

THE CROSSWAYS SCHOOLS

EMERGENCY PROCEDURES

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Locations of Hard Copies of Plan	Infant and Junior School Offices New Siblands Special School (Secondary site)
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Summary Actions for Lockdown (for more details see page 7-8)

If you hear three bursts on the school electronic bell:

- **Line children up at the interior class door**
- **Ensure all windows and doors are locked from the inside by you or another adult and curtains/blinds are drawn**
- **Calmly take your children to the hall and seat them in their normal place**
- **In Yr 5/6 move children into inner upstairs classrooms and lock doors leading onto landing.**
- **Wait for further instructions from SLT or admin staff.**

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INTRODUCTION

These emergency procedures are applicable to Crossways Infant and Junior Schools only and explain what incidents are covered by existing detailed emergency arrangements and provide a framework, with supporting information, to help manage incidents outside of the normal day-to-day management systems.

DESCRIPTION OF SCHOOL

The Infant School building was erected in 1970, and currently has a capacity of 180 children. It is a single storey block work building with brick work and part external wood/UPVC cladding. It has a flat roof with raised glass skylights for the higher part of the hall, double glazed windows in plastic frames and metal double glazed entrance doors. There is one single Elliott building at the rear of the main school building.

The Junior School building was erected in 1973, and currently has a capacity of 256 children. It is mainly single storey with a two storey classroom block at the rear of the building. It consists of brick work and part external wood/UPVC cladding. It has three flat roofs with raised glass skylights for the higher part of the hall, double glazed windows in plastic frames and metal double glazed entrance doors. There is one double Elliott building at the rear of the main school building.

The school site is approached through metal gates and a tarmac path leads to the main school entrance. There is one car park within the school grounds which is situated at the front of the school. This is approached through the gates and up a tarmac driveway. There are further pedestrian gates leading to the playgrounds or the front of the schools. Outside, the site has a variety of areas including playgrounds, a pond area and playing fields. There is a mix of wooden and metal play equipment, furniture and benches.

1 – WHAT ARE EMERGENCY PROCEDURES?

There are two types of emergency situations that schools will need to have management plans or procedures for dealing with and these are split here between routine and non routine emergencies.

Routine emergencies are those for which there are established plans or procedures that the school either utilise frequently, e.g. first aid procedures or healthcare plans, or practice regularly, e.g. fire evacuations.

Non routine emergencies are those emergencies that go beyond the routine or which generally occur outside of the school, e.g. a major fire off site, train crash or serious incident on a school trip

2 – WHEN WOULD EMERGENCY PROCEDURES BE ACTIVATED

The need to activate the emergency procedures will vary but there are three levels of emergency and the actions required will flow from them.

2.1 Level One – Limited response

This is when a routine emergency situation occurs for which there are already procedures in place. These will usually be where the emergency is confined to site but with the possibility of some relatively small scale emergency service involvement, e.g. an ambulance attends site. These will be the most common emergencies schools face and could include reports of a missing child, rooms being put out of use due to leaking pipes, accidents that might result in pupils going from site to hospital or a small fire.

Initially therefore the action taken will be to follow the relevant procedures and a list of possible procedures is included as **Appendix A**. Should the situation go outside of what is covered by the procedures, i.e. a fire gets out of control and thus affects the wider community, there could be a need to escalate to level 2.

2.2 Level Two – Co-ordinated response

This is an emergency where there will be significant involvement with emergency services and need for support from external agencies, but which tends to still be focussed on persons associated with the school or the school site itself. Examples would be a fire causing evacuation of the site, a fatality on a school trip or similar.

In these situations the school will need support either to deal with the issue immediately or may need support in dealing with the aftermath.

2.3 Level Three – Major Incident Response

This is where the school is caught up in an emergency which more generally effects the area outside the school environs or where the school buildings may need to be taken over for shelter. This would be any incident close to the school where residents need to be evacuated or some major accident, e.g. train crash, where school might need to be taken over as a casualty station.

The examples included under the levels above are only intended to give an indication of the types of emergencies and it is possible for incidents to move between them.

The flow chart at **Appendix B** highlights the key elements to be considered when assessing the situation and includes some contact information. This can be used as an Aide Memoir when incidents occur

3 – WHO WOULD ACTIVATE THE EMERGENCY PROCEDURES

The routine emergencies require no formal activation and staff follow the procedures in line with the training received. In the case of non routine emergency procedures activation will be down to the senior manager on site or on a school trip. The initial decision being that it falls outside of the routine situations and at this point it is emphasised that the manager must start recording details on the log sheet.

As indicated there are different levels for dealing with emergencies and there is no absolute right way of dealing with a non routine emergency but the aim of the manager will be to:

- a) Ensure staff/pupils/visitors safety
- b) Keep staff and governors updated on what is taking place as appropriate
- c) Instruct staff/pupils on actions to be taken
- d) Try to minimise the impact to the school and community

Should it be a major emergency, where the school is responding to requests to cooperate with the emergency services, then need to ensure that a record is kept within the log sheets of who has asked for what and the action taken.

4 – GENERAL RESPONSIBILITIES IN RESPECT OF EMERGENCY PROCEDURES

All school staff/governors need to be aware of their specific responsibilities should an emergency arise and these are summarised as follows:

4.1 – Executive Headteacher/Chair of Governors

The Executive Headteacher/Chair of Governors must ensure that:

- a) There are emergency procedures in place
- b) They are communicated to relevant persons and
- c) Such persons are clear on their responsibilities.

4.2 – Senior Managers (Executive Headteacher/Deputy/SLT/Senior School Administrators)

The senior manager on site is expected to take control in the event of an emergency and he/she must therefore have access to the emergency procedures. They must also be made aware of the basic principles to be followed when managing an emergency. These are to

- a) Identify what is happening in as much detail as possible
- b) Decide what action is necessary to keep people safe, limit damage to building and site and to control the situation.
- c) Decide whether it is necessary to inform and possibly make joint decisions with the other Crossways school, First Steps, Breakfast Club/After-school Club.
- d) Record on the log sheet what is taking place and decisions made. Persons involved with emergencies often find that what they did would have been different given more knowledge and this log/record actually helps them to understand that the decision taken was based on the actual information they had at the time.

4.3 – Office Staff

Office staff will often be the first point of contact and, in case of a report of something which might require a response under the emergency procedures, then they will

- a) Record initial information obtained on a log sheet
- b) Notify the senior manager on site of the information obtained
- c) Do as directed by the senior manager in terms of raising alarm, contacting staff, other users of the school grounds.

4.4 – Staff

All staff in an emergency situation will be required to do as directed by the senior manager. This may involve contacting persons, moving pupils somewhere on site/off site or assisting with setting up refuge areas.

4.5 – Site Staff

Site staff have the same general duties for staff but may also be required to open spaces, close off services or, in cases of emergencies out of school hours, to open the buildings.

4.6 – Governors

Governors need to ensure that emergency procedures are in place and regularly reviewed. They must also decide who from the governing body needs to be notified should an emergency occur.

5 – GENERAL INFORMATION REQUIRED TO MANAGE AN EMERGENCY

The information indicated below will not be needed in all emergencies but the ability to manage an emergency depends on being able to respond effectively to the situation and in general terms this means knowing what resources you have available and what persons you can call on.

The following should be readily available.

5.1 – Contact Information

The following may be essential or useful in given circumstances.

5.2 Emergency Services Contact Number – It is anticipated that this will be 999. Other specific contacts have been listed to help with procedures/communication (**Appendix C**)

- **Councils contact or emergency contact numbers during normal office hours and out of hours**
- **Executive Headteacher**
- **Chair and Vice Chair of Governors**
- **Senior Managers**
- **School staff**
- **Parents/Guardians**

5.3 – How to Communicate with parents/guardians

In an emergency situation there will be a number of ways in which parents/guardians will be contacted. This will depend on the level of emergency and time available together with access to equipment. These include:

- **Use of phone**
- **Use of website**
- **Use of text alerts**
- **Social media**
- **Use school closure information on S Glos website**

5.4 – Communication with the Media

In the event of a significant emergency then the media will be involved and schools should have in place procedures for dealing with them. This could include:

- The main contact will be through the SGC Communications Team (01454 863220 or 01454 868009.) They would then take a lead in dealing with the Media in the event of any incident and will liaise with Departments to ensure the correct information is passed to the Media.
- Staff should not deal directly with the Media during or after the incident and any requests should be passed to the Executive Headteacher (Deputy Headteachers in the EHT's absence) and/or SGC Communications team.

5.5 – Skilled Personnel

Throughout the schools we have a large number of First Aiders who will make themselves known at the appropriate time in an emergency. We also have some staff with foreign language skills.

5.6 – Finance

In any emergency situation there could be a need to allocate funding to pay for remedial work, authorise overtime and consequently the following needs to be considered

- The staff who have access to funds in the event of an emergency, including school cheque book/credit card facility could be required to pay for any necessary work
- The above staff will have the permission to spend emergency funds.
- Staff should maintain a full log of any expenditure and keep receipts so that money can be reimbursed and an evidence trail be maintained.

5.7 – Returning to normal

Consider symptoms of stress and what actions you will take if you believe levels of stress are adversely affecting staff or pupils.

Seek advice from Education Psychology Service if required

5.8 – Debrief

It may be appropriate that all staff are involved in an immediate 'debrief' or review of the incident, it may also be appropriate to have a further debrief a few weeks on. Information should be recorded. It may be appropriate to involve others e.g. older students, parents or community if applicable.

5.9 – Log Sheet

It is essential that all actions and decisions taken by staff at the school are recorded on a log sheet, with the date and time. This may become evidence at a later date, if an enquiry takes place. A Log Sheet is attached at **Appendix D**.

LIST OF ROUTINE EMERGENCY PLANS OR PROCEDURES

The following plans or procedures are in place.

1 – Accident and First Aid procedures – In case of an accident where a person is injured the expectation is that the injured person will be assessed and first aid provided as required. Serious incidents might well involve contacting emergency services, e.g. ambulance to take to hospital.

2 – Bomb Alert Procedures – A bomb alert might be received or a suspicious package received which would require evacuation and contacting the police.

3 – Fire Evacuation – A fire alarm may sound requiring evacuation of the building and attendance by the fire brigade.

4 – Health Alert – There have been a number of health alerts where schools have been given specific advice, e.g. bird flu, and these procedures would need to be followed.

5 – Emergencies and School Opening/Closing Arrangements – These are sent out by South Gloucestershire Council annually to provide details on opening/closing in emergencies.

6 – Building Lock Down – These would be for situations where staff/pupils are brought in to or kept within the buildings because of an emergency situation within the grounds or off site. It concerns extreme, potentially life threatening situations.

- If we have a critical incident in school (or immediately outside school) which requires us to protect ourselves and the children from physical attack (intruder gets into school) or from the effects of hazardous outside incidents (fire, chemical leak explosions etc.) then the bell will be rung in **three bursts** to distinguish from the fire bell and the normal class time bell. The Executive Headteacher (Deputy Headteacher or admin staff in their absence) will contact appropriate emergency services.
- If the office cannot be accessed to ring the bell then the school handbell will be used. This is kept outside of the staffroom (Infants) or in the staffroom (Juniors).
- If the emergency is inside the school building the fire alarm will be sounded to ensure all children/adults leave the buildings and congregate on the playground. This will happen as if it were a fire drill.
- If staff see or become aware of such an occurrence they must notify the Executive Headteacher as quickly as possible. They should also phone emergency services directly if this is not possible from the main office.
- The three burst ringing of the school bell signals that all staff should ensure all external doors and windows are shut and not able to be opened from outside, and that curtains/blinds are drawn to reduce visibility into the school.
- The staff should then take the children calmly to the hall, apart from Yr 5/6 who will move into the two inner upstairs classrooms unless a member of SLT instructs them to come to the hall. The staff will then lock the doors leading onto the landing.
- If it is not possible to get to the hall due to the emergency then the adults should take the safest action; returning the children to the class, take an alternative route to the hall or leave the buildings.

- Information regarding what has happened will be shared with staff in the hall once the children have been seated and then with Yr 5/6 either in person, via mobile phone or computer.
- Once all children and adults are collected in the hall SLT/staff will decide what actions to take to safeguard children and themselves and will inform Yr 5/6 of these decisions.
- The door to the kitchen from the Junior hall will be locked using the key on the top of the door frame after kitchen staff have been moved into the hall. The kitchen staff in the Infant site will be advised to move into the hall and ensure the door of the Burrow is locked.
- If an event happens at break or lunchtime and the bell rings three times then staff will come out onto playground or field, sound the bell and/or whistle **again three times** and inform staff of “Lockdown” and lead children either into the hall or disperse with them off site, as informed by the Executive Headteacher/ Deputy Headteacher. Our first muster point is the playground of the other school within Crossways or if their security is compromised, New Siblands Special School (secondary site, Eastland Ave.)
- The Executive Headteacher/ Deputy Headteacher will inform staff if/when the emergency has passed.
- At any point decide whether it is necessary to inform and possibly make joint decisions with the other Crossways school, First Steps, Breakfast Club/After-school Club.

The bell ringing and ‘lockdown’ is a starting point.

Decisions taken by staff after this are based on information received or from what the staff members can see happening. If it is safer to take the children off site then under these circumstances, this is what will happen in the most appropriate way possible. Inevitably, we cannot legislate in detail for every eventuality and staff will need to be proactive in responding to what they see, making appropriate decisions to the best of their knowledge.

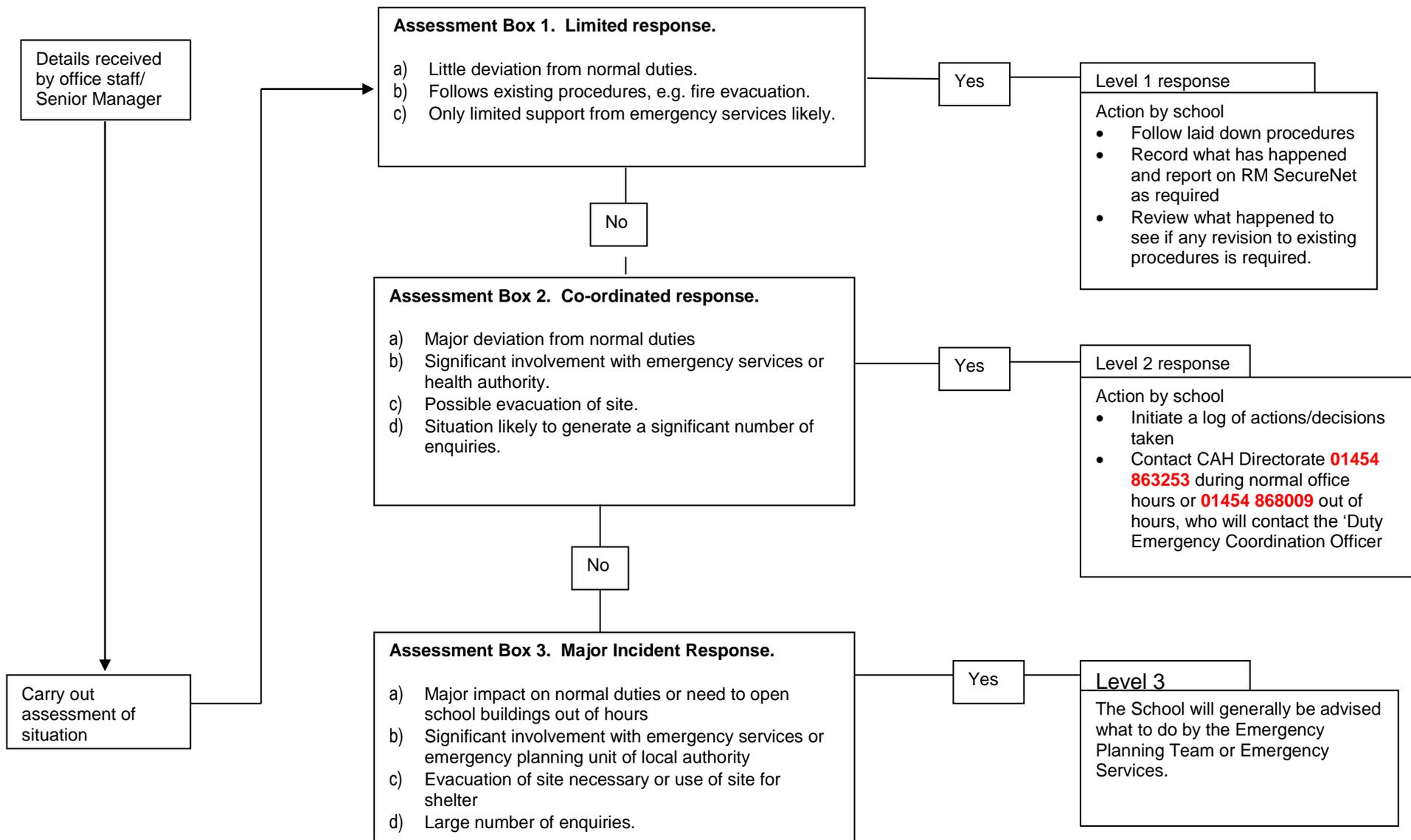
THIS PROCEDURE WILL NOT BE PRACTISED BY THE CHILDREN BUT OCCASIONAL PRACTICES WILL HAPPEN WITH STAFF.

Summary Actions for Lockdown

If you hear three bursts on the school electronic bell:

- **Line children up at the interior class door**
- **Ensure all windows and doors are locked from the inside by you or another adult and curtains/blinds are drawn**
- **Calmly take your children to the hall and seat them in their normal place**
- **In Yr 5/6 move children into inner upstairs classrooms and lock doors leading onto landing.**
- **Wait for further instructions from SLT or admin staff.**

EMERGENCY ACTION – ASSESSMENT PROMPT



EMERGENCY CONTACT LIST

Schools should ensure that they identify their own key contacts, enter them on such a list and know how to contact them in and out of hours.

DAY TO DAY MANAGEMENT

Contact	Name	Phone Number (day) Home and Mobile	Phone Number (evening) Home
Executive Headteacher	Mark Toogood	01454 867280/ 866566 07816 557206	01454 777331
Deputy Headteacher	Hazel Packer (CIS) Paul Medicott (CJS)	01454 867280 07807 980461 01454 866566 07980 298220	
Senior School Administrators	Claire Clarke (CIS) Alison Pilkington (CJS) Katy Woolf (CJS)	01454 867280 01454 866566 01454 866566	
Site Manager	Mike Peters	07789 293514	
Cleaner in Charge	Mary Morrison	07850 246641	
Security Company	NSG	0845 603 3755 0800 917 1100	

GOVERNORS

Contact	Name	Phone Number (day) Home and Mobile	Phone Number (evening) Home and Mobile
Chair of Governors	Emma Aiken-Jones	07540 777277	
Vice Chair of Governors	Sarah Wickett	01454 281696	

SOUTH GLOUCESTERSHIRE COUNCIL

Contact	Name	Phone Number (day) Home and Mobile	Phone Number (evening) Home and Mobile
Departmental Contact	CAH Directorate	01454 863253	01454 868009
Strategic Communications	Press Office	01454 863200	01454 868009

Property Services	Help Desk	01454 865566	01454 868009
Emergency Planning Unit	Emergency Planning Manager	01454 868009	01454 868009
Catering	Principal Trading Support Manager	01454 863248	01454 868009
Transport Services			01454 868009

LOCAL BUILDING CONTRACTORS

Contact	Name	Phone Number (day) Home and Mobile	Phone Number (evening) Home and Mobile
Boiler/ gas/ heating/ hot water	MES	0117 9411021	
Electricity	Horders	0117 9424670	
Windows/ doors	Gribbles	0117 9537237	
General maintenance/ basic plumbing	KA Hobby & Sons	01454 417464	
Security Alarm	BWS	01225 872385	
Fire Alarm	MFS	0 1934 863960	
Water	Bristol Water	0345 702 3797	

The Crossways Schools Emergency Log Sheet

Log Sheet Number: _____

Use this form to record significant details reported to you and action taken during a significant emergency situation. A form should be completed by each person but it is acceptable to utilise the same form

Person Completing Log sheet; Name _____ Designation _____

Date and Time	Information received and considerations made	Action taken	Signed