access to safe rooms is not an option, then the school should consider whether evacuation and/or Run Hide Tell is the best route.

Managing a Hostile Incursion

A hostile incursion is an incursion into a building by one or more attackers, with the aim of taking life, possibly involving a siege or period of occupation within a building. An incursion of this sort is extremely unlikely within an educational environment.

The objective is to reduce the likelihood and impact. This is done by:

- Good planning & preparedness
- Having an awareness of the threat
- Ongoing and effective site security
- Informed and supported staff
- Early detection
- Rapid response
- Having a robust communication strategy, including contacting the emergency services
- Testing and rehearsing

Planning and Preparedness principles

If such an incident was formally risk assessed, it would be graded bright green for likelihood, but deep red for severity of impact. It is therefore a sensible idea to have at least some preparation, over and above that required for more likely emergencies.

Awareness of the threat and assessment of the risk

Consider the likelihood of the threat and plan proportionately to your school's circumstances, site and location.

Prepare a site security strategy

A visibly secure school can discourage a potential attacker and reduce the impact of an attack. An individual within your establishment should be responsible for owning, developing and delivering the site security plan. In most cases, this will be a caretaker, bursar or business manager.

Prepare your personnel

Staff should at least have an awareness of the threat. As with all possibilities, they should be vigilant and know how to report suspicious activity. Promotion of a robust security culture should be integrated into daily business with all staff being aware of emergency procedures. Testing procedures will provide an assessment on how staff and students are likely to respond.

Detect and Protect

The earlier an incident is detected, the better. Encourage staff vigilance, including looking beyond the perimeter. Engage with neighbours (including local shopkeepers, community wardens, etc) and encourage them to report suspicious behaviour around your establishment.

It is a good idea for an alarm system to be fitted to each teaching room and the entrance and office areas. Staff will be reassured if there is a means for them to communicate unobtrusively or to summon assistance if they fear for their safety or that of the children in their care.

Rapid Response and Management

Timeliness is critical to achieving a better outcome. Roles and responsibilities need to be clear and fully understood. Relevant training should be underpinned by policies and procedures, that are regularly reviewed.

Planning should consider the phases prior to the Police attendance. Until the arrival of the Police, responsibility for the management of the situation remains with the school.

Communication Strategy

Effective communication is key. You should consider firstly, how you will communicate to staff, visitors and students and secondly how will you communicate to the Police.

Testing and Rehearsal

Producing a plan and policy isn't the end of your preparation and planning, is just the end of the first part. It must be tested and rehearsed.

What does a Hostile Incursion Plan look like?

Essentially your plan is an extension of the Lockdown plan as described earlier. There are two choices of action and whichever action is chosen, depends on what is happening.

- Stay in a safe room

- Run Hide tell

Safe Rooms

If properly prepared and properly used, a Safe Room is the best place to be in the event of a Hostile Incursion.

A good Safe Room will ensure that those personnel inside, are not visible from the outside, are protected from all but the most determined attempt to break in and will retain a secondary exit if the room is breached.

Inside an activated Safe Room, normal teaching is impossible. Pupils/students should keep low to the floor and be as quiet as possible. This is likely to be difficult as young people may be more susceptible to fear and potentially panic. The adult staff in the room will need significant leadership skills to keep their charges safe and secure.

What is a Safe Room?

This is a room, often a teaching area, that can:

- be locked and secured from intrusion
- remain in communication with other personnel and areas of the school
- keep the occupants unseen
- has a secondary exit, that can only be opened from inside

The question of the security of the room should be, how long would the room be able to resist a determined assault by an attacker trying to gain entry? The answer is simple. It needs to withstand an assault for more than the length of time that it takes to evacuate everyone inside, through the second exit. The only way to determine this is to put a stop watch on a practice evacuation. In most cases, this is 45 to 60 seconds.

There are several ways to improve the security of the main entrance, which is usually the weakest point in a Safe Room's security. The easiest and cheapest is to put on strong bolts to both sides of the door. If you have the option to push something heavy in front of the door, even better.

Best option is to obtain door jam or frame wedges that make opening the door nearly impossible from the outside, and would allow plenty of time to evacuate the room.

It is recognised that not every room can be secured sufficiently. If the room has large glass internal windows, or thin stud walls, then it is probably not suitable to be used as a Safe Room. This leaves two options. Either have an arrangement where a group or class of pupils/students moves to another room which has sufficient security. The other alternative is to simply get out using Run Hide Tell.

“Run Hide Tell”

Although it is extremely unlikely that a school would ever be the subject of such an attack, staff and pupils/students should all understand the principle of Run Hide Tell and how it must be adapted into a school context.

Principles

Run

Move away from the source of any obvious noise or danger. Move quickly. Make other people run with you. Don't stop until you are safe.

Hide

If you can't run, hide. Find a place that is lockable or can be barricaded. Stay quiet and don't leave your hiding place until told by the Police or security services that it is safe to do so.

Tell

Tell people everything you see of the danger. Be forceful. Tell them to get away. Remember everything you have seen. Even the slightest detail may help the Police and security services.

Adaptation for Schools

Run Hide Tell is designed primarily for adults. It relies on understanding the core concepts of: when, why, what and how.

- When? - Understanding when the Run Hide Tell action is appropriate.
- Why? - The possible motivation of the attacker, coupled with an appreciation of the danger.
- What? - The action required to maintain safety.
- How? - What to do when you are running or hiding or telling.

It might be reasonable for older students to have an understanding of 'Why', but the most efficient school systems only require the pupils/students to understand **what** they have to do and **how** they do it.

Planning a Run Hide Tell Protocol for schools

When planning a process to initiate a Run Hide Tell, there are several key factors to consider:

- The age or maturity of the students / pupils
- The increased likelihood of fear and panic amongst young people
- Persons of restricted mobility
- The Secure Perimeter of the school
- Where do you run to?
- Where do you hide?
- How can you tell, who needs to be informed?

Age and Maturity

Run Hide Tell is designed for adults, or those mature enough to understand the potential consequences of not Running or Hiding. Young people will likely not have this awareness; or at least not to the degree that the teaching staff will. The very notion that there is someone who wants to hurt or kill them should not enter into their lives while at school.

The onus therefore, is on the teaching staff who do understand, to shoulder the burden of implementing a Run Hide Tell reaction. The younger the pupil/student group, the more controlled it needs to be.

Fear and Panic

Any situation that could precipitate a Run Hide Tell action would likely be loud, confusing, visually traumatic and wholly alien.

Running away from danger does not reduce panic; it increases it. When the brain becomes aware of a threat or issue, the sympathetic nervous system and the adrenal-cortical system initiate the 'fight or flight' response which releases hormones into the blood.

Because the action being taken is to run rather than 'fight', the effect of the hormones on the body is to heighten the 'flight' reaction. This may develop quickly into panic. Young people will have less experience of panic and less ability to manage or understand it. Staff managing an evacuation need to keep scared children close to them.

Any planning should be kept simple and focussed to reduce the number of things that pupils/students have to think about.

Mobility Issues

Factoring in the evacuation or hiding of young people with restricted mobility should be integrated with the overall plan. In the same way that measures are made for assisted evacuation during a fire drill evacuation, nominated people and friends should be incorporated into any plan to assist those less able to move as speedily as may be necessary.

Secure Perimeter

Once breached, a secure perimeter (less so the Internal Secure Line) becomes a problem because it may impede the egress of personnel trying to escape the site, and impedes the entry of Police, Fire and Ambulance into the site.

If there is only one pedestrian egress point, then all those escaping will converge on that point, at the same time. This can be extremely dangerous. Ideally your school's Run Hide Tell evacuation plan should allocate each class to a dedicated egress point so that the evacuation is spread out with less convergence of groups of pupils or students. Make sure that the person who leads an evacuation has the keys they need to get out.

When renewing or installing new fencing, put in extra gates. These gates can be kept permanently locked as you choose, as long as those teaching staff who might need to evacuate through them, have a key. Such gates should be tested during reviews of the Secure Perimeter. You should also consider re-introducing any other exit points, even if long closed or unused.

Where to Run to?

Be prepared to run. Wear clothing proportionate to the weather but leave bags behind.

Key locations should be identified that are far enough away from the school to be safe, but still afford sufficient protection for groups of pupils/students. Such locations should be between 300 to 500 metres from the school site. Remember that everyone will be scared, panicking or even terrified. Your group may have seen or heard something horrific.

Places to run to include: other schools, Police stations, libraries, shopping centres, hospitals (especially if there are injuries, cases of shock or illness), places of worship, village or church halls, government or local government offices, or anywhere that is sheltered and away from danger.

Consider routes. It is better to use quieter routes that are longer, than it is to try and cross a busy road. When escaping, have one member of staff leading and one at the rear.

If you cannot run to somewhere safe, HIDE.

Where to Hide?

It would be a challenge to try to hide a class of pupils or students, but if running is not an option, then you must plan to hide.

If you can see the attacker, they may be able to see you, but if they cannot see you, then you are safer. Draw curtains & blinds and close doors.

Ideally a hiding place should provide cover from view and cover from attack, e.g., behind substantial brickwork / heavy reinforced walls. Cover from view is better than no cover, although bullets and other particles may penetrate glass, brick or wood.

Retain an emergency exit option, even if currently it is not the best option. Circumstances may change, and escape may become the best option. Therefore, ensure your exits are clear if you need to use them.

Keep everyone quiet. Ensure all phone sounds are muted and turn off vibrate. Move everyone away from the door.

Who to tell and how?

You will need to tell two groups of people.

Firstly, as you move or hide, tell everyone you see, to get away from the area or hide.

Secondly, only when it safe to do so, phone the police on 999 and use the codeword "Operation Chalkboard".

Stay safe film

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

Cyber Security

Cyber security is the appropriate application of procedures and mechanisms that will deter cyber-crime.

Local authorities now have a diverse school estate, with many providers, all using different systems and, in some cases, different ICT providers. It is the responsibility of School Leaders (Governors and SLT) to ensure appropriate safeguards to the school's online activities are in place.

What is Cyber-crime?

This is criminal activity committed using computers, phones, ICT or the internet, for various reasons, such as financial gain, theft, nuisance. Examples include:

Email hacking

Breaking into an email account to access private emails. Several reasons for this, but it is often to find out more confidential information to gain higher levels of access. It is also used to steal information about others and to facilitate change of bank details.

Phishing

The sending out of emails to try to encourage the receiver to click on a link or to supply confidential details about themselves. These emails can look extremely genuine, or humorously amateur. By reading carefully, you will often be able to find clues about whether or not it is genuine. Links will often be to a strange URL.

Malvertising

Internet and phone adverts that load code in the background to infect the computer (and server) with software that may have a damaging effect. These can load software even without clicking, but you should never click on anything unless you are sure that it is genuine.

Harassment

The sending of messages designed to upset, embarrass or threaten someone.

Ransomware

Sending a message telling someone that their system is infected and that they must pay to get the ransomware removed, or either be publicly embarrassed or have their system wiped. These attacks can be genuine or hoaxes. Hoaxes can usually be identified quickly, as there will be clues in the body of the message. For example, references to taking over your webcam (when there is none), or mentioning something that clearly hasn't happened, are easily identifiable.

Denial of Service Attack

A Denial of Service (DoS) attack can leave a school without access to their IT systems, including the ability to access their buildings if connected to a swipe card system. A number of DoS attacks have occurred in Kent Schools. It is not uncommon for a ransom (see above) to be demanded following a DoS attack.

Intellectual Property Theft

This is the stealing of work, data or copywritten information that has a value.

Malware

Malware is the code or software that is covertly inserted by malvertising or ransomware. It may be very harmful or just have a nuisance value.

Bank or financial account hacking

This is often the culmination of other attacks that have provided information that can enable illegal access to bank accounts.

Spear phishing

This is a more targeted version of phishing. It is often personalised and usually much more believable using names and other information that the owner believes is secret.

Basic Cyber Security

Cyber security is the way in which organisations can protect their computer systems, including hardware, software and data, from unintended or unauthorised access, change or destruction. This reduces the risk of becoming victims of cyber-attack.

Responsibility for cyber security lies with both the users and the providers. It is especially true that the school must ensure that the provider has appropriate prevention and security in place. This is often a challenge because the inclination is to simply accept the provider reassurances that the school data and systems are protected.

School Action

Even with the best cyber security prevention, all too often a breach or theft of data occurs due to a mistake by an end user. Be in no doubt, many cyber criminals are exceptionally proficient with their attacks. It can and does happen to anyone.

The first step lies with those that have access to an ICT system, particularly those that handle sensitive data or have financial access. To address the risk of fraud, theft and/or irregularity, education providers should as a minimum:

- use firewalls, antivirus software and strong passwords, on computers and phones.
- routinely back up data and restrict devices that are used to access their system.
- Education providers should also train staff to ensure that they:
 - check the sender of an email is genuine before, for example, sending payment, data or passwords
 - make direct contact with the sender (without using the reply function and ideally by telephone) where the email, for example, requests a payment or change of bank details
 - if telephoning the sender to confirm authenticity, do not use the contact number within the email without first checking it is genuine
 - understand the risks of using public Wi-Fi
 - understand the risks of not following payment checks and measures

Provider Action

The [National Cyber Security Centre](https://www.ncsc.gov.uk/) (NCSC) suggests 10 steps to cyber security. It is suggested that the ICT provider is best equipped to provide these, but the 10 steps should be a start point for schools looking to ensure that their ICT provider is as secure as possible.

Other sources of help are:

<https://www.cpni.gov.uk/>

ICT providers themselves are as likely as individual schools to be the target of a cyber-attack. You should satisfy yourself that your provider has considered the following:

1. Home and mobile working:

- is there a clear policy on mobile working, with all associated training?
- is a secure baseline build applied to all devices?
- is data protected outside formal work environments, including in transit?

2. User education and awareness:

- are there security policies in place covering acceptable and secure use of systems?
- is there a staff training programme covering secure use of systems and awareness of cyber risks – for example strengthening passwords, risk from public Wi-Fi hotspots, risks from use of removable media such as USB sticks, avoiding use of personal accounts for business purposes and maintaining backups?
- do staff know how to report issues and incidents?

3. Incident management:

- does the organisation have an incident management/response plan and are these tested?
- are criminal incidents reported to law enforcement bodies?

4. Information risk management regime:

- is there a governance structure for managing information risk?
- do information professionals liaise with central government, stakeholders and suppliers to understand the threat?
- does senior management understand and engage with risk mitigation processes?

5. Managing user data access rights / privileges:

- are there effective account management processes, with limits on privileged accounts?
- are use privileges controlled and monitored?
- is access to activity and audit logs controlled?
- are these logs reviewed for unusual behaviour?

6. Removable media controls:

- is there a policy on the use of removable media (for example, CDs, flash/pen drives, mobile phones, wireless printers) and is this implemented?
- are media scanned for malicious software (malware) before being linked to the system?

7. Monitoring:

- is there a monitoring strategy in place for all information communications technology (ICT) systems and networks?
- are logs and other monitoring activities able to identify unusual activity that could indicate an attack?

8. Secure configuration:

- does a system inventory exist?
- is unnecessary functionality removed or disabled from systems?

- are security patches applied regularly?
- is there a minimum defined baseline for all devices?

9. Malware protection:

- are there effective anti-malware defences in place across all business areas?
- is there regular scanning for malware?

10. Network security:

- is the network perimeter managed?
- do information professionals understand where the highest risk information assets are, and how they are protected?
- are security controls monitored, tested and where appropriate updated?

Do not assume that your ICT provider is aware of all on this list, although they should be.

The NCSC has a dedicated section on cyber security

<https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>

Reporting a Cyber Security Incident

It is absolutely essential that incidents are reported appropriately as soon as they are detected.

- The person who identifies the attack or breach should inform the headteacher.
- The headteacher should then inform Chair of Governors and the Assistant Director - Education.
- If a data breach you should inform the Information Commissioner's Office (ICO) under GDPR guidelines. <https://ico.org.uk/for-organisations/report-a-breach/>
- Inform the KCC Internal Audit Team via internal.audit@kent.gov.uk
- If there has been a theft or attempted theft (of anything) you should inform the Police using the Action Fraud website <https://www.actionfraud.police.uk/>
- Contact your bank and make them aware that you have been a victim of a cyber security incident. They should be able to put additional checks and monitoring of your bank account in place in case the incident has exposed key financial information or unauthorised direct debits/ payments are made.

Fraud

Large scale or systematic fraud can cause significant harm to school resources and can be committed from both internal and external sources. No one wants to find the bank account empty, leaving the school unable to pay staff, goods or services needed to educate children.

How is Fraud Committed?

Fraud is based on a lie, a false representation, an act of omission or abuse of position. From internal sources this could be due to a lack of safeguards that leaves one person in control of the school finances. From external sources it could be linked to a cyber-crime as mentioned in the above section.

Preventative Measures to Deter Fraud

- Have sound financial controls in place, separation of duties so no one person has control over the whole payments process
- Ensure reconciliation of accounts is conducted regularly.
- Ensure senior leaders and finance staff received regular fraud awareness briefings and monitor for fraud alerts on Kelsi.
- Ensuring cyber security is applied, especially those within the school who work within finance functions and there are independent validation checks on any requests made for immediate payment.
- Ensure you have fraud risks and the mitigating controls included in your school risk assessments and staff are made aware of the mitigating controls. More information on these can be found on Kelsi at https://www.kelsi.org.uk/data/assets/word_doc/0005/29849/School-Anti-Fraud-Bribery-and-Corruption-Policy-Template.docx

What to do if Fraud / Financial Loss is Discovered

- Contact your banks fraud team immediately. Banks usually have a small window of opportunity to freeze/recover funds paid incorrectly and can apply additional security measure to prevent further loss.
- Report the loss to your Assistant Director - Education and KCC Internal Audit & Counter Fraud Team (internal.audit@kent.gov.uk). The Counter Fraud Team can help liaise with the police and support any investigation as well as making a referral to Action Fraud.
- For Academies report it to the Education and Skills Funding Agency <https://www.gov.uk/guidance/academies-guide-to-reducing-any-risk-of-financial-irregularities#reporting-fraud>

Reports of a Suspicious Person or Vehicle, or an Attempted Abduction

Regrettably, this type of incident is one of the more common emergencies that a school, or group of schools have to face.

The notification can come from a pupil/student, a parent, a member of the public, a member of staff, a local authority or possibly the police themselves.

The first duty of any observer or witness is to note down as many details as possible e.g., physical description, type of vehicle, clothing, activity etc.

The second duty is to inform the appropriate level of responder or authority. In Kent, the standard response as preferred by Kent Police is to let them know as soon as possible, providing as much information as possible. As a general rule, for:

- Reports that a person has been acting oddly or inappropriately outside a school, phone Police on 101

- Reports of a vehicle acting or parked oddly or inappropriately, phone Police on 101
- Reports that a child has been followed on foot or in a vehicle, phone Police on 999
- Reports that someone has tried to entice them into a car, phone Police on 999

In all instances, please inform the Assistant Director - Education and consider contacting the DEPO.

Once the Police are informed, it will be their decision on further action. Nine times out of ten, the report is perfectly harmless.

What you should NOT do is:

- Put a cascade message out to all neighbouring schools unless asked to do so by Police or KCC
- Put out anything on any social media platform
- Respond to questions or pressure from social media.
- Inform all pupils/students of the details of the threat. However, it is usually acceptable to issue a general letter, reminding parents and pupils/students of the need to be vigilant and aware of stranger danger.

The Police will tell the school and the local authority whether they feel a cascade message is appropriate and they will do that once they have ascertained the level of threat. If you need further advice, contact the Kent Police Safer Schools Coordinator on 01622 652727 or 01622 192727.

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 codeword "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 the Assistant Director - Education and consider contacting the DEPO.
- Inform the Chair of Governors.
- Contact the KCC Communications Office.
- 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 Assistant Director - Education 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 Assistant Director - Education 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, Assistant Director - Education) to meet and review the day's events and plan the strategy for the day.

Serious Assault by a Student

If a student commits a serious assault, whether using a weapon or not, it is essential that the following action is taken.

Immediate Action

- Do NOT challenge or approach the student.
- Consider initiating Lockdown for 'Intruder inside/outside School Buildings.' This will depend on the suspected whereabouts of the student and the likelihood of further assault if the Lockdown is initiated.
- Call Police immediately. Use 999. If the student is armed⁷ or believed to be armed, use the codeword "Operation Chalkboard". Give the Police as much information as you can about the suspicious person.
 - Description
 - Number of people
 - Name if known
 - Behaviour
 - Location
 - Direction of travel
 - Access information
 - Any casualties
 - Whether armed
 - What are they armed with? Firearm? Bladed weapon? Heavy or blunt object?
- Ask Police to call an Ambulance if there are casualties.
- Activate School Emergency Management Team.
- Once the Police have arrived, they will take charge of the incident. Follow their instructions.
- Inform the Assistant Director - Education.
- Contact the KCC Communications Office.
- Inform Chair of Governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Decide whether the school or the Police should inform parents if applicable.
- An area of the school may be a crime scene. No attempt should be made to clear up or tidy any area where an incident took place.

Student is Suspected of Being Armed

If a member of staff suspects or receives information that a pupil is carrying some form of weapon, the best course of action is to call the Police and let them deal with it.

It is important to remember that the student may have no violent intent. Many children claim that they are carrying a weapon for 'protection' against bullies or other threats. The student may themselves be a victim.

However, such outcomes can only be considered after the situation is under control. If weapons are present, the Police are best placed to assist the school in getting control of a situation.

- Do not challenge or approach the student.
- Call Police using 999 and use the codeword "Operation Chalkboard". Give the Police as much information as you can about the student or person concerned.

⁷ *In this context, 'armed' should be taken to mean ANY object that is being or could be used as a weapon. The level of Police response will depend on an accurate description of the weapon.*

- Description
- Number of people
- Name if known
- Behaviour
- Location
- Direction of travel
- Access information
- Any casualties
- Whether armed
- What are they armed with? Firearm? Bladed weapon?
- Activate School Emergency Management Team.
- Once the Police have arrived, they take charge of the incident. Follow their instructions.
- Inform the Assistant Director - Education and consider contacting the DEPO.
- Contact the KCC Communications Office.
- Inform Chair of Governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Decide whether the school or the Police should inform parents if applicable.
- An area of the school may be a crime scene. No attempt should be made to clear up or tidy any area where an incident took place.

Searching a Pupil

Schools are now legally entitled to conduct a search of a student and their belongings. However, in practice, schools might feel more comfortable restricting searches to bags rather than conducting a body search on the student. If a body search is considered necessary, it might be better to request Police assistance.

Further information can be found following the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf

Death of a Pupil or Member of Staff

Statutory Duty when a Child Dies

The Children Act 2004, as amended by the Children and Social Work Act 2017, places a statutory duty on the “Child Death Review Partners”, to work with relevant organisations with specific responsibilities in relation to child death. The child death partners are identified as the Local Authority and Clinical Commissioning Groups (CCGs).

The partners must make arrangements to review all deaths of children normally resident in the local area and, if they consider it appropriate, for any non-resident child who has died in their area. Working Together 2018 clarifies that, “when a child dies, in any circumstances, it is important for parents and families to understand what has happened and whether there are any lessons to be learned”.

The Kent and Medway Child Death Review Partners Arrangements plan was published on 25 June 2019 and these new arrangements will be implemented on or before 25 September 2019. The new Kent and

Medway CDOP arrangements supersede the previous process which operated under the previous Local Safeguarding Children Board.

The arrangements are written to place the concerns of families and carers at the heart of the review process. All bereaved families are given a single, named point of contact who takes on a key worker role with responsibility to inform families about the child death review process, and signpost them to sources of support. The role could be assigned to a range of practitioners but it is not anticipated this person will be from an education setting.

The Education Safeguarding Service in Kent act as the Single Point of Contact for all child deaths and will identify whether a school or setting has any involvement with a child who has died. The ESS will then make contact to discuss the process which will follow. In most circumstances, schools and settings will be asked to attend a Joint Agency Response (JAR) meeting and Child Death Review Meetings (CDRM). This is if the child involved either attended their provision themselves or has siblings who attend. If felt necessary, the ESS will also attend the meetings to support the school or setting.

The school or setting will also be asked to complete an agency Reporting Form via an electronic system known as eCDOP. On receiving the form, relevant records for the child or other family members should be reviewed and the form returned within 7 working days. This is to enable sufficient sharing of information to fully inform the CDRM, which will be structured to be flexible and proportionate with the primary focus on local learning. The CDRM will conclude with a clear description of any required follow-up meetings and responsibility for reporting the meeting's conclusions to families.

School Action following a Death

In addition to the statutory actions described above, the school has specific responsibilities.

- Ensure that the Education Safeguarding Service in Kent (the Single Point of Contact for all child deaths) are informed as soon as possible.
- Activate School Emergency Management Team.
- For any death of a child or member of staff, Inform the AD Education
- If unexpected, you may want to contact the KCC Communications Office.
- Inform Chair of Governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Contact the Education Psychology service for support, through Assistant Director - Education or directly.
- Set up a list of people to contact and track who is told, by whom and when, in order to ensure that no one close to the situation will find out by chance and that no one is missed.

School Bereavement Policy or Guidance

It may be useful to develop a policy in case of bereavement. This could include:

- Identification of a named person (probably the head teacher) to co-ordinate the school's response.
- Ensuring that all staff receive the information at the same time.
- Ensuring that all pupils/students are informed at the same time, though not necessarily in one group, and that this is done as promptly as circumstances allow. Parents/carers to be informed on the same day, by letter.

- Developing a range of strategies to adopt in the days and weeks that follow a significant loss.
- Identifying an individual to keep in touch with the family on an on-going basis.
- Thinking about ways to celebrate a life. You may wish to organise a special assembly, either to coincide with the funeral or at a later date so that family members can participate if they wish to do so.
- Thinking about how to include the children. In the short-term pupils/students could contribute to a memory table or scrapbook. In the longer-term planting a tree or establishing an annual award might be considered. Memorial funds can lead to conflict and controversy over how and when the proceeds are distributed.
- **Appendices 3, 4, 5, 6 and 7** offer further advice and resources.

Death, Serious Injury or Medical Emergency Occurring on School Property

Never assume someone is dead until confirmed by medical personnel. Continue providing appropriate First Aid or medical support.

- Notify emergency services.
- Call First Aid staff to location.
- Activate School Emergency Management Team.
- Establish lines of responsibility, accountability and leadership.
- If a child, inform local safeguarding body immediately.
- Inform all staff to maintain timelines and records of all actions and events.
- Ensure pupils/students are not exposed to trauma.
- Inform family of injured person (Police will probably do this).
- Inform the Assistant Director - Education and contact the DEPO.
- Contact the KCC Communications Office.
- Inform Chair of Governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Contact Education Psychology for support, through Assistant Director - Education or directly.
- Notify Health and Safety Executive (form HSE2508) through their website:
<https://www.hse.gov.uk/forms/>

Educational Visits or School Trip Emergency

Schools must follow their own employer's policies and procedures for the planning and management of off-site educational visits and activities.

A school's employer may be the Local Authority, an Academy Trust or the school's Governing Body (for Foundation and Voluntary Aided schools).

Employers are responsible under Health and Safety law for ensuring robust systems for safe planning, management and monitoring of visits and activities, and ensuring that school visit leaders and accompanying school supervisory staff have appropriate training and competence to fulfil their roles.

Academy, Foundation and Voluntary-Controlled schools that have chosen to not to follow KCC's policies and procedures on the management of educational visits and off-site activities should seek advice from their employer as to their own policies and procedures.

Schools using KCC educational and off-site visits policies and procedure should log and gain approved for off-site visits and activities via KCC's online educational visits monitoring and approval system – EVOLVE.

KCC EVOLVE web access -

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=kentvisits

School staff should contact their Headteacher or Educational Visits Coordinator (EVC) for access to the EVOLVE system and KCC educational visits and off-site activities policies and procedures.

In the event of a serious incident or emergency, the EVOLVE online system provides instant access from any computer (24/7) to important visit information such as pupil numbers and registers, location, accompanying school staff, visit programme, etc. and allows both the school's management and KCC education officers to provide support in dealing with the emergency.

If an accident or emergency occurs while away from the school:

- Contact the emergency services (if required) and ensure the rest of the group are kept safe.
- Contact school immediately - a nominated school base contact for the visit should have been identified and be available for the duration of the visit (including overnight, weekends and school holidays) contactable via mobile phone.
- The school should activate School Emergency Management Team.
- Establish clear lines of responsibility, accountability and leadership – the staff on the ground should only be responsible for the group, with the staff back at school managing the wider situation including contact with parents, etc.
- Inform all staff to maintain timelines and records of all actions and events – this is vital part of the process in practically managing the incident or emergency as it happens, and in any follow-up investigations and reviews.
- Inform the Assistant Director - Education and contact the DEPO.
- Use a major incidents communications log to note down everyone you contact.

A suggested sequence of action is provided at **Appendix 2**.

As with all critical incidents, an accident on a school journey is likely to attract intense media attention. It is strongly recommended that Visit Leaders or any other school staff on the ground do not speak to the press. See the earlier section on managing media interest.

The head teacher or nominated senior school staff member dealing with the emergency back at school can contact the KCC Communications Office, and other services such as Educational Psychology, to provide further support in dealing with the emergency.

Discussions and actions regarding media and other service support should be made in conjunction with the Assistant Director - Education on duty who is supporting the incident's management.

For an Incident Abroad, news media and social media will likely be even more intense. For all schools, including Academies, Free Schools, Trust and VA, you are strongly advised to request support from the local authority, via the Assistant Director - Education. This support could include assistance in establishing an Away Team, assistance with visas or travel, legal support.

Road Traffic Incident or Breakdown

It is generally advisable to move everyone as far away from the road or vehicles as possible.

- Alert Ambulance, Police, Fire and Rescue Services or Breakdown Service as required.
- Arrange to move uninjured personnel to a place of safety.
- Ambulatory casualties should be moved, but you should not move non-ambulatory casualties unless they are in imminent and critical danger (e.g., fire, or at risk of further injury) because you could make their injuries worse.
- School should 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 staff and students.
- For any road traffic crash, call Police even if minor, and regardless of fault.
- Inform Assistant Director - Education.
- Contact the KCC Communications Office.
- Inform Chair of Governors.
- Remain in sight of the vehicle (if safe to do so).
- Keep everyone together and undertake regular roll checks.
- Do not discuss incident with onlookers, do not admit, or place blame.
- If a road traffic crash, complete a written account of the accident. Make it as comprehensive as possible. If a camera is available, take pictures of the scene of the crash.

Additional Advice for Motorway Breakdowns and Incidents

If there is a hard shoulder:

- Put your hazards and lights on as soon as you detect an issue, or receive an impact.
- Get into the near side (left lane)
- Park as close as possible to the left-hand barrier but ensure that any doors can still open to the left, not on the right, into traffic.
- If possible, turn wheels inwards to the left.
- DO NOT STAY IN, NEXT TO OR NEAR THE VEHICLE.
- Get ALL children and staff out using left hand doors, over the crash barrier⁸, regardless of the weather or other conditions.
- If there is an embankment or other safe area, move everyone as far away from the motorway traffic lanes and the accident site as possible.
- Do not let anyone return to the vehicle.
- Inform everyone to stay off the carriageway and hard shoulder and do not go on to it unless the Police or Highways Patrol gives you clearance to do so.

If on a Smart Motorway (Active Traffic Management or Managed Lanes)

⁸ *The hard shoulder, even if not a smart motorway is NOT SAFE. It is not uncommon for vehicles to stray over the hard shoulder lane dividing line. A heavy lorry travelling at 55 mph hitting a broken-down minibus could be catastrophic if the minibus is still occupied.*

- Firstly, can you make it to a refuge area? There should be one every mile, or less. Make every effort to do so. It is far safer, and there is an emergency phone that will connect you to the Highways Agency Regional Control Centre
- Put your hazards and lights on
- Get into the near side (left lane)
- Keeping an eye on the mirror, don't brake unless you are sure that the vehicle behind has seen you (i.e. they will indicate round you). Any impact from the rear will be lessened if you are unbraked or still moving, even slowly.
- Park as close as possible to the left-hand barrier but ensure that any doors can still open to the left, not on the right into traffic.
- If possible, turn wheels inwards to the left.
- DO NOT STAY IN, NEXT TO OR NEAR THE VEHICLE.
- Quickly, get ALL children and staff out using left hand doors, over the crash barrier⁷, regardless of the weather or other conditions.
- If there is an embankment or other safe area, move everyone as far away from the motorway traffic lanes and the accident site as possible.
- Do not let anyone return to the vehicle.
- Inform everyone to stay off the carriageway and hard shoulder and do not go on to it unless the Police or Highways Patrol gives you clearance to do so.

Suicide Threat or Attempt

In addition to the obvious effect on the person concerned, the discovery that a colleague or student has tried to end their life, can be a devastating experience for colleagues and other students.

Immediate action may be required, but unless the worst has happened, much of the activity will take place after the event.

- Provide first aid as appropriate.
- Call Emergency Services.
- Protect other pupils/students from witnessing the event.
- 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 Assistant Director - Education.
- Contact the KCC Communications Office.
- Inform Chair of Governors.
- Contact Educational Psychology through Assistant Director - Education or directly.

Follow Up Advice

Contact external support. There are many organisations and charities that can offer practical advice and support. Remember that you do not have to fill the role of counsellor, psychiatrist or doctor yourself.

Be prepared to experience emotions such as blame, guilt, shock, anger, panic and denial, both in yourself and in colleagues and friends of the person. This is entirely normal and can help to focus future support processes.

It sounds obvious, but be alert to changes in the mood, actions and interactions of not only the suicidal person, but from their friends and staff. These could include:

- Writing or drawing/painting about death
- Giving away possessions
- Change in eating or sleeping habits
- Loss of interest in activities, especially those previously enjoyed
- Poor work or school performance
- Abuse of drugs or alcohol
- Change in personality
- Withdrawal from family members and friends
- Demonstrating strong feelings of anger or rage
- Acting impulsively or recklessly
- Feeling excessive shame and/or guilt

The most important action that your school should take is on the return of the students to normal schooling. It is probably advisable to treat the student's return to school as if they have been away sick.

The student should be given the opportunity to discuss how they want to be treated on their return to school. This is one of many ways that the student could regain a little more self-empowerment. Let the student know you are glad they are back, but respect the student's wishes for the way in which their absence is discussed.

If the attempt is common knowledge, consider helping the student prepare by role-playing comments and questions from friends, peers or staff.

Discuss missed work and if appropriate, determine whether or how the person should catch this up. It will certainly be advisable to adjust their and your school's expectations. Let the person know that they can come to you for help with the work.

Expect recovery activity to go slowly, and for there to be peaks and troughs. The casual factors to the suicide attempt developed over time and unpicking them will likely take an equal length of time.

Section Four

Pandemic, Epidemic & Local Illness Outbreak

What are Local Disease Outbreak, Epidemics and Pandemics?
National and Local Pandemic and Epidemic Planning
Pandemic or Epidemic Preparedness
Pandemics
Epidemics
Coronavirus
Influenza
What is influenza?
Acute Viral Haemorrhagic Fevers
Local Infection Outbreaks

The world is now very familiar with the causative factors and impact of a pandemic.

This section deals with some of the issues and challenges you may face as a school during a Pandemic, Epidemic or Local Illness Outbreak.

In case of notifiable diseases and outbreaks of infectious diseases please contact the UK Health Security Agency.

The number for the South East (Kent, Surrey/Sussex, Thames Valley and Hampshire Isle of Wight) Region Health Protection Team is 0344 225 3861.

The email address is SE.AcuteResponse@ukhsa.gov.uk

What are Local Disease Outbreaks, Epidemics and Pandemics?

An outbreak is an illness that is confined within a single community. This would most likely be in a school, local area or group of schools.

An epidemic is a widespread occurrence of an infectious or contagious disease in several communities at a particular time. This would likely be regional or county wide.

A pandemic occurs when it spreads beyond a region to infect large numbers of people in other regions or countries.

Notifiable Disease Reporting

It is important to know when and how to report a notifiable disease.

When

Notifiable diseases in the UK where a single case needs a response:

<https://www.gov.uk/guidance/notifiable-diseases-and-causative-organisms-how-to-report>

How

For advice on how to respond to incidents and outbreaks in education settings, see UKHSA guidelines updated in February 2024:

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

Examples of diseases that have caused pandemics or epidemics include Covid & Coronavirus, influenza, bubonic fever, typhoid, cholera, measles, diphtheria, polio & ebola. Today, medical science has eradicated many of the historical diseases that have historically caused pandemics. In recent times, the diseases which continue to cause concern are those which would put massive stress on UK health services. These include:

- Coronavirus because of the virus' morbidity, mortality, contagiousness and its capacity to mutate.
- Influenza because of the virus' morbidity, mortality, contagiousness and its capacity to mutate, becoming resistant to infection control methods (which further increases mortality rate).
- Certain Viral Haemorrhagic Fevers (VHF), such as Ebola, Marburg, Lassa and Yellow Fever, because of the contagiousness and high mortality rate (especially Ebola and Marburg).
- Nipah virus (NiV), very rare, but cases can be found in patients who have been in an area of the world where Nipah is present.

National and Local Pandemic and Epidemic Planning

Schools are centres of local communities and are affected by major health issues. They are also potential centres for the transmission of any illness, due largely to close proximity of students, pupils and staff studying, teaching, playing, participating in extra-curricular activities, and socialising. During the Covid Pandemic, it was noted that although few children experienced severe symptoms, they could act as

vectors for the disease and in some cases, carried the infection home to infect relatives and friends, who might experience more severe symptoms.

Regardless of the nature of the disease, the principles of pandemic & epidemic management as it applies to schools, have now been established and will provide a model for any future disease outbreaks. Broadly, depending on morbidity, mortality and epidemiological advice, the principles that will be recommended by the Government or UK Health Security Agency authority will be a combination of directing:

- Local hygiene and [cleaning practices](#) in schools.
- Withdrawal or curtailment of extra-curricular events such as sports or visits.
- Testing for infection.
- In-school [vaccination](#).
- Enforcing mandatory [social distancing](#) [old guidance, but useful].
- [Deep cleaning of schools](#).
- Greatly increased [ventilation](#).
- Personal hygiene, [regular hand washing](#) or showering.
- [Personal protective equipment](#), masks gloves, aprons.
- Pupils, students or staff members not attending school.
- Groups or year groups of pupils or students not attending school.
- School closure except for children of essential workers or vulnerable children.
- Whole school closure, due to cleaning or too few staff.
- Establishment of remote learning practices.
- Establishment of alternatives to formal curriculum examinations.
- Cessation or curtailment of inspection regimes, such as Ofsted.
- Devolvement of authority from Government to Local Authorities.

Government Advice

The impact of an **epidemic** might well be handled at a local level, through the UKHSA local office (see Appx 13).

The impact of a **pandemic**, by definition, will likely require a national response. As an example, the advice to schools over the 2020 – 2022 Coronavirus Pandemic was available and updated regularly, in line with prevailing conditions. The most current Covid advice is here:

UK Department for Education:

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

Additional information can be found at the World Health Organisation:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19-schools>

As these sets of national guidance are frequently updated, school leaders should refer to the official guidance for the most up to date advice.

The rules applied to primary schools, secondary schools, special schools and PRUs. Separate guidance was provided for [Early Years](#) and [Further Education](#) provisions. Independent schools were expected to follow the same directions as those for state funded schools.

Pandemic or Epidemic Preparedness

The impact of a pandemic or epidemic might be significantly ameliorated if schools have certain planning in place. Possible ideas include:

- Identify who would make any decision on whether to close (and reopen) the school in the case of government advice, staff absence or to prevent the spread of infection.
- Determine who the KCC liaison is on this issue. It would typically be in conjunction with the Director of Public Health and Deputy Director.
- Consider developing partnerships with other schools, through organisation, trust, federation or other existing arrangements.
- Check whether your school is suitably equipped with materials needed to implement infection control measures (e.g., tissues and tissue disposal, hot water and soap).
- Check cleaning arrangements / contracts and whether special provision could be provided during an outbreak.
- Consider developing and testing communication and information dissemination plans for staff, students, and families, including information about possible closures, any timetable changes, and – where relevant - transport changes. Possible avenues of communication may include automated phone messages, phone trees, e-mail, web sites, text-messaging and local media outlets.
- Consider allocating some curriculum time to discussion and learning about the diseases that have the potential to cause pandemics, including prevention and personal control measures.
- Compile a list of key contacts.
- Check and update pupil and parent/carer contact details. Consider also compiling home email addresses for students and parents/carers who have access to the internet at home.
- Consider how you might operate in the event of key staff absence (including both teaching and ancillary staff). Review arrangements for covering teaching and non-teaching duties.
- Look into remote learning options and make enquiries of pupils and students' ability to access remote learning.
- Consider the allocation of responsibilities, duties and cover arrangements during an outbreak, including who would take key decisions in the event of leadership team absence.
- Consider how the school year groups might be organised into 'bubbles' or other groupings should a future outbreak require this.
- Consider the pastoral needs of the students and staff; are there staff training needs that could be met now?
- Identify the languages spoken by the student population and their families. Is information available in those languages?
- Consider the needs of disabled students or staff or others with special educational needs.
- Develop template letters, both for closure and reopening. Review the use of any online closure website systems.
- Consider compiling a pool of parents / volunteers (who are DBS checked) who could be used to supervise children in times of significant absence.

Staff Absenteeism

During an epidemic or pandemic staff will be absent from work if:

- They are ill. Numbers in this category will depend on the clinical attack rate and the recovery time. If the attack rate is 50%, half of staff in total will be sick (and hence absent from work for a period) over the whole course of the outbreak. Fortunately, it is unlikely that all staff who become infected will be absent at the same time.
- They need to care for children or other family members who are ill.
- They need to care for their own un-infected children or family members because of local school closures.
- They have non-illness medical problems. With the extra pressures on the Health Services, this risk increases.
- They may take their statutory annual leave entitlement. While it might seem necessary to ask staff to not take Annual leave during an outbreak, this may not be the case and head teachers should assess the situation in their school.
- They decide to absent themselves for other reasons. This includes industrial action or unauthorised absence due to fears about infection.
- Large scale transport disruption making it difficult for staff to get to work.

If staff are absent, head teachers should be supportive and understanding where appropriate. The speed of return to normalcy will be faster if staff feel that they are valued. Staff who fall ill should be advised to:

- stay at home
- notify the appropriate medical authority
- rest
- drink plenty of fluids
- use whatever anti-pyretic medicines (such as aspirin, ibuprofen or paracetamol) as are recommended by medical professionals.

Such illnesses can be incapacitating, and it would be good practice to keep in contact with those staff members who are affected, but live alone, or with elderly or vulnerable relatives.

Staff should not be allowed back until they are fully recovered, even if they become outside of the approved Government guidelines (if in force). This is to avoid relapse, as much as to reduce the risk of infecting others. Note that viruses can mutate and there may be no immunity to subsequent bouts of illness and it is common to become re-infected (although symptoms are often reduced for a second bout).

The severity of illness will vary greatly from person to person; anything from four or five days to months. Staff should not be expected to return after a set number of days.

School Closure

Closing schools has a massive impact on local business continuity and the maintenance of essential services. It is understood that parents and carers of children may be working in essential public service sectors (including emergency services, schools or hospitals). If a school is closed, the parent or carer will be forced to remain away from work to look after their child. This will further deplete the workforce of the essential services. Therefore, government policy is that wherever possible, schools should remain open and operate stringent control measures to reduce the chances of staff or pupils becoming infected.

Hygiene Measures in Schools

It is important to stress the role of infection prevention and control in education settings. See here: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

And more information on specific infectious diseases and exclusion criteria can be found here: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/children-and-young-people-settings-tools-and-resources>

Reducing the Risk to Staff and Pupils

Usually, the best solution to controlling a virus is to vaccinate. Anti-viral drugs are generally stockpiled by the UK NHS as soon as the World Health Organisation issues a warning that a pandemic is likely. However, some of the vaccines are manufactured inert and have to be activated. This means that until the exact strain of virus has been identified, they may not be issued.

Locally, the best initial course of action for a school is to implement robust infection control practices. You can significantly reduce the risk of catching or spreading a virus by:

1. Publicising Control Measures in your School

Simple posters and a publicity campaign to communicate facts and dispel myth. What works and what does not. For example:

- Posters encouraging staff and children to cover noses and mouths when coughing or sneezing.
- Support the use of anti-viral tissues and insisting on proper safe disposal of dirty tissues. “Bag and bin them.”
- Pay meticulous attention to hand hygiene and effective cleaning of surfaces and floors.
- Pupils, staff and visitors should have facilities to wash their hands thoroughly. This can be through alcohol gels or with liquid soap applied from a dispenser and running hot water. Both will kill the virus if used properly.
- Young children may need supervision to ensure that adequate & regular hand washing takes place, especially after every visit to communal areas, such as canteens, toilets etc.
- An adequate supply of liquid soap and paper towels should be available in school wash facilities at all times.
- There is considerable debate about whether disposable paper towels should be used in preference to air dryers.
 - Paper towels are often cited as being cleaner but any benefit is lost if they are not disposed of properly, or they run out.
 - There is an infection risk contact between the students and towel dispenser.
 - Anti-viral hand towels are available.
 - Rubbish bins should be emptied and dispensers restocked several times a day.
 - Air dryers are likely to be the better option if hands are completely cleaned first, otherwise it has been claimed that air dryers have a reduced infection control value.
 - Most hand dryers now work on sensors so do not have any contact.

- Surfaces in communal areas such as tables, chairs, toilets, doors, handles that may have been touched by contaminated hands should be disinfected regularly throughout the day. A simple solution of a disinfectant at the correct dilution is all that is required.
- Warn against borrowing and lending personal effects.

2. Teaching Practice

Teachers should consider prevention during teaching and lesson planning. For example:

- Encourage the hygienic practices described above.
- Inform children regularly of best practice and advice.
- Avoid unnecessary mixing of classes.
- Stay alert for early symptoms (high temperature, feverish, tiredness, lethargy).
- Although it is recognised as being impractical for some lessons, teachers should discourage unnecessary personal contact.
- Avoid non-essential travel and crowds whenever possible.

3. School Management

Head teachers and Governing Bodies should consider the pandemic issues and infection control in day-to-day school management. For example:

- Review existing plans and initiate.
- Review staffing regularly and have plans in place to manage possible staff shortages.
- Suspend all visits or excursions that increase the possibility of exposure to the virus.
- Forbid non-essential visitors from accessing pupil areas.
- Understand the issues around pandemic & epidemic viruses.
- Review cleansing procedures. Ensure that hard surfaces (e.g., kitchen worktops, door handles) are thoroughly cleaned using an antiviral cleaner.
- Review waste disposal procedures.
- Consider moving to class assemblies rather than whole school.
- Deal with illness and death in accordance with the guidelines in Section Two.

Vulnerable children

Should future outbreaks occur, the qualifying definition of ‘vulnerable children’ will likely depend on epidemiological advice. However, the children and young people who have been given the qualification ‘vulnerable’ or ‘extremely vulnerable’ will likely include those that were identified during Covid -19. It is therefore important that schools put systems in place to support them, in school and if unable to attend school.

Some children may be vulnerable who are not officially in statutory systems and schools should seek to support any children who they believe may have challenging circumstances at home.

A future pandemic or epidemic might see the recommendation from Government for either ‘vulnerable’ or ‘extremely vulnerable’ young people to be taught at home, remotely. If they have a social worker, it would be sensible to keep in contact. Notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head teacher. You should agree with the social worker the best way to maintain contact and offer support.

For all such pupils and students, you should have procedures in place to:

- check if a vulnerable pupil is able to access remote education support
- support them to access it (as far as possible)
- regularly check if they are accessing remote education
- keep in contact with them to check their wellbeing and refer onto other services if additional support is needed

Remote Learning

The Covid-19 pandemic has seen most schools develop policies and plans to teach remotely. It is very important that these remote working practices are not lost or forgotten because they can be used for all manner of situations, not just health emergencies.

Depending on Government regulation and advice at the time, pupils and students may be absent from school for several reasons during a health emergency.

- They are deemed vulnerable
- They are deemed extremely vulnerable
- They are ordered to isolate
- They are home carers, looking after siblings or other family members
- The school is partly closed, i.e., a bubble or group has been compromised
- The school is fully closed
- Other reasons

During the Covid-19 pandemic, the Government published a directive entitled the “[Provision Of Remote Education \(England\) Temporary Continuity \(No.2\) Direction](#)” that described the actions that schools should undertake to facilitate remote education if the pupil or student was unable to attend the school. Schools subject to direction were required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school, which should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education

Pandemics

The 2020-2022 Covid Pandemic saw a national instruction given by Government to close schools. Very quickly, this instruction was altered to ask schools to open if they can, to offer provision to children of designated essential workers and to certain categories of vulnerable children.

Later instructions permitted school to open to all, but requested that schools worked in small groups (bubbles) that could be closed without necessarily affecting other bubbles or groups in the school.

A national reporting system will be put in place. This does not remove the requirement to update the Kent Closures website, because the Kent system can notify parents, carers, students and staff.

It is possible, but not certain, that any future pandemic declarations will require a similar action to that seen in the 2020-2022 Covid pandemic.

Epidemics

In common with pandemics, schools, if open, can do a lot to reduce the spread of infection locally. However, it is likely that an epidemic will see schools undergoing full or part closures, similar to that experienced during Covid-19.

The requirements and expectations for schools during an epidemic are the same as that for pandemics, although it is likely that instructions or directives will be issued by local authorities rather than national. It is possible that Government may consider devolving regulatory powers to local authorities again in the future.

Coronavirus

What are Coronaviruses?

Coronaviruses comprise a group of viruses that cause diseases in mammals and birds. In humans, the viruses mostly cause respiratory infections, which are often mild, but can be potentially lethal, particularly for those over 65, or those with existing medical conditions. Coronaviruses are zoonotic, in that transmission can occur between animals and people, if conditions allow.

There are more than 30 types of Coronavirus but not all affect people. Of these, four types are endemic across the world and cause of about 15% of common colds.

However, there are three strains of Coronavirus that are more dangerous to humans.

- Covid-19 or CoV 2019 (Novel Wuhan) Coronavirus
- SARS (Severe Acute Respiratory Syndrome) Coronavirus, SARS-CoV
- MERS (Middle East Respiratory Syndrome) Coronavirus, MERS-CoV

SARS and particularly MERS have higher mortality than CoV 2019, but are less infectious.

How does the Coronavirus spread?

The CoV-19 Coronavirus spreads easily because a person become infectious just before they show symptoms, or are only displaying mild symptoms. Many people show no symptoms at all, but are infectious. The lack of symptoms in one, have no bearing on the symptoms and eventual outcome of another person's infection. Coronavirus spreads by:

- Through saliva droplets from an infected person from sneezing or coughing, that are then inhaled, or come into contact with soft tissues.
- By touching surfaces that have the virus on them and transferring to the person via respiration, or contact with soft tissues in the mouth, throat, nose or eyes.

Common Symptoms:

- respiratory symptoms
- cough
- shortness of breath

- feeling tired or extremely tired
- difficulty breathing
- a high temperature
- loss or distortion of taste or smell

More Severe Cases:

- long covid whereby many of the above symptoms persist for a long time after the patient is no longer infected (sometimes many months)
- pneumonia
- organ failure
- death

Prevention

- Regular hand washing with soap and water
- Alcohol handwash or gels
- Covering mouth and nose when coughing and sneezing
- Avoiding close contact with anyone showing symptoms of respiratory illness such as coughing and sneezing
- Wearing masks or face coverings of minimum FFP2 standard
- Restricting travel between affected areas and non-affected areas
- Careful observation

Treatment

There are several vaccines, antiviral therapies and symptom relief therapies that are approved for any of the three Coronavirus strains. The vaccines efficacy depends on many factors, but broadly reduce the chances of becoming infected, and if infected, reduce the severity of the symptoms.

Influenza

What is influenza?

Influenza is a disease that affects birds, humans and some domestic animals. There are four types of influenza virus, termed influenza viruses A, B, C, and D.

Aquatic birds are the primary source of Influenza A, which is also widespread in various mammals, including humans and pigs. Influenza B primarily infects humans. Both A and B cause seasonal Flu outbreaks.

Influenza C primarily infect humans, particularly children, but symptoms are mild. Influenza D virus (IDV) is found in cattle and pigs.

An outbreak of influenza might occur when a new, highly contagious and dangerous strain of the influenza virus appears, in contrast to the 'ordinary' or 'seasonal' flu outbreaks which we see every winter. Flu outbreaks occur infrequently – usually every few decades. UK saw one in 2009 and there were three large outbreaks in the last century. 1918, 1957 and 1968.

A new flu virus may not follow the usual seasonal pattern of ordinary influenza. It could occur at any time of the year.

How does Influenza spread?

The flu virus is easily passed from person to person. When an infected person talks, coughs or sneezes, the virus is present in the air. It can also spread through hand/face contact after touching a person or surface contaminated with the virus. It spreads:

- through saliva droplets from an infected person from sneezing or coughing, that are then inhaled, or come into contact with soft tissues in the respiratory system.
- by touching surfaces that have the virus on them and transferring to the person via respiration, or contact with soft tissues in the mouth, throat, nose or eyes.

Once the pandemic reaches the UK it will take a few weeks to take hold, but it will then cause widespread illness across the country over a period of 2-3 months. There may be a second or third wave of illness a few weeks or months later. Previous experience suggests around a quarter of the population will develop flu during this time.

A flu pandemic will therefore place considerable pressure on health and social services due to the greatly increased number of patients with influenza who will require treatment, together with the depletion of the workforce due to illness.

Everyone is at risk during a flu pandemic, as few will have any sort of immunity to a novel flu virus variant. Older people and those with chronic health problems may be at greater risk of severe complications such as pneumonia but until the virus starts circulating it is not possible to know for sure who is at greatest risk.

Common Symptoms:

- Sudden high temperature (38°C or above)
- Aching muscles
- Tired or exhausted
- Dry cough
- Sore throat
- Headache
- Difficulty sleeping
- Loss of appetite
- Diarrhoea or tummy pain
- Feeling sick and being sick

More Severe Cases:

- Pneumonia
- Inflammation of the heart (myocarditis)
- Brain (encephalitis)
- Muscle tissues (myositis, rhabdomyolysis)
- Multi-organ failure
- Sepsis
- Death

Prevention

- Regular hand washing with soap and water
- Alcohol handwash or gels

- Covering mouth and nose when coughing and sneezing
- Avoiding close contact with anyone showing symptoms of respiratory illness such as coughing and sneezing
- Wearing masks or face coverings of FFP 2 standard
- Restricting travel between affected areas and non-affected areas
- Careful observation

Treatment

There is an annual vaccination programme that provides some measure of protection (against infection and alleviation of symptoms) from the seasonal flu. The flu types are notified to the world by the WHO and inert vaccines activated accordingly. Generally, an annual flu 'jab' protects against three or four different strains of influenza virus.

Influenza pan/epidemic vaccination depends on the Government maintaining a supply of inactivated vaccines that can be used in the event of a flu outbreak.

For mild infections the advice on treatment would be to drink plenty of fluids, rest and take anti-pyretic medication to keep temperature down.

Acute Viral Haemorrhagic Fevers

Viral haemorrhagic fevers (VHFs) are a group of animal and human illnesses. VHFs are caused by one of five distinct families of RNA viruses. Some of the VHF agents cause relatively mild illnesses, while others, can cause severe, life-threatening disease. More information can be found here:

<https://www.gov.uk/guidance/viral-haemorrhagic-fevers-origins-reservoirs-transmission-and-guidelines>

The most dangerous to humans are those that, once contracted by a person, causes severe symptoms and can be transferred though human to human contact:

- [Ebola](#)
- [Marburg](#)
- [Crimean-Congo haemorrhagic fever](#)
- Arenaviruses ([Lassa](#), and several other rarer viruses)

Most cases of transmission occur when a person has been to an area where the diseases is endemic. Humans can become infected when:

- They come into contact with infected rodents.
- They come into contact with the bodies of dead infected animals or live animals that have been bitten by infected mosquitoes or ticks.
- They are bitten or stung by infected mosquitoes or ticks.
- They come into close contact with infected people or their body fluids.

- They come into contact with objects such as syringes and needles that have been contaminated with infected body fluids.

Humans are not the natural host for most VHF, and most of these viruses are not present in Europe naturally. Person to person contact is the most likely vector for the disease for UK.

A significant outbreak of any VHF is unlikely in the UK. UK Health Security Agency (UKHSA) have estimated that there will be a handful of cases in England identified for every worldwide outbreak.

VHFs are not airborne viruses. It is unlikely that person to person transmission can occur unless there is a transfer of infected bodily fluids. The virus can survive outside the body, on surfaces for several hours. However, it is easily destroyed by cleaning with disinfectant, or even soap and water.

VHFs can have high mortality rates. It is expected that in the West, the mortality rate would be lower due to better nursing care being available. There are vaccines for Yellow Fever and Ebola, and others are being researched and developed. Currently, there are no cures. Treatment is through good nursing and rehydration.

Most survivors appear to have lifetime immunity, although the virus can hide itself in the body, only to reappear at a later date, causing serious complications for a very few people.

Symptoms are similar to all VHFs and usually can only be detected by clinical examination. They include: headache, sore throat, rash, sweating, fever, vomiting, diarrhoea, unexplained bleeding, serious malaise, collapse or bruising of the skin. Because the symptoms are so similar to other illnesses, it is important to ascertain key information about where the patient has been, who they have been close to, etc.

A person who is infected with VHF appears to be only contagious if they are showing symptoms. If there are no symptoms, the person is probably not contagious. Symptoms can appear any time from two days to 21 days following infection.

Action for Schools

The role of the school is likely to be limited to initial alerting of possible cases and ensuring thorough area cleaning and managing the PR aftermath. Any outbreak of a VHF will be managed by UK Health Security Agency (UKHSA).

Identification

As with all illnesses, if a child or student presents with any generic symptoms, the school will have procedures in place to inform parents and move the child away from other children (the same for flu, measles, norovirus, mumps, etc.) until the child can be taken home.

If, however, the child presents with more serious symptoms, (vomiting or diarrhoea with blood present), unexplained bleeding or collapse, then the school should call 999 and request an Ambulance as normal. On arrival, the paramedics will make an assessment. If VHF is suspected, then they will notify UK Health Security Agency (UKHSA) who will mobilise local resources and establish control. UK Health Security Agency is the responsible body for managing any instances of VHF in England. There has been national testing of the preparedness of UKHSA and local authorities.

A positive diagnosis of a VHF will take about 24 hours from the start of UKHSA notification.

Cleaning

VHFs are generally fragile viruses and is easily destroyed by thorough cleaning with soap and water or disinfectant. It is important that cleaning staff follow the established procedures for cleaning bodily

fluids. Standard cleaning practices are sufficient and the level of PPE required for such cleaning is gloves and aprons, although care should be taken to avoid any contact.

It would be a good idea to clean the workstation of the child and any area where the child worked although it should be stressed that it is far more likely that the illness is something other than VHF. Hand washing (which should be a matter of regular routine) should be encouraged.

Managing PR

VHFs, particularly Ebola, is a highly emotive issue and until a positive diagnosis is returned, it is important that the VHF is not mentioned to a wider school population. If a positive diagnosis is returned, UK Health Security Agency will coordinate the media messaging through the KCC Communications Office.

The school must not release the name of the child outside the school, although following advice from the Assistant Director - Education, an assembly to the school by the head teacher might be deemed appropriate. No one at the school should provide information through unofficial channels and no unplanned announcement should be made.

Social media is likely to give this significant coverage. UK Health Security Agency (UKHSA) and Local Education Authority media have strategies for this, but certainly, school staff should not engage, and parents should be advised of the facts.

Local Infection Outbreaks

This section deals with local infection outbreaks, rather than the more virulent infections that can cause epidemics or pandemics

It is a statutory requirement that doctors report a notifiable disease to the proper officer of the Local Authority (usually a consultant in communicable disease control). In addition, organisations may be required via locally agreed arrangements to inform their local UK Health Security Agency centre.

The local UK Health Security Agency offices are at **Appendix 13**:

Regulating bodies (for example, Office for Standards in Education (OFSTED)/ Commission for Social Care Inspection (CSCI)) should also be informed.

Summary of Actions – Rashes & Skin Complaints

Infection or complaint	Recommended period for the pupil/student to be kept away from school to reduce contagion (although child may be unable to attend school if unwell)	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended
Chickenpox	Until all vesicles have crusted over	
Cold sores, (Herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting

German measles (rubella)	Four days from onset of rash (as per "Green Book")	NOTIFIABLE. Preventable by immunisation (MMR x 2 doses)
Hand, foot and mouth	No recommended period, although school absence is usual until symptoms have cleared	Contact your local UKHSA centre if a large number of children are affected. Exclusion may be considered in some circumstances
Impetigo	Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles	Four days from onset of rash	NOTIFIABLE. Preventable by vaccination (MMR x 2)
Molluscum contagiosum	None	A self-limiting condition, although those with MC should avoid touching or sharing items
Ringworm	Exclusion not usually required	Treatment is required. Avoid close contact and sharing of items
Roseola (infantum)	No recommended period, although school absence is usual until symptoms have cleared	Unusual in school age children
Scabies	Child can return after first treatment	Household and close contacts require treatment
Scarlet fever	Child can return 24 hours after starting appropriate antibiotic treatment	NOTIFIABLE. Antibiotic treatment is recommended for the affected child
Slapped cheek /Parvovirus B19	None (once rash has developed)	Pre-rash symptoms similar to fever
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune, i.e., have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact your local UKHSA centre
Verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms

Summary of Actions – Respiratory Infections

Infection or complaint	Recommended period for the pupil/student to be kept away from school to reduce contagion (although child may be unable to attend school if unwell)	Comments
Flu (influenza)	Until recovered	See Influenza chapter. Might be notifiable, depending on prevailing government advice

Tuberculosis	Always consult your local UKHSA centre	NOTIFIABLE. Requires prolonged close contact for spread
Whooping cough (pertussis)	Five days from starting antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	NOTIFIABLE. Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local UKHSA centre will organise any tracing of contacts if necessary

Summary of Actions – Diarrhoea and/or Vomiting

Infection or complaint	Recommended period for the pupil/student to be kept away from school to reduce contagion (although child may be unable to attend school if unwell)	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting. See also the section on Norovirus	
<i>E. coli</i> O157 VTEC Typhoid [and paratyphoid*] (enteric fever) Shigella (dysentery)	Should be excluded for 48 hours from the last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting	NOTIFIABLE. See section on Food Poisoning Further exclusion is required for children aged five years or younger and those who have difficulty in adhering to hygiene practices. Children in these categories should be excluded until there is evidence of microbiological clearance. This guidance may also apply to some contacts who may also require microbiological clearance. Please consult your local UKHSA centre for further advice
Cryptosporidiosis	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled

Summary of Actions – Other Infections

Infection or complaint	Recommended period for the pupil/student to be kept away from school to reduce contagion (although child may be unable to attend school if unwell)	Comments
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local UKHSA centre

Diphtheria	Exclusion is essential. Always consult with your local UKHSA centre	NOTIFIABLE. Family contacts must be excluded until cleared to return by your local UKHSA centre. Preventable by vaccination. Your local UKHSA centre will organise any contact tracing necessary
Glandular fever	None	
Head lice	None	Treatment is recommended only in cases where live lice have been seen
Hepatitis A	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	NOTIFIABLE. In an outbreak of hepatitis A, your local UKHSA centre will advise on control measures
Hepatitis B, C, HIV/AIDS	None	NOTIFIABLE. Hepatitis B and C and HIV are bloodborne viruses that are not infectious through casual contact
Meningococcal meningitis/ septicaemia	Until recovered	NOTIFIABLE. Meningitis C is preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. In case of an outbreak, it may be necessary to provide antibiotics with or without meningococcal vaccination to close school contacts. Your local UKHSA centre will advise on any action is needed
Meningitis due to other bacteria	Until recovered	NOTIFIABLE. Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local UKHSA centre will give advice on any action needed
Meningitis viral	None	NOTIFIABLE. Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise any danger of spread. If further information is required, contact your local UKHSA centre
Mumps	Exclude child for five days after onset of swelling	NOTIFIABLE. Preventable by vaccination (MMR x 2 doses)
Threadworms	None	Treatment is recommended for the child and household contacts

Tonsillitis	None	There are many causes, but many cases are due to viruses and do not need antibiotics
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Norovirus

Norovirus is the most common cause of infectious gastroenteritis (diarrhoea & vomiting) in England and Wales and is easily spread from one person to another, with it being able to survive in the environment for many days. In addition, outbreaks can be difficult to control and long-lasting.

As there are many different strains of norovirus, and immunity is short-lived, outbreaks tend to affect more than 50% of susceptible people. Any semi-closed environment where large numbers of people congregate for periods of several days (e.g., schools, care homes, hospitals) provides an ideal environment for the spread of the disease.

Symptoms

It has an incubation period of 12 to 48 hours, with the first sign usually being a sudden onset of nausea followed by projectile vomiting and watery diarrhoea. Some people may have a raised temperature, headaches and aching limbs. Most people will make a full recovery within 2 days.

Prevention of a Norovirus outbreak

It is spread by:

- contact with contaminated surfaces
- contact with infected people
- through the consumption of contaminated foods or water.

So, the principles for prevention Norovirus revolve around careful hygiene practices.

Principles

The same principles apply as for other diseases involving vomiting and/or diarrhoea. Good hygiene is essential to prevent cases of diarrhoea and/or vomiting occurring or re-occurring in school.

- Pay meticulous attention to hand hygiene and effective cleaning of surfaces and floors.
- Vomiting causes widespread contamination of the surrounding area through the spraying of particles too small to be seen by the naked eye. Anything potentially contaminated needs thorough cleaning with hot soapy water.
- Pupils, staff and visitors should have facilities to wash their hands thoroughly. This can be through alcohol gels or with liquid soap applied from a dispenser and running hot water.
- Young children may need supervision to ensure that adequate & regular hand washing takes place, especially after every visit to the toilet and before handling or eating food
- An adequate supply of toilet paper, liquid soap and paper towels should be available in school toilets at all times.
- There is considerable debate about whether disposable paper towels should be used in preference to air dryers.
 - Paper towels are often cited as being cleaner, but any benefit is lost if they are not disposed of properly, or they run out.
 - There is an infection risk contact between the students and towel dispenser.
 - Rubbish bins should be emptied, and dispensers restocked several times a day.

- Air dryers are likely to be the better option if hands are completely cleaned first, otherwise air dryers could spread bacteria.
- Most hand dryers now work on sensors so do not require any contact.
- Toilet bowls, seats and flush handles along with any other surfaces that may have been touched by contaminated hands should be disinfected regularly throughout the day. A simple solution of a disinfectant at the correct dilution is all that is required.
- The hand wash basins in toilet blocks should not be used for drinking water and the use of communal drinking fountains should be discontinued until the infection has run its course.

Management of a Norovirus Outbreak

It is important that any outbreak of norovirus in your school is responded to quickly. If you have any concerns, please look at the UK Health Security Agency website (<https://www.gov.uk/search?q=norovirus>) for further advice and help. Please also contact your Assistant Director - Education.

Those who have been infected should be excluded for up to 48 hours after their symptoms have ceased.

Like all viral infections, norovirus does not respond to treatment with antibiotics. There is no specific treatment for norovirus apart from letting the illness run its course. It is important to drink plenty of fluids to prevent dehydration and replace lost minerals.

The virus is quite tough and can survive for several days on surfaces or objects touched by an infected person. It is however, easily destroyed by cleaning with bleach-based disinfectant. Wiping over furniture, equipment and workstations is effective at preventing norovirus. The sharing of personal items should be discouraged. Hand washing (which should be a matter of regular routine) should be encouraged.

It is important that cleaning staff follow the established procedures for cleaning bodily fluids. Standard cleaning practices are sufficient and the level of PPE required for such cleaning is gloves and aprons, although care should be taken to avoid any contact.

The following website provides games and learning resources to help young people learn about microbes and hygiene: <http://www.e-bug.eu>

Bacterial Food Poisoning

(Campylobacter, Listeria, Salmonella, E.Coli, etc)

Broadly, symptoms can be similar to norovirus, although raised temperatures are much more likely and probably will be higher. It is possible to catch food poisoning bacteria from an infected person through contact, but cross infection will usually only occur when an infected person prepares food or drinks for others.

All of these bacteria can cause complications for pregnant women, very young children or those with compromised immune systems.

If infected:

- rest as much as possible
- eat when you feel up to it – sticking to small, light and non-fatty meals at first (bland foods such as toast, crackers, rice and bananas are good choices)
- avoid alcohol, caffeine, fizzy drinks and spicy and fatty foods because they may make you feel worse
- contact your GP if your symptoms are severe or don't start to improve in a few days

Preventing the spread of infection if infected

- don't prepare food for other people
- keep contact with vulnerable people, such as the elderly or very young, to a minimum
- stay off work or school until at least 48 hours after the last episode of diarrhoea
- make sure everyone in your household (including yourself) washes their hands with soap and warm water regularly – particularly after going to the toilet and before and after preparing food
- clean surfaces, toilet seats, flush handles, basins and taps frequently
- don't use someone else's possessions, especially towels and clothes
- wash the laundry of the infected person on the hottest washing machine setting

Section Five

Major Incidents

(Area, County, Region & National impact)

This section deals with some of the issues and challenges you may face as a school when the area in which you are situated, experiences a Major Incident. This could also be applicable if a Major Incident elsewhere disrupts the normal operation of the school.

What is a Major Incident?

Severe Weather and Climate Related Incidents

Heavy Snowfall or Extreme Cold Weather

Flooding

Storms and High Winds

Drought or Water Shortage

Earthquake

Animal and Plant Disease Outbreaks

Energy, Fuel and Utility Failure

Industrial Accidents, Chemical & Radiological Incidents

Emergency that requires the School to be used as a Rest or Reception Centre

Incident Recovery Period

What is a Major Incident?

A Major Incident 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 Incident involving Category 1 and 2 responders⁹ 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.

Guidance on Major Incidents

This section of the guide provides more in-depth guidance and information to enable schools to plan for Major Incidents and manage them effectively.

There are obviously many different situations that may become Major Incidents. 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 or epidemic illness (covered in Chapter Four)
- Any emergency that requires the school to be used as a rest centre
- Weather, climate and other natural disasters
- Animal and plant disease outbreaks
- Energy and utility failure
- Chemical & radiological incidents

Academies, Free Schools & Voluntary Aided Schools

The problems caused by a Major Incident that impact on a VA, Academy or Free School would be the same as that for a KCC school. However, the budget and accountability issues may be different.

Governing Bodies and head teachers of VA schools, Academies and Free Schools should still follow the procedures listed in the rest of this section. KCC will endeavour to assist any school during an emergency.

⁹ *“Category 1 responder”. Also known as the “core responders”, such as the emergency services, local authorities, health bodies and certain government agencies. Category 2 responders are known as the “co-operating responders”, such as highways, electricity, gas, HSE etc.*

Severe Weather and Climate Related Incidents

The Local Authority and other Category 1 responders will manage Major Incidents caused by weather or climate or other natural disasters.

2023 saw the publication of the UKHSA adverse weather and health plan

<https://assets.publishing.service.gov.uk/media/64b67e2a0ea2cb000d15e4a8/Adverse-weather-health-plan-2023.pdf>

Schools may be affected in the following ways, depending on the emergency:

- The school is situated inside the emergency area and is directly affected.
- The school is situated outside the emergency area, but an essential service has failed due to the emergency.
- The school is situated outside the emergency area but has been taken over for use as a Local Authority rest centre.
- Staff or pupils are unable to get to the school because of the emergency.

Possible Causes of a Natural Emergency

- Heavy Snowfall or Extreme Cold Weather
- Flooding
- Storm and high winds
- Drought
- Earthquake

Considering whether or not to close a School

The decision to close a school has a massive impact on business continuity and the maintenance of essential services. Parents and carers of children may be working in other public service sectors (including schools and hospitals). If a school is closed, the parent or carer will be forced to remain away from work to look after their child. This will further deplete the workforce of the essential services.

Therefore, government policy and local authority preference is that schools should remain open, if practical and safe to do so.

If a head teacher is considering closing their school, they must contact the Assistant Director - Education first, even if KCC emergency planning officers are on site. You should also contact the DEPO.

If the advice is to close the school, the procedure for dealing with this sort of incident is exactly the same as listed for emergency closure in Section 1.

- Make sure that all pupils/students have a safe and reliable way to get home.
- Keep pupils/students in a safe place until parents/carers arrive and account for all children

Heavy Snowfall or Extreme Cold Weather

Every winter brings the possibility of snow and ice. Extreme cold weather can cause widespread and prolonged disruption. Schools are often affected, and it can be difficult to maintain an education service.

This guidance provides advice for head teachers about risks schools may face, preventative strategies and advice on how to communicate a school closure to parents, stakeholders and KCC.

This guidance aims to offer reassurance that acting reasonably and applying sound risk assessment principles will enable head teachers to determine risks and to confidently make the best decisions for schools.

As a fundamental principle, every effort must be made to keep schools open, even if only limited numbers of pupils can attend. There is a requirement to keep schools open for children to attend for 190 days per year (380 sessions), unless agreed otherwise for Academies or Free Schools). However, schools may close due to 'unavoidable' circumstances. Those usual circumstances being that it is no longer safe for staff or pupils to be onsite. The cancellation of public transport or the inability to run a normal timetable due to staff absences are not considered unavoidable circumstances.

The government has stressed the importance of schools remaining open, wherever possible, as closures have a knock-on effect on parents/carers who are key workers in other areas of the public sector, e.g., Police or Health Services, thus undermining crucial service delivery. The overriding principle is, therefore, for schools to remain open to the maximum degree possible, as is consistent with health and safety requirements, even if it is not possible to run a full timetable.

Preparing for Severe Snow and Ice

There are long and short term actions you can take that will increase your ability to remain open during times of severe snow and ice.

Long term – consider these actions **weeks** in advance of the winter months:

- Develop a written school policy for extreme snow and icy conditions and ensure it is fully communicated to staff and parents/carers. An example letter is at **Appendix 9**.
- Ensure stocks of salt/grit/sand are adequate for the time of year and foreseeable weather.
- Consider alternative local suppliers, such as your Parish Council. Please remember salt stocks should be sourced well in advance of winter, not days before predicted snow as transporting salt may be inhibited by bad weather.
- Identify the outdoor areas used by pedestrians most likely to be affected by ice, for example: building entrances, pedestrian walkways, shortcuts, sloped areas and areas constantly in the shade or wet.
- Ensure water, boiler and heating systems are regularly maintained.
- Inspect windows and exterior doors for draughts. Consider repairs and draught proofing.
- Check that pipes are appropriately lagged.
- Consider making arrangements with a contractor to clear the school site (as supermarkets do) and possibly work with other schools to share the service.
- Talk to local community groups that may be able to offer support during heavy snow and ice.

Short term – consider these actions **days** before forecasted severe snow and ice:

- Regularly check weather forecasts via news and websites. Take action whenever freezing temperatures are forecast. A designated member of staff could regularly monitor the following sites:
 - The Weather Channel <http://uk.weather.com>
 - BBC Weather <http://www.bbc.co.uk/weather>
 - Met Office <http://www.metoffice.gov.uk>
- Check the new adverse weather alert system:

<https://app.powerbi.com/view?r=eyJrIjoiazGI5MTA1NTEtZmE4NC00NTk3LTg5NjQtZjMyNDQ5YTgyMjI2IiwidCI6ImVINGUxNDk5LTRhMzUtNGlyZS1hZDQ3LTVmM2NmOWRlODY2NiIsImMiOjh9>

- More information can be found here:
<https://www.metoffice.gov.uk/about-us/press-office/news/weather-and-climate/2023/ukhsa-adverse-weather-health-alerts>
- Leave heating on a low setting overnight.
- Where curtains and blinds are fitted consider closing them at night to retain heat.
- Close doors between areas of differing temperatures.
- To enable the proper circulation of warm air, keep radiators clear of obstruction.
- Put procedures in place to prevent any icy surface from forming and/or to keep pedestrians off the slippery surface. Use grit or similar on areas prone to being slippery in frosty/icy conditions.
 - Gritting should be carried out when frost, ice and snow is forecast or when walkways are likely to be damp or wet and the ground temperatures are at, or below freezing.
 - The best time is early evening before the frost settles, if this is not possible (or additional salt is required), use it early in the morning before people arrive. Salt doesn't work instantly; it needs sufficient time to dissolve into the moisture on the ground.
 - If you grit when it is raining heavily the salt will be washed away causing a problem if the rain then turns to snow.
- Put plans in place to restrict the movement of pupils and staff around the school grounds.
- Remember it is not always necessary to clear the car park of snow as it can be taken out of use until such time as it is safe to be used. Staff can make alternative parking arrangements providing it is safe to do so.
- Try to ensure access points into buildings have the means for people to wipe off water, snow or ice from their shoes.

School Staff

Please remember you cannot direct a member of staff to drive in severe weather. However, the expectation is that staff will make every effort to attend school during severe snow and ice except where staff can demonstrate by virtue of distance, risk or absence of transport, it would be too dangerous for them to attend.

- The head teacher should be aware of the location and circumstances of their staff in order to communicate with them to determine attendance or non-attendance.
- Consider asking staff what alternative arrangements they intend to make to get to work: walk, bus, train, car sharing.
- Please also consider planning for staff such as county clearance/gritting plans/routes etc., (information about planned gritting routes can be found on your local authority website).
- If during the day, severe conditions develop quickly, the head teacher could consider arranging for staff to accommodate each other if returning home is impossible or risky.
- An agreement may be reached for certain staff not to be expected until later in the morning or to be released early.

Risk Assessment/Management

Risk management and assessment aims to help schools identify potential risks in advance of severe snow and ice and ensure appropriate control measures are implemented. It also assists head teachers in making the right decision on the day by adopting an approach that is grounded in common sense and being proportionate.

The decision to close or restrict attendance should be taken by the head teacher of the school or in their absence by the most senior member of the teaching staff available and after the completion of a suitable and sufficient risk assessment.

The following should be considered, and management systems put in place:

- Is the school building accessible?
 - Are pedestrian routes on the school grounds passable?
 - Is there means to clear these routes e.g., salt/grit?
 - Can priority be made in respect to slopes, steps or ramps or can these areas be restricted from use?
 - Outside metal staircases should also be avoided unless appropriately treated.
- Can you ensure enough teaching and/or supervisory staff to operate safely?
 - The emphasis is on operating safely, not on necessarily maintaining a full or normal curriculum.
 - There are no defined staff/student ratios for safety. The head teacher should determine safe staffing numbers depending on risk and by considering the type of pupils (age, behaviour, disabilities) and the type of activity they are doing.
- Is the school appropriately heated?
 - Is there enough fuel for the day? Tomorrow? Next week?
- Are water systems working appropriately?
- Is it possible to restrict outside play to limit the snow/ice from becoming compacted and therefore more dangerous?

It is vital a risk assessment is completed prior to the decision being taken to close, in order to ensure that all of the safety issues have been considered and control measures implemented. It will also serve as evidence should justification be needed to defend the school closure.

A model risk assessment for winter conditions is at **Appendix 10**.

During each day, head teachers will want to review their risk assessment. It is expected that a school will remain open until the normal time for the end of the school day. However, if the revised risk assessment indicates that circumstances have changed to such an extent that the head teacher believes conditions are now unsafe, early closure may be necessary. In such circumstances the school should register their closure through existing systems (see 'Communication with Parents and Staff' below).

A school must never close completely unless the head teacher is certain that no child will present his/herself. A member of school staff must remain on site in case any students or staff arrive at the school after it has announced it is closed. Arrangements must always be made for the security of children and parental consent must be sought if sending them home.

If you have any questions about completing a risk assessment, please contact your Health and Safety Unit.

Communication with Parents and Staff

It is vital that parents and staff are made aware of the school's closure as early as possible. Please also consider any onsite stakeholders that may also be affected if the school is closed e.g., Adult Education classes etc.

Communication with Parents in advance of Severe Snow or Ice

You may already do this but consider communicating with parents in advance of severe snow and ice via a school newsletter to aid preparation and ensure they know how to find out if the school is closed.

- Remind parents about the preparations the school will be undertaking to ensure the school remains open for as long as possible.
- Remind parents they can hear about school closures by listening to local radio.
- They can also visit local authority websites for more information about salting routes, services affected, travel issues etc.

Flooding

Flooding in England and Wales is usually a result of:

- sustained rainfall causing rivers, canals, streams and drains to overflow or top their banks
- a coastal phenomenon known as a storm tide, whereby high tides and low-pressure systems combine to raise the sea level over coastal defences
- flash flooding following heavy rain, where more rain falls than can be drained away. Flash flooding may not cause major or long-term problems, but it can exacerbate an ongoing situation.
- ice or snow melting faster than can be drained away
- a water mains bursting

If serious flooding occurs, even if it is not in the immediate vicinity, it will affect a wide area of infrastructure. Transport, housing, energy, water supplies, daily services and deliveries may all be affected during flooding. The most likely effect on schools is reduced numbers of staff & pupils attending and fuel & food delivery being disrupted.

As part of emergency planning, head teachers must check the 'Flood Map' on the Environment website to ascertain whether their school or local area is at risk of flooding. Flood information and the flood map link can be found on this page:

<https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather>

If a school is assessed to be at risk of flooding, the head teacher should:

- Develop a plan with the caretaker for reducing the flood damage to the school buildings and grounds.
- Acquire sandbags or even flood boards if the risk is deemed serious.
- Read the available advice on the Environment website.

School Closure

If a school becomes flooded due to high tide or rivers that have burst their banks, the school must be closed (see Section One). The danger comes from not only fast-moving water and unseen hazards but

also the floating objects, contaminants and sewage that may be carried by floodwaters. The school should initiate the action to secure, cordon off, arrange insurance, commission repairs and clean up.

Flood Warnings

The Environment Agency aim to give two hours notice of flooding - day or night. The Agency issues Flood notifications of increasing severity. Warnings are issued by:

- Broadcast on TV weather bulletins
- Local and national radio weather
- Local radio travel reports.
- A warning message sent directly to people at home or at work by telephone, fax or pager
- Flood Wardens who alert the local community when a flood warning is issued
- Public address, loudhailer or siren systems
- Floodline 0845 988 1188.

Flood warnings and notifications are sent to the KCC Resilience and Emergency Planning Service / Duty Emergency Planning Officer, who will then notify the Assistant Director, Education for the area affected.

Flood Notification Types

- Flood Watch
- Flood Warning
- Severe Flood Warning
- All Clear



Flood Watch

Flooding is possible. Be prepared

Head teachers of schools that are in an area that receives a Flood Watch should:

- Remain in regular communication with the Assistant Director - Education.
- Check with the Flood information and the flood map link on this page: <https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather>, or Floodline 0845 988 1188) to ascertain flood risk to the school.
- Contact their water supplier every day to check on the quality and availability of water.
- Contact their energy suppliers every day to check on the availability of power supply.
- Warn staff and pupils of the risk that the school may be closed.
- Advise staff and pupils of the dangers during flooding:
 - Don't try to walk through floodwater. Six inches of fast flowing water can knock you over. Manhole covers may have come off and there may be other hidden hazards.
 - Don't drive through floodwater. Two feet of water will float a car.
 - Never ever try to swim through floodwater. It is easy to get swept away or be struck by an object in the water. The water may also be extremely cold.

- Don't walk on sea defences, riverbanks or cross river bridges if possible - they may collapse in extreme situations or you may be swept off by large waves.
- Stay away from coastlines. Waves may be dangerous and there is a real risk of being struck by stones and pebbles being thrown up by waves.



Flood Warning

Flooding is expected. Immediate action required

In addition to the measures taken for 'Flood Watch', head teachers of schools that are in an area that receives a Flood Warning must ensure that their caretakers:

- Put sandbags or flood boards in place round doorways, airbricks and other ingress points. If used properly, sandbags work and save thousands of pounds in clean-up bills.
- Plug sinks, toilets, baths etc. with sandbags to reduce sewage backflow.
- Be ready to turn off gas and electricity.
- Unplug electrical items and move them to an upstairs room if possible.
- Move important documents to an upper floor if time permits.
- Co-operate with emergency services and local authorities.
- Use daylight as much as possible. Working in the dark will be a lot harder if the electricity fails.
- Have torches available.
- Listen to the local news and to the emergency services who will advise if evacuation is necessary.



Severe Flood Warning

Severe flooding. Danger to life

Head teachers of schools that are in an area that receives a Severe Flood Warning must immediately evacuate the building and move all personnel to higher ground.

A Severe Flood Warning is not issued lightly. It is not always preceded by a 'Flood Watch' or 'Flood Warning' notice.



Warning no longer in force

Flood warnings and flood alerts have been withdrawn

Head teachers should continue to listen to weather reports and check flood warnings.

Head teachers should note that a serious danger of contamination is still present after the flood 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.

Storms and High Winds

Storms and high winds have the potential to cause Major Incidents.

In 1987, many parts of Kent and south England suffered severe damage by an extratropical cyclone, bringing hurricane-speed winds. Many buildings were damaged and unsafe to use. Trees were blown over causing significant disruption to road and rail transport. The channel ports were closed.

If a large storm occurs, it will affect all aspects of the service infrastructure. Transport, housing, energy, water supplies, daily services and deliveries may all be affected because of the damage. Road and rail infrastructure is usually cleared up quite quickly. The most serious long-term problem for schools is likely to be damage to school buildings, although storms frequently bring localised flash flooding.

It is difficult to plan for preventing storm damage. However, head teachers and caretakers should be alert to structural issues of the school building, e.g., loose tiles, brickwork, chimney stacks, masts, etc. and inform the local authority of any maintenance issues. Similarly, dangerous or overhanging trees might need attention.

Head teachers need to plan for the Incident Recovery Period, but the issues are common to other weather or natural disaster emergencies. In the event of damage or expected damage, head teachers should:

- Notify the Fire and Rescue, Ambulance or Police if needed.
- Consider immediate First Aid procedures, i.e., evacuate if there is no risk to casualty, or if there is imminent further risk.
- Consider full closure (speak to Assistant Director - Education).
- If the school is to remain open, cordon off damaged buildings with rope or tape, ensuring a safe distance is maintained.
- Inform staff and pupils of the damage and the necessity of keeping well clear.
- Contact the Property helpdesk or in-house maintenance to take all the necessary action to secure, cordon off, arrange insurance, commission repairs or consider temporary accommodation etc.
- Inform Chair of Governors.
- The most important consideration is that if any school buildings are damaged, the school should not use the building until it has been passed by the surveyors.
- Account for all pupils/students, staff and visitors and remain in a designated area and ensure the designated area is safe from falling debris, etc.
- Plan for evacuation to a more suitable location as soon as possible.
- Contact the KCC Communications Office.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.

Extreme Heat

Risk to Health

Children cannot control their body temperature as efficiently as adults during hot weather because they do not sweat as much and so can be at risk of ill-health from heat.

Heat-related illness can range from mild heat stress to potentially life-threatening heatstroke. The main risk from heat is dehydration (not having enough water in the body).

If sensible precautions are taken children are unlikely to be adversely affected by hot conditions, however, teachers, assistants, school nurses and all child carers should look out for signs of heat stress, heat exhaustion and heatstroke.

Heat stress

Children suffering from heat stress may seem out of character or show signs of discomfort and irritability (including those listed below for heat exhaustion). These signs will worsen with physical activity and if left untreated can lead to heat exhaustion or heatstroke.

Action

- Move the child to as cool a room as possible and encourage them to drink cool water (such as water from a cold tap).
- Cool the child as rapidly as possible, using whatever methods you can. For example, sponge or spray the child with cool (25 to 30°C) water – if available, place cold packs around the neck and armpits, or wrap the child in a cool, wet sheet and assist cooling with a fan.

Heat exhaustion

Symptoms of heat exhaustion vary but include one or more of the following:

- tiredness
- dizziness
- headache
- nausea
- vomiting
- excessive sweating and pale, clammy skin
- confusion

Action - Same as for Heat Stress

- Move the child to as cool a room as possible and encourage them to drink cool water (such as water from a cold tap).
- Cool the child as rapidly as possible, using whatever methods you can. For example, sponge or spray the child with cool (25 to 30°C) water – if available, place cold packs around the neck and armpits, or wrap the child in a cool, wet sheet and assist cooling with a fan.
- Dial 999 to request an ambulance if the person doesn't respond to the above treatment within 30 minutes.

Heatstroke

When the body is exposed to very high temperatures, the mechanism that controls body temperature may stop working. Heatstroke can develop if heat stress or heat exhaustion is left untreated, but it can also occur suddenly and without warning.

Symptoms of heatstroke may include:

- high body temperature – a temperature of or above 40°C (104°F) is a major sign of heatstroke
- red, hot skin and sweating that then suddenly stops
- fast heartbeat
- fast shallow breathing
- confusion/lack of co-ordination
- fits
- loss of consciousness

Action - Same as for Heatstroke

- Move the child to as cool a room as possible and encourage them to drink cool water (such as water from a cold tap).
- Cool the child as rapidly as possible, using whatever methods you can. For example, sponge or spray the child with cool (25 to 30°C) water – if available, place cold packs around the neck and armpits, or wrap the child in a cool, wet sheet and assist cooling with a fan.
- Dial 999 to request an ambulance if the person doesn't respond to the above treatment within 30 minutes.

Preparation and Planning

There are many actions that a school could take reduce heat within buildings.

- Makes changes to uniform or clothing. Lighter, looser clothing is best.
- See whether sun hats can be made available
- Notify parents to apply and then send in sunscreen, at least factor 15, 30+ is better.
- Check that water taps and fountains are all working.
- Check the working of blinds, screens and windows.
- Find out which rooms are the hottest (south facing, no windows, no blinds etc)
- Look into whether school finish times can be altered.
- Conduct early risk assessments, on the potential for heat casualties.

School Action

The trigger for schools to take action will be when the Meteorological Office issue a Heat warning at yellow, amber or red.

Protecting children outdoors

During periods of high temperature, the following steps should be taken:

- Children should not take part in vigorous physical activity on very hot days, such as when temperatures are in excess of 30°C
- Encourage children playing outdoors to stay in the shade as much as possible
- Children should wear loose, light-coloured clothing to help keep cool and sunhats with wide brims to avoid sunburn
- Use sunscreen (at least factor 15 with UVA protection) to protect skin if children are playing or taking lessons outdoors for more than 20 minutes
- Provide children with plenty of water (such as water from a cold tap) and encourage them to drink more than usual when conditions are hot

Protecting children indoors

During periods of high temperature, the following steps should be taken:

- Open windows as early as possible in the morning before children arrive, or preferably overnight to allow stored heat to escape from the building – it is important to check insurance conditions and the need for security if windows are to be left open overnight
- Almost close windows when the outdoor air becomes warmer than the air indoors – this should help keep the heat out while allowing adequate ventilation

- Use outdoor sun awnings if available, or close indoor blinds or curtains, but do not let them block window ventilation
- Keep the use of electric lighting to a minimum
- Switch off all electrical equipment, including computers, monitors and printers when not in use – equipment should not be left in ‘standby mode’ as this generates heat
- If possible, use those classrooms or other spaces which are less likely to overheat, and adjust the layout of teaching spaces to avoid direct sunlight on children
- Oscillating mechanical fans can be used to increase air movement if temperatures are below 35°C – at temperatures above 35°C fans may not prevent heat-related illness and may worsen dehydration
- If necessary, consider rearranging school start, finish, and play times to avoid teaching during very hot conditions
- Encourage children to eat normally and drink plenty of cool water

Drought or Water Shortage

A drought should only affect a school when it has become very severe. Even if standpipes are in operation for domestic consumers, water supplies to schools are usually maintained.

Should water supplies to a school be suspended, then it is highly unlikely that a school could remain open. However, many water providers will consider re-routing supplies or provide a water bowser to keep schools open. You should contact your water supplier without delay and ask for assistance.

It is largely impractical to plan for drought conditions but as water supplies become stretched, the school should be doing everything it can to assist in conserving water.

OFWAT (www.ofwat.gov.uk/households/conservingwater/watersavingtips/) offer water saving ideas, or you could contact your water supplier. You can find your water supplier and their contact information on this website, or if uncertain of who is your water and/or drainage provider, type in your postcode here:

<https://discoverwater.co.uk/water-sector>

Earthquake

More than 200 earthquakes occur in the UK every year. Statistically, the UK will experience a quake of at least 5.0 on the Richter scale every eight years and one of between 4.0 and 4.9 every two years. In the last 100 years, England and Wales have experienced one earthquake with a magnitude of more than 6.0 on the Richter scale.

Kent is slightly more prone to earthquakes than many other parts of Britain, owing to the minor tectonic fault lines in the English Channel and through the Weald.

It is impractical to plan for earthquake damage, but head teachers and caretakers should be alert to structural issues of the school building, e.g., loose tiles, brickwork, chimney stacks, masts, etc. that could be exacerbated by an earthquake. Heads should inform the local authority of any maintenance issues promptly.

Head teachers need to plan for the Incident Recovery Period, but the issues are common to other natural disaster emergencies. If a head teacher suspects structural damage, they should:

- Notify Fire and Rescue, Ambulance or Police if needed.
- Consider immediate First Aid procedures, i.e., evacuate if there is no risk to casualty, or if there is imminent further risk.
- Consider full closure (speak to the Assistant Director - Education).
- If the school is to remain open, cordon off damaged buildings with rope or tape, ensuring a safe distance is maintained.
- Inform staff and pupils of the damage and the necessity of keeping well clear.
- Contact the Property helpdesk or in-house maintenance to take all the necessary action to secure, cordon off, arrange insurance, commission repairs or consider temporary accommodation etc.
- Inform Chair of Governors.
- The most important consideration is that if any school buildings are damaged, the school should not use the building until it has been passed by the surveyors.
- Account for all pupils/students, staff and visitors and remain in a designated area and ensure the designated area is safe from falling debris, etc.
- Plan for evacuation to a more suitable location as soon as possible.
- Contact the KCC Communications Office.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.

Animal and Plant Disease Outbreaks

Much of Kent is rural and farming forms a large part of the local economy.

There are many animal and plant diseases and infestations, which could cause untold damage to the farming economy if they occurred. Notifiable animal diseases include: Foot and Mouth disease, Avian Influenza (Bird flu), Equine Influenza, Bluetongue, BSE and Swine Fever. Plant diseases and infestations include: Colorado Beetle and Potato Rot.

Should any of these diseases or infestations occur, the primary defence adopted by DEFRA, is containment. This may involve huge areas of the countryside being closed to the casual visitor. It is not uncommon for farming families to be confined to their homes until suitable disinfectant procedures have been put in place.

Kent County Council will implement control and enforcement activity on behalf of DEFRA (Please see KCC Animal & Plant Health Emergency Plan):

https://www.kent.gov.uk/data/assets/pdf_file/0007/58507/KCC-Animal-and-Plant-Health-Emergency-Plan.pdf

The effect on rural schools can be quite serious. The rural school is a place where farming community children congregate. Consequently, the Animal and Plant Health Agency (www.gov.uk/government/organisations/animal-and-plant-health-agency) Local Disease Control Centre, may request that schools in or near an affected area introduce robust disinfectant and containment procedures.

Planning for disease outbreaks is not possible.

It is unlikely that a school will be asked to close although pupil and staff movement to and from the school will become more difficult.

Head teachers should:

- Seek advice from the Animal & Plant Health Agency (APHA) and other competent authorities.
- Educate and inform pupils and staff on the issues of disease containment.
- Suspend nature walks, rambles etc.
- Consider suspending visits or excursions.
- Ensure that disinfectant practices are robustly adhered to.
- Review travel plans to reduce vehicular transport and if necessary, look for different walking routes to/from the school.

Energy, Fuel and Utility Failure

Communities depend on energy and essential utilities to exist. When something causes them to fail, the impact can be far-reaching.

Essential services are those that are external to the school and could include:

- Electricity, gas or fuel oil supply
- Vehicle fuel
- Water supply
- Waste collection
- ICT
- Communication networks (telephone, cellular phone)
- The emergency services
- Government and Local Authority services

There are many factors that could cause these services to fail. Shortages, damage to infrastructure, industrial action and bad weather, to name but a few.

The impact that a failure may have on a schools ability to function may necessitate closure. Each situation is different and the decision will depend on other factors. Power or fuel disruption is a more serious issue during winter, for example.

Closing schools has a massive impact on business continuity and the maintenance of essential services. It is understood that parents and carers of children may be working in other public service sectors (including schools and hospitals). If a school is closed, the parent or carer will be forced to remain away from work to look after their child. This will further deplete the workforce of the essential services.

Therefore, government policy and local authority preference is that wherever possible, schools should remain open.

If a head teacher is considering closing their school, they should contact the Assistant Director - Education, even if Local Authority Emergency Planning Officers are on site.

If the advice is to close the school, the procedure for dealing with this is exactly the same as for emergency closure in Section 1.

Industrial Accidents, Chemical & Radiological Incidents

This section covers the accidental or intentional release of hazardous, toxic or radioactive substances and the action that schools need to take.

The COMAH (Control of Major Accident Hazard) Regulations www.hse.gov.uk/comah/ under Health and Safety legislation, are aimed at reducing the risk to the public from sites which store and use a range of hazardous substances. COMAH sites are required by law to have extensive emergency plans. It is a good idea for head teachers to have some awareness of these plans if their school is in an area that may be affected by an accident from a COMAH site.

There are several possibilities of chemical or radiological incidents, but the most likely is a release of toxic, corrosive or explosive gas or smoke. A gas cloud will likely move with the wind, so schools even some distance away, may eventually become affected.

The most important consideration here is that evacuation and closure of the school may NOT be the safe option. The Local Authority and the COMAH site are responsible for initiating an off-site plan and part of that would involve warning local schools.

Emergency planning for schools that are in the vicinity of hazardous sites should already be in place. Because the emergency might impact very rapidly, it is important that the school has well-rehearsed procedures in place.

Ideas for planning might include:

- Schools must have, and practice, a distinct signal to close all doors and windows and remain inside the building; or, a signal to order evacuation to a pre-designated location.
- Consider provision of stocks of food and water on site.
- Consider whether occupants can sleep on site if necessary. Blankets, heaters etc.
- Check pupils and staff who have regular medication have sufficient.
- If situated near a site that might pose an atmospheric or chemical risk, consider acquiring a supply of face masks (or even wet cloths). If the atmosphere becomes contaminated, breathing through masks may reduce the risk of damage to health.

Shelter or Evacuation?

The United Kingdom Health Security Agency is responsible for providing guidance for managing major industrial incidents. Each industrial plant, factory or site that uses hazardous materials maintains a plan that predicates the decision to shelter or evacuate. The factors that will be considered are:

- Is the substance harmful?
- Will the public be exposed?
- Might the public be exposed sometime in the future?
- Will the risk be reduced by dilution?
- How long could the exposure last? Minutes, hours, days etc.

Using these questions, the factory or site will then recommend a course of action to the Police and local authority.

Shelter

Sheltering is usually the recommended course of action. Once inside a school building, substance exposure is reduced by about 90%. A few simple measures can reduce that exposure to almost negligible.

- Check all windows and doors are closed.
- Turn off central heating / mechanical ventilation / air conditioning to reduce air circulation.
- Eliminate any ignition sources.
- Ingress points (door sills, window frames, air bricks) should be sealed with wet cloths, towels or even wet newspaper.
- Depending on the substance, move to an upper or lower floor according to advice.
- Avoid using canteens and toilets as these rooms generally have better ventilation.

Good practice during a sheltering emergency includes:

- Listen in to local radio (battery powered or wind up) for further advice. (Go in, Stay in, Tune in.)
- Keep Police informed of conditions by landline.
- Avoid using mobile phones, as the emergency services may need the network.
- Plan for what you would do if a parent/carer turned up at the school to collect their child. They may be contaminated and put your pupils/students/staff at risk.
- Keep all staff and children in a limited area.
- Use buildings and rooms that are less likely to have ventilation.
- Make regular checks on staff and children.
- The Police or the local authority will give the “All Clear” announcement. Rumour and anecdotal information should be disregarded. Once the “All Clear” has been officially received, advice should be sought about whether or not decontamination is necessary.
- Note that before children are allowed to go home, it might be a good idea to ensure that their homes are not under threat. Consider keeping children at school until the full picture is known.

Evacuation

A decision to evacuate a school may be taken before, during or after an incident. The United Kingdom Health Security Agency guidelines use the following to decide whether evacuation is the best action.

- Size of evacuation zone.
- Is there sufficient time to evacuate?
- How long will the evacuation take?
- Method of informing schools and the community.
- The time of day.
- Weather and outside temperature.
- Availability, suitability and capacity of Rest Centre network.

If a decision is taken to evacuate a school, the Police, the Fire and Rescue services or the local authority will notify this to the head teacher. It is likely that the school would have received prior notification that the authorities are considering evacuation. A lot of time can be saved if the head teacher takes a few precautionary measures.

- Inform and warn all staff.
- Listen to local radio.
- Ensure all children have their belongings with them at all times.
- Check those on regular medication have sufficient. If not and medication is essential, alert Police and the local authority immediately.
- Assign specific people to be available to assist less mobile children.
- The head teacher must ensure that they have their 'grab bag' ready to hand. It should contain, at the very least, contact details for staff, next of kin details for children and a working mobile phone.
- Keep doors and windows tightly closed.
- Keep the Assistant Director - Education notified of the situation.
- Arrange activities for use in the Rest Centre.

If an evacuation is ordered, the school staff and pupils should comply with the evacuation plan. Before leaving, and if safe to do so, the head teacher should:

- Ensure all doors and windows are closed.
- Turn off central heating / mechanical ventilation / air conditioning to reduce air circulation.
- ONLY if time permits, seal ingress points (door sills, window frames, air bricks) with wet cloths, towels or wet newspaper.
- Secure the school.

It is likely that all personnel at the school would be evacuated to the same Rest Centre. Management of the children at the Rest Centre is likely to be challenging. There will likely be evacuees (possibly elderly or sick) who have had trying experiences. Rest Centre staff will try and keep children apart from other evacuees.

Staff should endeavour to keep the pupils occupied with simple games. This will be easier for younger children.

Staff at the rest centre should provide guidance on further action, including information on who to contact if symptoms develop.

Post Evacuation Action

Staff at the Rest Centre will issue the "All Clear" announcement. Rumour and anecdotal information should be ignored. Once an official "All Clear" has been received, children should be sent home if safe to do so. The school should NOT be re-occupied until advice has been sought about decontamination. It is likely that the school will undergo environmental sampling to ensure that it is safe to occupy. This may take several days if the evacuation zone is large.

Emergency that requires the School to be used as a Rest or Reception Centre

In the event of any Major Incident, school buildings and/or facilities (including services co-located in schools, e.g., nurseries) may be taken over by a local authority and used as an Emergency Rest Centre or Survivor Reception Centre. Schools often have the facilities to receive, record, care for, feed and temporarily house large numbers of people.

The procedure for establishing a Rest Centre is tried and tested. A centre can be set up fairly quickly. The local Borough and District Councils will often be the agency that sets up a Rest Centre unless the emergency worsens in which case, the greater resources of the County Council might get brought in.

The procedure is that as soon as the need is identified, the head teacher and caretaker (key holders) are informed and asked to open the school. The lead agency then installs supplies and equipment and the centre becomes open to receive evacuees.

The Impact on the School

Naturally, normal schooling is impossible under these circumstances. The school will be closed.

As early as possible, the head teacher should initiate the contact procedure to try and inform as many parents as possible.

Inevitably, some students and parents will turn up. A small team of staff needs to be posted at the school entrances to explain the situation. A dedicated telephone number with a short answerphone message may be helpful here.

If it looks as if the Rest Centre will be maintained for more than a few days, the responsibility to make suitable alternative arrangements lies with the head teacher and the Academy Trust or Local Education Authority, depending on the governance of the school.

Once the Rest Centre is no longer required the lead agency will clear and clean the buildings before handing back to the school.

Incident Recovery Period

The period of time after an emergency is also a difficult time that should be planned for. The actual duration of this recovery period might be measured in months, possibly even years. An extreme example, the Aberfan disaster in 1966, saw the deaths of half of the school aged children in one village. Naturally, it had far-reaching consequences on future generations of the community.

Hopefully, any emergencies encountered will have a shorter recovery period. The worst case effects however, should be planned for.

Effects could include:

- Lengthy debriefing sessions
- Lessons learned
- New procedures being developed and implemented
- Increase in staff sickness rate
- Increase in long-term sickness rate
- Increase in staff turnover
- Grieving process
- Budgetary difficulties, both short and medium term
- Parts of buildings remaining out of use, or destroyed

- Building and repair works
- Possible dispersal of classes to other schools/locations

An awareness of possible Incident Recovery Period effects will enable head teachers to plan to return to normalcy as quickly as possible.

Local authority support should be sought early on. The Educational Psychology Services have experience of dealing with how such issues affect children.

Section Six

Vulnerable Children, Pupils & Students

Looking After Vulnerable Children and Young People in an Emergency

Major Incidents

Children are often the part of the population most affected during an emergency. In addition to the dangers to which they are directly exposed there is also, in wider crisis, the possibility of removal or reductions if their support in family and community.

There are several reasons why vulnerable children are at a higher risk than other groups during and after emergencies because their support systems, medicines and equipment that are specially designed for them, may have limited or no availability.

They may also be less able to communicate their symptoms or feelings.

Major Incidents are managed by the Emergency Services and specialist council services, such as Educational Psychology and Safeguarding. During such major events, these services will liaise with partners to ensure the safety and security of vulnerable children.

In the event of a Major Incident, there is the possibility of children being separated from family, or possibly even losing a family member. Such children should be regarded as vulnerable.

Additional Planning

The most common issues that schools face are those experienced by children or young people with disabilities, children in local authority care and other similar challenges, during events that reduce mobility or change familiar environments. Examples of this include: losses of power or water, evacuations, lock downs, floods, fires, road traffic incidents, etc.

Children have needs which must be differentiated according to their specific circumstances (e.g., disability, age, medical needs, behavioural support). Thus, the support that a primary school-aged child needs may be very different from those of a secondary school student.

There is potential for the dignity of a vulnerable or disabled child to be compromised in the natural urgency to ensure safety. Careful advance planning is required to ameliorate this.

Every child with additional needs, be they physical, medical, mental, behavioural or a combination of these, would likely necessitate a school to undertake additional Emergency Planning. This should seek to identify what additional considerations or resources should be put in place to ensure that a vulnerable child is not at a higher risk from an emergency, than any other child.

Planning for vulnerable children should not be generic, with plans being tailored, where practical, on to the individual needs of the child or young person.

Plans should include a Personal Emergency Evacuation Plan, identification of appropriately qualified support staff, confirmed home contact information, location of support equipment and medical information if appropriate.

Evacuation of Disabled Children, Young People or Staff in an Emergency

The HM Govt publication 'Means of Escape for Disabled People' see:

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf) details escape measures for ten disability groupings:

- Electric wheelchair user
- Wheelchair user
- Mobility impaired person
- Asthma and other breathing / health issues
- Visually impaired person
- Hearing impaired person
- Dyslexic/orientation disorders
- Learning difficulty / autism
- Mental health problems
- Dexterity problems

For these people, a Personal Emergency Evacuation Plan (PEEP) is required. The aim of a PEEP is to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire to those of all other occupants. In schools, such a plan should also reflect other forms of emergency that necessitate evacuation.

A PEEP should be produced as soon as a pupil is enrolled who may present with difficulties in an emergency.

A template Personal Emergency Evacuation Plan for children is at **Appendix 11**. It should be appropriately adapted for staff or visitors as required.

Some people may have difficulty in evacuation situations that they would not normally have e.g., people who have asthma may be affected in smoky conditions caused by fire, or people may be affected by the stress of an emergency situation. Such people should have a PEEP in place.

A prominent notice should invite persons entering the premises to declare if they require assistance. An example:

We operate a system of assisted evacuation for disabled persons and others who may need help in an emergency.

Please speak to our reception staff and we will provide you with a suitable strategy. We have trained members of staff who are able to assist you if it is necessary to evacuate. These staff will be constantly aware of your location in the premises, as they are with other persons.

In the event of an emergency, we want to ensure that we provide you with assistance in the most appropriate way for you.

Staff will ensure that children in their care are evacuated safely. You must follow instructions given by staff for your own safe evacuation.

Appendix 1

Incident Communications Log

Issue:				
Date / Time	Method of Contact *	To / From	Concerning	Initial

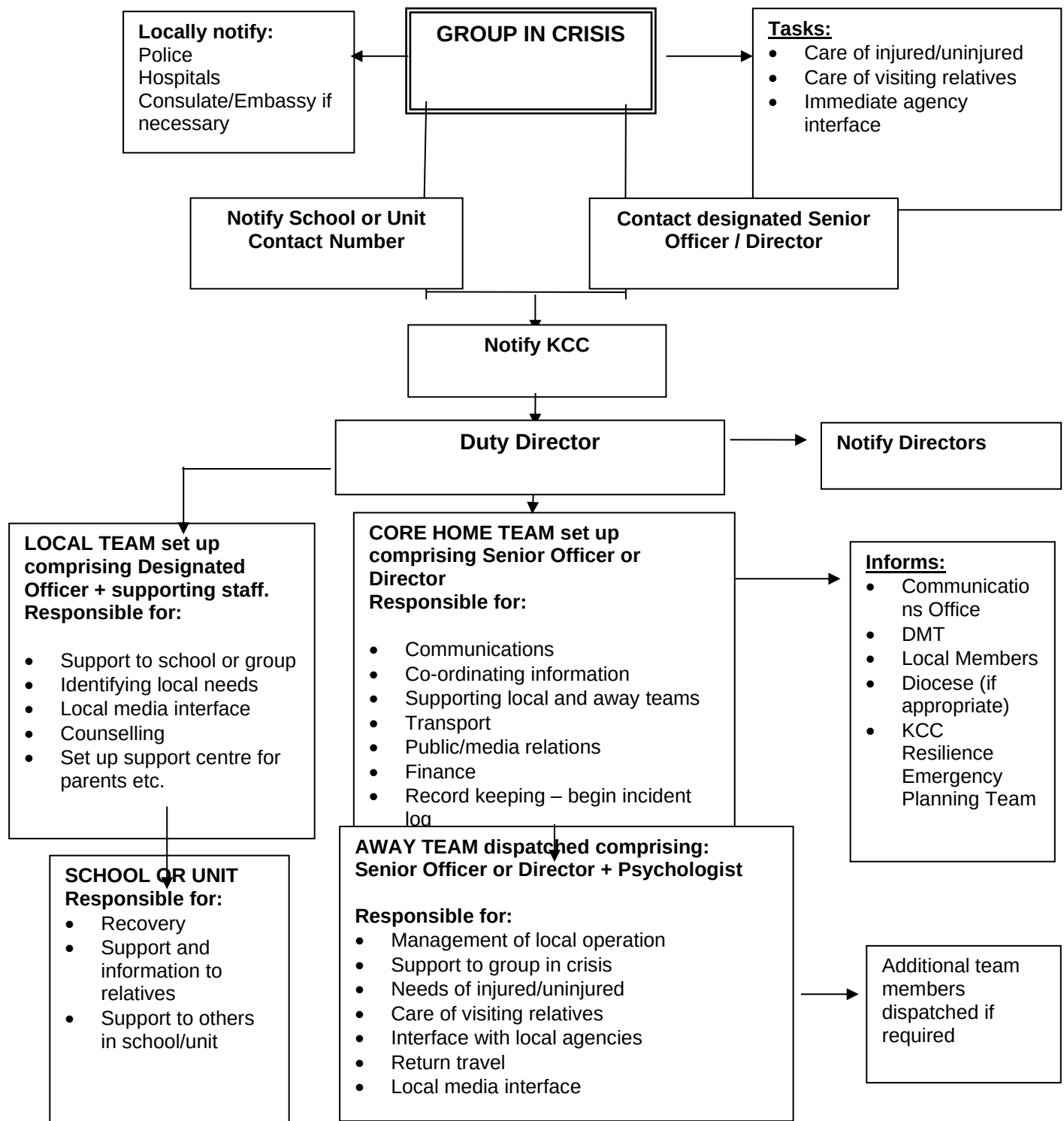
* T –Telephone
E -Email

V - Verbal (face-to-face)
L .Letter

M - Media
F – Fax

Appendix 2

Out of School Emergency Action



Appendix 3

When a Child in School Dies

Suggestions on how to include the children:

A memory table

A small table, or the child's desk, on which pictures, photographs, flowers, mementoes, poems, pictures etc. can be placed. Staff and parents/carers should be encouraged to be involved in this if they wish. The table can remain for as long as the class, or school, wish, but it should be the pupils/students' decision on how to dismantle it, as this is part of 'moving on'.

Planting a tree

In memory of the child who has died. Small notes from the children can be buried with the tree when it is planted. This may also form part of a memorial service.

Celebration of Life service

This may be held at the same time as the funeral in order for the school to feel that they are taking part. Otherwise, the parents/carers of the child who has died could be invited to the school in order to attend a separate service. Favourite songs, poems specially written or a special story could be included, and the pupils/students should be encouraged to take an active part in preparing and presenting the service.

A scrapbook

Filled with pictures, photos, poems, letters etc., collated by the class or school, for the parents/carers of the child who has died. This is a very tangible souvenir of their child and his or her time in school.

A collage

Similar to the scrapbook, but in the form of a picture, can be displayed within the school.

An award

An award might be presented at the end of each term to the pupil/student's memory. This could be an award in a subject in which the child who died was particularly good. Otherwise, this could be awarded to someone who had shown particular qualities, such as sensitivity, exceptional kindness or bravery.

Dedicated activity

Doing something in memory of someone who has died is part of the healing process. It is a life skill to be able to remember sad as well as happy times, and learn to deal with them.

Appendix 4

Sample Letter to Parents/Carers

School Address

Dear Parents/Carers

It is with great sadness that I am writing to inform you of the death of a pupil/student from our school.

We learned this morning that has died after a (insert an appropriate phrase, such as 'after a short illness', or 'after a tragic accident'). Mr and Mrs have told me that died peacefully, in hospital last night.

The pupils/students in school were told by their teachers this morning and lessons were suspended to allow them time for their individual and shared sorrow.

It is our intention, with Mr and Mrs’s permission, to hold a Celebration of Life service on the same day as the funeral will be taking place, in order for the whole school to be part of this time. You are more than welcome to join us at this service.

I enclose a book list and some suggested websites that might help you to help your child with the grief.

Yours sincerely

Appendix 5

A Policy for Bereavement and Loss: a Model

Rationale:

We believe that the learning environment should be challenging, expecting pupils/students to take as much control of their lives as they are able. In order to achieve this, pupils/students must be given relevant knowledge and experience to reflect on the world within and beyond the school.

We believe that bereavement and loss are an inevitable part of living and growing. Therefore, to achieve our aims of challenge and independence, we must comfort pupils/students with the reality of bereavement and loss so that they can develop their own appropriate range of emotional, spiritual and intellectual responses to deal with these experiences.

We believe that the ethos of the school, based on openness and mutual support, provides a framework in which these experiences can be realised in an enriching manner.

Process

The school will act in a planned and agreed manner, so that all staff know what is expected and can contribute their part in a way that is consistent with the values that have been adopted.

- Someone of significance to all in the school community should prepare themselves for the inevitability of loss. They should have already thought through the way in which they intend to respond so that their thoughts and actions are ordered. This named person, probably the head, will co-ordinate the school's response and be fundamental in creating the most appropriate atmosphere.
- As far as possible, all staff should be told together by the named person. By creating a list of people to be told, the school can be sure that no one close to the situation will find out by chance.
- All of the pupils/students and parents/carers will be told at the same time and as promptly as circumstances will allow. Pupils/students in school will be told face-to-face, parents/carers by letter the same day. Absentees from school will also need to be informed. The school will have procedures to track who is informed, when and by whom, to ensure that no one is missed. Roles and responsibilities for those involved in this aspect will be clearly stated.
- The school will have a range of strategies that it may adopt in the days and weeks that follow any significant loss. Decisions about which to undertake will be determined following discussions with the family concerned and will take into account the cultural/religious beliefs of the family.
- An individual or small group of school staff will be identified to keep in touch with the family so contact from the family's point of view is manageable but also does not come to an abrupt end after all of the initial attention.

Curriculum

In the event of bereavement or significant loss the school has established clear guidelines for action. However, a truly proactive school will prepare for such an experience by ensuring that it is dealt with as a matter of course for all pupils/students within planned programmes of study within the school's curriculum. Some opportunities may include:

1. RE

The spiritual dimension relating to loss and bereavement can be explored within themes dealing with:

- Rites of Passage
- Worship
- Key beliefs and values within the major world religions.

2. PSHE

The emotional element and the nature of ongoing relationships with those who suffer bereavement or loss can be explored within PSHE.

3. Science

The reality of death can be included in schemes of work dealing with

- Ourselves
- Life processes.

4. Cross-Curricular Studies

There are a number of opportunities within cross-curricular themes and dimensions such as equal opportunities and citizenship where the issues can be raised.

In planning for such experiences there must be a continuity of practice which is consistent with the rationale explicitly stated in this policy.

Parents/carers

In acknowledging the role of the school in dealing with bereavement and loss, the school must not undermine the place of parents/carers in this process.

The parents/carers remain the most significant support to young people trying to come to terms with the death of a school friend. The school can support parents/carers in this by:

- Sharing with parents/carers the intentions of the school to act in a particular way in the event of a death.
- Offering guidance to parents/carers on how they might act. Schools may even wish to do this formally by running training sessions and workshops.
- Keeping parents/carers fully informed about the actions of the school throughout the immediate period of grieving.
- Parents/carers will be invited to be involved in any school response that occurs after the death, e.g., a memorial service. The format of any memorial service will take into account the beliefs of the bereaved family.

Outcomes

By adopting a planned and considered approach the school can promote desired, positive outcomes for both staff and pupils/students within the school and those in the wider school community. These may include:

Staff will

- Feel equally valued.
- Have an opportunity to prepare themselves for the challenging role they face.
- Be given time and space to work through their own feelings.
- Become aware of the skills needed, and be offered training, to develop them.

Pupils/students will

- Be offered support by sensitive, trained staff working in unison.
- Grow as a result of this experience and be more able to come to terms with their feelings.
- Develop a sense of perspective about their own lives and the fears that this might engender.

The school will

- Have clear expectations about the way it will act, not simply react.
- Promote a sense of unity and identity in the whole community.

The family will

- Have real support to draw on.
- Be given an opportunity to reinforce feelings of worth rather than a sense of loss.

The parents/carers will

- Be drawn into a closer partnership with the school.
- Be given guidance on how to support their sons and daughters.
- Have time to prepare their own responses to loss and bereavement.

Appendix 6

Resource List

Films

Channel 4 - Life Stuff: Without You

This video explores the experiences of young people whose lives have been affected by bereavement. The documentary focuses on individuals in very different circumstances and traces the ways in which they have come to terms with grief and loss. 25 mins. Age 14-19

Websites

Cruse Bereavement Care:

<http://www.crusebereavementcare.org.uk/>

This site is designed to help deal with bereavement and focuses on individual reactions and factors affecting responses to bereavement.

http://www.crusebereavementcare.org.uk/information_schools.html

This site discusses a planning framework for dealing with a death in the school community.

RD4U (means the “road for you”)

An interactive part of the Cruse website, designed by young people for young people. Includes an email (or phone) link to trained volunteers who will respond.

Royal College of Psychiatrists

<http://www.rcpsych.ac.uk/info/bereav.htm>

Includes:

- Factsheet 15 for parents and teachers - Death in the family - helping children to cope.
- Details of books “When Dad died” (cremation) and “When Mum died” (burial).
- CD ROMs Coping when someone has died for Primary and Secondary Schools. Guidance for teachers and families (distributed to schools by Rotary Clubs)

The Child Bereavement Trust

<http://www.childbereavement.org.uk>

Has sections on understanding bereavement for bereaved families and for young people.

Appendix 7

Bereavement & Loss, a Book List for Schools

Series	Title	Author	ISBN	Publisher	Date	Approx. Age	Description	Fiction / Non fiction
	A daughter like me	Roy, Jacqueline	670866288	Viking	1996	Primary	Bessie gets into trouble speaking her own mind, not like her two sisters who keep their heads down when things go wrong. When dad disappears, the three girls suddenly alone in a strange city, must draw strength and courage from each other.	N
	A long way home	Turnbull, Ann	744541670	Walker	1997	Primary	I won't go to the orphanage, she thought. I'll never go there, they can't make me. Since the age of 5, Helen has lived at the Bradleys' with her mother. She's never known her father, who went missing, presumed dead, in the Great War. Now mum is dead. Set in 1930. A moving and dramatic story of a young girl's valiant search for a place she can truly call home	F
	A taste of Blackberries	Doris Buchanan Smith	140320202	Harper Collins	1992	Older Primary	Based on the death of a best friend from a bee sting. Written in first person singular	
	Badger's parting gifts	Varley, Susan	862640628	Andersen Press	1984	Infant, Primary	Badger's friends learn to cope with his death.	F
	Beginning and endings with Lifetimes in between	B Mallonie				Primary	Helps a child to understand the cycle of birth, life and death	
What do we think about	Death	Bryant-Mole, Karen	750222085	Hodder Wayland	1998	Infant, Primary	With photos, includes Dying, Growing old, Death, Funerals, Feelings. Notes for teachers and parents.	N
What's Happening	Death	Bryant-Mole, Karen	750213795	Wayland	1992	Primary, Secondary	with photos covers death of parents, siblings, grandparents, funerals, feelings, grief.	N

Dealing with	Death	Haughton, Emma	750216417	Wayland	1995	Infant, Primary, Secondary	Losing someone you love is like losing a part of yourself. It can be even more painful if those around you avoid sharing their grief or assume you will get over it quickly because you are young.	N
Lets Talk about	Death and dying		074960431 X	Belitha Press		Older primary/ younger secondary	Answers questions e.g.what is dying?	
	Falling Angels	Thompson, Colin	91768179	Hutchinson	2001	Infant, Primary	Picture book - surreal story about a girl who can fly. She takes her grandma flying to fulfil her dying wish.	F
	Families, Can't live with them, Can't live without them		340636203	Hodder Wayland	1996	Secondary	Invaluable advice on coping with more serious family matters such as divorce, adoption, bereavement.	N
	Frog and the Birdsong	Velthuijs, Max	086264321 X	Andersen Press	1991	Infant, Primary	One autumn day Frog discovers a blackbird lying motionless in the grass.	F
Rites of passage	Funerals	Ross, Mandy	431177120	Heinemann	2003	Primary, Secondary	Photos and text explain funerals from different faiths and cultures includes Jewish, Muslim, Maori, Christian, Buddhist, Sikh, and Hindu funerals.	N
	Good Grief 1 – Exploring Feelings, Loss and Death with under 11s	Barbara Ward	95128888			Teachers	Useful resource for teachers and counsellors.	N
	Good Grief 2 – Exploring Feelings, For secondary schools and FE colleges	Barbara Ward	95128888			Teachers	Useful resource for teachers and counsellors.	

	Goodbye Pappa	Leavy, Una	1841210838	Orchard	1999	Infant, Primary	Picture book about a visit to see Pappa, who dies shortly afterwards and the resulting grieving and memories.	F
	Grief in Children – a handbook for adults	Jessica Kingsley	183502113X	Atle Dyregrov	1990	Teachers	Description of “critical incident stress debriefing” in the classroom. Chapter on death in the playgroup and at school.	
	I have Cancer		851227788	Althea Dinosaur		Primary	Ben has leukaemia. He describes his treatment. He does not die.	
	I must tell you something	Bo, Arno	747525145	Bloomsbury	1996	Primary, Secondary	Based on a true story of a strong and thoughtful 9yr old. Her happy home life is changed in an instant when tragedy strikes as her parents drive home from a birthday party.	F
	I never told her I loved her	Chick, Sandra	704349477	Livewire/Women's Press	1997	Secondary	Francie's mother is dead and she feels lost and guilty. A painfully intense novel about the complexities of grief.	F
	Jenny Angel	Wild, Margaret	670845051	Viking	1999	Infant, Primary	Picture book – Jenny's little brother Davy, is going to die. This is the story of her journey from denial to acceptance.	F
Life Times	Journey's End, Death and Mourning	Ganeri, Anita	237518341	Evans Brothers	1998	Primary, Secondary	with photos and illustrations, shows funerals from the Hindu, Buddhist, Sikh, Jewish, Christian and Muslim faiths.	N
	Letter from Heaven	Anderson, Rachel	749727764	Mammoth	1996	Primary	Katie receives a letter from her grandmother written just before she died, the letters continue as Katie comes to terms with her loss.	F
A world of festivals	Life and Death	Coppendale, Jean	1841388432	Chrysalis	2003	Infant, Primary	with photos this book shows naming ceremonies, festivals and funerals around the world.	N
	Remembering Mum	Ginny Perkins, Leon Morris	713633816	A&C Black	2001		Written by a father and a class teacher in response to a need. Colour photographs. A mixture of ordinary life at home and school and missing mum.	

	Remembering my Brother	Perkins, Ginny	713645415	A & C Black	1996	Infant, Primary	Book with photos of a real family. "Chris, the middle child in the Reed family died in 1992. The family generously offered to assist with the making of this book, in memory of Chris and to help other families who have lost a child." Told mainly through the eyes of Greg, the younger brother.	N
	Straight talk about death for teenagers	Earl A Grollman	807025011	Beacon Press			Teenagers talking about how to cope with losing someone you love.	
	The Goodbye Boat	Joslin, Mary	745936938	Lion Publishing	1998	Infant, Primary	Picture book with few words but large illustrations.	F
	The Magpie Song	Anholt, Laurence	043497174 X	Heinemann	1995	Primary	Picture book about Carla's grandad's illness and death. Beautiful story.	F
	The Old Dog	Zolotow, Charlotte	60244097	Harper Collins	1995	Infant, Primary	Story about the death of pet dog.	F
	Topher & the time travelling cat	Jarman, Julia	862644097	Andersen Press		Infant, Primary	Christopher, aged 8 finds an unusual stray cat, which communicates with him by computer. His quest to find her when she disappears, leads him through time and space - and danger.	F
Let's Talk about	When a parent dies	Weitzman, Elizabeth	431035997	Heinemann	1998	Infant, Primary	With photos covers grief, changes, feelings.	
How do I feel about	When people die	Levete, Sarah	749628170	Franklin Watts	1997	Infant, Primary	Picture book covers why people die, funerals, grief, feelings, coping, memories.	N
	When someone very special dies	Marge Heegard		Woodland Press		Infant Primary	A workbook for 6-12 year olds.	
Talking it through	When Uncle Bob died		851227279	Althea Dinosaur Pubs		Primary	A simple, clear book for younger primary aged children.	
Lets Talk about	When your pet dies	Johnston, Marianne	431036004	Heinemann	1998	Infant, Primary	With photos about how and why pets die.	N

Wise Before
the Event.
Coping with
Crises in
Schools

W Yule, A
Gold

90319667

Calouste
Gulbenkian
Foundation
Tel
02076365313

School
staff and
governors

A clear, practical step by step guide to help schools
plan their response to any traumatic event.

Appendix 8

School Emergency Management Plan Template

Name of school	
----------------	--

Version:

Contents

- Summary of action to be taken flowchart and role of the Local Education Authority
- Emergency Action Lists for Key Staff
 - [head teacher Name] (or [Nominee Name])
 - Schools Emergency Management Team
 - Administrative Assistants

Action to be taken:

In the event of a school related emergency the proposed arrangement is:

INCIDENT OCCURS

[head teacher Name] (or [Nominee Name]) is notified and School Emergency Plan and Team is initiated



[head teacher Name] or [Nominee Name]:
 Ensures child and adult safety and welfare
 Clear area if needed / First Aid / Reassurance
 Call 999 if appropriate
 Call Assistant Director - Education: <Insert No.> (Office Hours) Or: <Insert No.>
 Requesting LEA help (<Insert No.>)



OUT OF OFFICE HOURS –
 (<Insert No.>)
 Assistant Director - Education or other support <Insert No.>



The Senior Officer Activated - Assistant Director - Education:
 Establishes contact with the [head teacher Name] (or [Nominee Name])
 Activates response officers to attend the school
 (e.g., Communications Experts, Public Relations)



Local Education Authority

Organises Support Team Officers as necessary or deploy to school as required.

Attends site to:

- Assist/advise head teacher/ Nominee
- Determine full needs
- Takes action accordingly

Head teacher (or Nominee)

Nominates on-site Co-ordinator

Identifies on-site facilities

Mobilises SEMT (if appropriate)

Informs Chair of Governors

Emergency Action Sequence

ACTION BY HEAD TEACHER:

[head teacher Name] (OR [Nominee Name])

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. See Appendix 1 for Incident Coms Log
- Make every attempt to clarify exactly what has happened.
- Ensure that the Local Authority is informed
- Contact the Assistant Director - Education
- Inform the Chair of Governors
- Arrange briefing schedule for SEMT

If during term time

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

If outside term time (or outside school hours)

- Arrange for the Caretaker or Business Manager to open certain parts of the school as appropriate and to be available (and responsive) to requests.
- Immediate school administration support.

Media Attention

If the incident does attract media attention, you are likely to be inundated with requests for interviews and statements.

- Try to postpone media comment until after the KCC Communications Officer has been in contact.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- If you cannot postpone, see the guidance in Section 1 of the Emergency Planning for Schools for some key points to remember.
- It is especially important that if the names of those who may have been involved in the incident are known, do not release, or confirm the names to anyone, before those identities are formally agreed and parents are informed.
- If deputising for the head teacher, try if possible, to contact and brief him/her.
- Call in the designated staff members to form the 'School Emergency Management Team', and nominate one as the On-Site Coordinator to oversee that team on your behalf.
- Be prepared to receive many telephone calls.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 – Once established

Brief staff SEMT members to oversee the following:

- Agree appropriate identification of staff by using badges
- 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.
- Ensure staff maintain records of all calls received
- Prepare brief, but up-to-date prepared statements are available to staff answering phones
- Ensure media calls are directed to the Media Relations Officer <Insert No.>
- Ensure care is taken when answering telephone calls. Consistent messages.
- Acquire an independent telephone for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted
- Remind telephone staff that some calls could be bogus.
- Arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged).
- Remain aware of how colleagues are coping.
- Arrange for all pupils to be told, in simple terms, at an early stage (ideally in small groups and initially by class teachers, wherever possible).
- Brief Team to discourage staff and pupils from speaking to the Media.
- Arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

Parents/Carers:

- If pupils are involved, the contacting of parents/carers will be an important early task (remember if it is a major incident, they may well have already heard). It may be appropriate to ask the parents/carers 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/carers.
- If the incident has occurred away from the school, seek Police advice as to whether parents/carers should travel to the scene, or whether children should be taken home.

Staff:

- Remember to have regular breaks and advise others to do so.
- Maintain regular contact with staff (teachers and office staff). Make a point of seeing that all staff involved know each other's roles 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 that some members of staff may be so deeply 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 the incident has occurred away from the school, try to dissuade shocked staff from driving parents to the scene.

Stage 3 – Period following the close of the incident

- Seek advice from the Assistant Director - Education
- Contact local clergy on the options of special assemblies, funeral or memorial services, if appropriate.
- Prepare joint report with named Senior Officer, for Director of Education.
- 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: -

- Working with Staff to monitor pupils informally
- Clarifying procedures for referring pupils for individual help
- Being aware that some Staff may also need help in the longer term.
- Recognising and if appropriate, marking anniversaries
- Remembering to make any new staff aware of which pupils were affected and how they were affected.
- Remembering that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Remembering that if the incident does attract media attention, it is likely that interest will continue for many weeks.

ACTION BY: SCHOOL EMERGENCY MANAGEMENT TEAM

Stage 1 – Initial Actions

- Obtain full facts of Incident from [head teacher Name]
- Open and continue to maintain a personal log of information received, actions taken and the time of those events See Appendix 1
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to sensitively inform staff and pupils to provide appropriate support
- Assist class teachers who will undertake classroom briefings
- Arrange special groups for very distressed pupils.

Stage 2 – Once Established

- Under guidance from the school co-ordinator, assist [head teacher Name] (or [Nominee Name])
- Work with the Assistant Director - Education; the [head teacher Name] (or [Nominee Name]) and School On-Site Co-ordinator as directed.

Stage 3 – Period Following Close of the Incident

As above

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

ACTION BY: SCHOOL ADMINISTRATIVE ASSISTANTS

Stage 1 – Initial Actions

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

Stage 2 – Once established

- Under guidance from School On-Site Co-ordinator, assist the head teacher (or Nominee)
- Work with Assistant Director - Education; the head teacher (or Nominee) and School On-Site Co-ordinator as directed.
- Remember that the School Office is likely to be the first point of contact for visitors, so exercise caution in what information is given out
- With regard to incoming telephone calls:
 - take special care when answering telephone calls early on in the timeline of the emergency as a lack of consistency may lead to mistrust
 - 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

Appendix 9

Example Newsletter to Parents

Severe Snow/Ice Plan for Parents and Families

Every winter brings the possibility of snow and ice. Extreme bad weather can cause widespread and prolonged disruption. Schools are often affected, and it can be difficult to maintain an education service.

As a fundamental principle, every effort must be made to keep schools open, even if only limited numbers of pupils can attend. However, schools may close due to 'unavoidable' circumstances; those circumstances being that it is no longer safe for staff or pupils to be onsite.

We recognise that it is important our school remains open, so parents are able to work and pupils can continue to learn. **[Name of school]** will make every effort to prepare for severe snow/ice this winter by **[insert preparations e.g., gritting pathways, clearing access points etc.]**

How will we let you know if the school is closed?

If we do experience severe snow/ice resulting in hazardous conditions, **[our head teacher]** may have to take the decision to close the school. Once this decision has been made, we will notify parents via **[enter your notification methodology]**

You might also hear on the local radio whether the school is open or closed.

What can you do to help?

- Please visit your local authority websites for more information about gritting routes and local travel issues so you can plan your journey.
- Please approach the school from [detail a pre-identified access into the school].
- Please provide a packed lunch from home in case school meals cannot be provided.
- Don't forget suitable warm clothing – gloves, hats, scarves, wellies etc. or even a change of clothing.
- If you are a working parent or feel you may have a problem with a sudden earlier pick up, please put a back-up plan in place with another family member or parent and inform the school. This will allow staff to leave earlier for their safety if weather dictates.

Many thanks for your support in helping **[name of school]** remain open during periods of severe snow/ice.

Appendix 10

Risk Assessment Template for Snow and Ice

In accordance with government policy every effort should be made to keep a school open and the closure of the school must be justified. In order to determine a decision, work through the following risk assessment. If your site has specific issues that are not listed, these should be added. Any pre-planning controls not in place must be transferred to your action plan at the end.

This assessment should be carried out:

- Before any bad weather arrives - make sure identified control measures are implemented; refer to your action plan at end
- At the time of the emergency - consider and complete last header column
- After the event - does the risk assessment need to be reviewed?

	Are the following control measures in place?	State what risks are involved and the consequence of the risk	State which control measures are in place to reduce the risk	Are the controls in place? (Pre-Planning)		Are the controls in place? (On the day)	
				Yes	No	Yes	No
1	Is there enough salt/grit available on site to keep a clear path for safe access and egress around the school site?	Slip/trip of pupils, staff, 3rd party visitors, causing a twist, strain or fracture.	Maintain stocks of salt/grit.				
			Identify which walkways or areas need to be cleared to allow people to get around the premises safely.				
			Allocate a responsible person to monitor weather reports and grit/salt prior to snow/ice forming.				
			Reduce the movement of people around the premises.				
			Identify access specific routes and restrict movement to those routes.				
2	Is there an acceptable ratio of staff to pupils to attain adequate supervision?	Staff not being able to attend school, leaving pupils without adequate supervision,	Estimate how many staff members need to get in for the school to operate safely by identifying how many pupils could attend.				
			Identify how many staff would be safe to travel to work in severe conditions.				

			Inform staff to listen to Road Safety (AA) to see if the roads are safe to travel on. Remember: travelling to school is considered 'essential travel'.				
			Devise a system where staff can report to the head teacher by 7.45am and contact number given.				
3	Are there procedures in place for heating failure?	Unable to sufficiently heat school to the minimum working temperature 16° C, causing staff and pupils to suffer from the cold.	Contact Property Service Desk to have emergency heaters delivered.				
			Consider only using the parts of the school that have heating.				
			Keep doors, curtains and blinds closed during the night to retain the heat.				
4	In the event of a closure, has it been identified which pupils are safe to be sent home?	Pupils unable to get into their homes, left stranded.	Identify which pupils have alternative arrangements if they were to be sent home.				
			Consider if enough staff can stay on site to supervise the pupils unable to return home, and that those staff will be able to get home at a later time.				
5	Will the school have adequate welfare facilities?	Staff and pupils are unable to wash their hands, flush the toilets, or have access to drinking water.	Ensure that there is anti-bacterial wash on site.				
			Reserve supplies of bottled water.				
			Consider whether toilets are operational or whether alternative toilets can be used.				
6	Would the school have provision for the pupils to cross the road safely?	Pupils involved in a vehicle collision.	Consider whether the road patrol officer is able to get to the school.				
			Consider if alternative arrangements need to be made if the road patrol officer cannot get to the school.				

All actions, where possible, should be completed before the bad weather arrives.

Action Plan			
Pre-planned controls measures that are not in place:	Actions to be taken:	By Who:	Date Completed:

Completed By:	Position:
Signed:	Date of completion of risk assessment:

Review dates:	By whom	Signature:

To be completed if the school is closed:

The decision for closing the school has been based on the following:

--

Signature of head	_____	Date	_____	Signature of Chair of Governors	_____	Date	_____
-------------------	-------	------	-------	---------------------------------	-------	------	-------

Appendix 11

Personal Emergency Evacuation Plan

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation. Once developed, the PEEP will describe the pupil's intended means of escape in the event of emergency, including drills. The PEEP will specify what type of assistance is agreed and how it is to be maintained to ensure the pupil's continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.

A completed form should be held:

- In the Pupil's personal records
- By the head teacher (Responsible Person for Fire Safety)
- By the nominated Fire Warden
- By the Class teacher

Note: This plan must be reviewed on an annual basis and when a significant change in circumstances (of the building or pupil) is anticipated or identified. Advice is available from the Local Education Authority Health and Safety Advice team

Pupil's Name:			
Class Room Number or Name:			
Location of classroom in building:			
Teacher's Name:		Tel: Ext No:	
Date Completed:		Reviewed:	
Reviewed:		Reviewed:	

Name of Person who Completed this Form:	
Date Completed:	

Date of Next Review:	
-----------------------------	--

Points to consider: In preparation for completing details in this form, consider the following; discuss with the parents/guardian and, if appropriate, the pupil.

Question	Answer	Comments
Does the pupil change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?		

Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?		
Does the pupil have any difficulties hearing the fire alarm?		
Are they likely to experience problems independently travelling to the nearest emergency exit?		
Does the pupil find stairs difficult to use?		
Are they dependent on a wheelchair or other walking aid for mobility?		
If the pupil uses a wheelchair, would they have problems transferring from the wheelchair without assistance?		

A: Alarm System.

1. The pupil is able / unable to raise the alarm (delete as appropriate).

If the pupil is unable to raise the alarm independently, please detail alternative procedures agreed. If able give brief description of how.

--

2. The pupil has been informed of an emergency evacuation by:

existing alarm system:	☐	vibrating pager device:	☐
visual alarm system:	☐	other: (please specify)	☐

Give Details:

B: Exit Route Procedure (progress starting from when the alarm is raised and finishing on final exit).

--

C: Designated Assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each).

--

D: Method of Assistance (e.g., transfer procedures, methods of guidance)

--

E: Equipment Provided (details of all equipment needed to execute the plan and its location).

--

F: Training on use of equipment:

Date	Comments

G: Safe route(s) (description of all the safe routes that can be used).

N.B. A copy of the building plan with routes clearly marked may be useful.

	Yes	No
Have the route(s) been travelled by the pupil and responsible person?	☐	☐
Has a copy of the exit route on plan been attached?	☐	☐
Has the equipment detailed above been tried and tested?	☐	☐
Have all issues been completed to full satisfaction?	☐	☐
Has a copy of this form been sent to the person responsible for the fire evacuation?	☐	☐
Has the fire safety competent person informed all relevant staff of these arrangements? i.e., Class teacher, support assistant.	☐	☐

Record the length of time of practice evacuation		mins
--	--	------

If No to any of the above please explain:

--

I (pupil/parent/guardian) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above, (a parent is to sign this off on behalf of a minor):

Pupil signature:		Date:	
Pupil name:			
Parent signature:		Date:	
Parent name:			
Head teacher signature:		Date:	
Head teacher name:			

List of people who have received a copy of this completed document:

Appendix 12

Recording a Bomb Threat

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

- 1 Remain calm and talk to the caller
- 2 Note the caller's number if displayed on your phone
- 3 If the threat has been sent via email or social media see appropriate section below
- 4 If you are able to, record the call
- 5 Write down the exact wording of the threat:

When Where What How Who Why Time

ASK THESE QUESTIONS & RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?

2. When is it going to explode?

3. What does it look like?

4. What does the bomb contain?

5. How will it be detonated?

6. Did you place the bomb? If not you, who did?

7. What is your name?

8. What is your address?

9. What is your telephone number?

10. Do you represent a group or are you acting alone?

11. Why have you placed the bomb?

Record time call completed:

INFORM BUILDING SECURITY/ COORDINATING MANAGER

Name and telephone number of person informed:

DIAL 999 AND INFORM POLICE

Time informed:

This part should be completed once the caller has hung up and police/ building security/ coordinating manager have all been informed

Date and time of call:

Duration of call:

The telephone number that received the call:

ABOUT THE CALLER:

Male

☐

Female

☐

Nationality?

Age?

THREAT LANGUAGE:

Well-spoken

☐

Irrational

☐

Taped

☐

Foul

☐

Incoherent

☐

CALLER'S VOICE:

Calm

☐

Crying

☐

Clearing throat

☐

Angry

☐

Nasal

☐

Slurred

☐

Excited

☐

Stutter

☐

Disguised

☐

Slow

☐

Lisp

☐

Accent

☐

Rapid

☐

Deep

☐

Familiar

☐

Laughter

☐

Hoarse

☐

Other (please specify)

What accent?

If the voice sounded familiar, who did it sound like?

BACKGROUND SOUNDS:

Clear	Voice	Street noises	House noises	Animal noises	Crockery	Motor
☐	☐	☐	☐	☐	☐	☐
Factory machinery	Static	PA system	Booth	Music		
☐	☐	☐	☐	☐		
	Office machinery			Other (please specify)		
	☐					

REMARKS:**ADDITIONAL NOTES:**

Signature: Print Name: Date:

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

- 1 DO NOT reply to, forward or delete the message
- 2 If sent via email note the address
- 3 If sent via social media what application has been used and what is the username/ID?
- 4 Dial 999 and follow police guidance
- 5 Preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Signature:	Print Name:	Date:
------------------	-------------------	-------------

SAVE AND PRINT – HAND COPY TO POLICE AND SECURITY/ COORDINATING MANAGER

Appendix 13 - UK Health Security Agency Office

UKHSA South East

Deputy Director Regional Lead
Harwell Campus
Didcot
OX11 0RQ

Telephone: 0344 225 3861

Appendix 14

The Kent Closures Website

After the decision has been made by the headteacher to close or partially close the school you will want to communicate that closure to parents and staff as soon as possible.

The Kent Closures website allows a school representative to log in (with a school specific passcode) and change the status of the school to 'open', 'closed' or 'partially open'. The information will then be displayed on the website for parents and staff.

Please also consider any onsite stakeholders that may be affected if the school is closed e.g., Adult Education classes etc.

Please note: this website is intended to display term time closures only, not times when the school is closed due to holidays.

Compliance

The Kent Closures system is fully GDPR compliant.

The website should be accessible on any computer, laptop, tablet or smartphone, and via the major browsers. However, you should test it to ensure that it works on your device. KCC cannot accept any responsibility if the system does not work on your device. When this happens, nine time out of ten it is a user's firewall or browser limitation.

Using the System

There are three components to using this system.

1. The school registers with the Kent Closures website
2. The school adverts the website to 'users' (parents/carers, staff and students if applicable)
3. The school notifies the website of a change of status and messages are sent out to the users who have requested notifications from the system.

1. School Registers with the Kent Closures Website

Most (if not all) state funded schools in Kent are already registered on the system. However, a new school or a change of name of the school may need to register.

To Register a School for the first time (Kent Schools Only)

Send email to SchoolsEmergencyPlanning@kent.gov.uk providing:

- Full School Name
- Road name
- Postcode
- Main school telephone number
- Main school email address
- Postal town
- School Type

- District
- Name of contact and their email if different

We will check this on the system, and if necessary, a record will then be set up, and a passcode notified to you. Passcodes comprise the school postcode, four numerals and a single special character.

If there is an extant record, we will remind you of the passcode.

You should then try to access the system and confirm that you can log in. You do this by:

1. Going to <https://www.kentclosures.co.uk/>
2. Click the third tab, '**Administrators Sign-In**'.
3. Click '**Select Administration level**' and select '**School or venue**'. Click '**continue**'.
4. In the first field, type in the first few letters of your school. When your school name appears, click on it.
5. Type or 'copy/paste as plain text' your passcode in. Click '**continue**'. Note that passcodes are very case sensitive and 90% of all problems notified to us are because passcodes have not been input correctly or there are extraneous spaces or punctuation.
6. You should see five tabs.
 - a. **Venue Details**
 - b. **Alert History**
 - c. **Statistics**
 - d. **Send Alert**
 - e. **Sign-Out**
7. On the first, '**Venue Details**' tab, check your details are correct. If not, notify us using the field provided, or email SchoolsEmergencyPlanning@kent.gov.uk
8. Familiarise yourself with the fourth, '**Send Alert**' tab, but unless you need to do something now, don't change anything yet.
9. Use the fifth, '**Sign-Out**' tab when ready. Keep your passcode in a safe place, but ensure that at least three people in the school know what it is.

Check registration if Already Registered

Most, if not all, schools are already registered, following the upgrade. You should have been sent your new passcode. If not, contact your Area Schools Organisation Officer (see Section 1 of this guide) to receive it.

Once you have the passcode:

1. Go to <https://www.kentclosures.co.uk/>
2. Click the third tab, "Administrators Sign-In"
3. Click "Select Administration level" and select "School or venue". Click "continue"
4. In the first field, type in the first few letters of your school. When your school name appears, click on it.
5. Type or 'copy/paste as plain text' your passcode in. Click "continue". Note that passcodes are very case sensitive and 90 % of all problems notified to us are because passcodes have not been input correctly or there are extraneous spaces or punctuation.
6. You should see five tabs. Familiarise yourself with the tabs. Notify any changes using the field provided in the first tab, or email SchoolsEmergencyPlanning@kent.gov.uk
7. Sign-Out when ready.

2. School Advertises the System to Users.

The system has little value unless parents/carers, staff and students (if applicable) register to use it. Schools should therefore send out the following notification in Parentmail or whichever system your school uses.

Instructions for Kent Closures Website Users

New Users – if you have never registered

1. Go to <https://www.kentclosures.co.uk/>
2. Click the first tab, **'Register for Alerts'**
3. Complete all the fields and Click **'Register for Alerts Now'**
4. An email will be sent to the email address you entered. Go to that email and click on the link that says **'Click Here'**. This validates your registration (it might 30 minutes for a new registration to appear)
5. Return to Tab 2, **'Users Sign-In'**. Type or copy/paste your email and passcode.
6. Click **'Sign In Now'**.
7. You should see 4 tabs
 1. **My Details**
 2. **My Alerts**
 3. **Alert History**
 4. **Sign-Out**

Existing Users - if you have registered before

Log in using the method above from '6'. Note that KCC has no access to your passcode, old or new. It is personal to you. If you cannot remember your passcode, you will need click the **'Forgot Password'** link and proceed from there.

Choose your Notification Preference

On Tab 2, **"My Alerts"**, you can choose to receive email, smartphone notification or both. You only need to do this once.

1. To receive Smartphone Notifications from a school:
 1. Using an Apple or Android smartphone, scan the QR code on the website, or access the app store on your Apple or Android device and , download the [Kent Connected App](#). Instructions are also repeated on this tab of the Kent Closures website.
 2. Once installed, tap the settings icon in the top left corner.
 3. Enter the 8 digit code when prompted within the app to connect your Kent Closures Alerts account to your mobile device. It is case sensitive.
 4. Tap the Communication Option for **'Send by Push Notification'**.
2. To receive Email Notifications from a school:
 1. Tap the Communication Option on Tab 2, for **'Send by Email Message'**.

Create an Alert

Still in Tab 2, **'My Alerts'**:

1. In the search box, type in the first few letters of the school you want to receive notifications from. When it appears, click on it. Be careful as some schools have similar or even the same name.
2. Request **Send by Email Message'** and/or **Send by Push Notification'** as above
3. Click **'Create New Alert'**

4. You can add as many schools or KCC establishments as you like. Add more schools as you need by using **'Create New Alert'**, or Sign out when you have finished.

The Kent Closure service is entirely free to all KCC state-maintained schools and all users.

Kent Connected. Website and App

[Kent Connected](#) is here to provide you with the information you need to widen your travel perspectives and to inspire you to try alternative methods.

Did you know, there are over 1.5 million people living in Kent? That's a lot of people who need to get around! If just a few chose sustainable travel, we would be able to achieve so much; lowering pollution, reducing congestion, improving your health, saving time and money...it's all within our grasp!

All journeys are different. Sometimes you need to get from A to B as quickly as possible; other times, you might want to make a day of it with the family. We have created a journey planner to provide you with information tailored to you; to help you make the right choice for your journey, because it is so important to us!

Plan. Explore. Discover. Travel.

Whether it's for work or leisure, we're here to give you the journey information you need. By providing you with smarter travel choices, we hope that together, we can create a greener future, a healthier population and a less congested Kent!



3. Using the system to Notify a Change in Status

The system can be used by schools to notify registered users of a change in status, either 'Open', 'Closed' or 'Partially Open'.

The system does not know when you re-open! You MUST log in and change the status, or you will remain in the last status that you recorded.

1. Go to <https://www.kentclosures.co.uk/>
2. Click the third tab, '**Administrators Sign-In**'
3. Click '**Select Administration level**' and select '**School or venue**'. Click '**continue**'
4. In the first field, type in the first few letters of your school. When your school name appears, click on it.
5. Type or 'copy/paste as plain text' your passcode in. Click '**continue**'. Note that passcodes are very case sensitive and 90 % of all problems notified to us are because passcodes have not been input correctly or there are extraneous spaces or punctuation.
6. Click the fourth tab.
7. Under **Communication Options**, click send by Email, SMS and Push Notification (the SMS is a withdrawn feature, but some parents/carers may still have that as an option)
8. Under **Education Information**:
 - a. It is not obligatory, but if you were closing or partly opening, you can add in the number of children/young people affected and the year groups affected. For example, if the whole school was closing, you would say: "420 children" in the first box and "Years R to 6 – whole school closure" in the second.
 - b. If, however, you were notifying a re-opening, you would leave this blank.
9. Under '**School Venue Status**', click one of the three options.
10. Under '**Closure Alert Message**', type in what you want to broadcast to registered users, into the left hand field. The system will send out whatever you type in this box, so be careful. The box on the right is just for your notes and will not be sent out to anyone.
11. Check what you are sending and then click '**Confirm Status Change**'

Please do not forget to change the status back once the school has re-opened!

Appendix 15 - Threat Protocol

School Bomb Threat or Hostile Incursion Threat Protocol Kent Police & KCC

