



# **MURRAY PARK SCHOOL**

## **EMERGENCY PLAN**

**Policy Date: November 2020**  
**Next review date: November 2021**

# School Emergency Plan

Date of issue: November 2020

Date of next review: November 2021

Copies of this plan are kept: In the reception, with the site team and with members of the SLT.

Person responsible for updating this plan: Heather Halford



**IF YOU ARE DEALING WITH AN EMERGENCY  
RIGHT NOW GO STRAIGHT TO PAGE 4 FOR  
SCHOOL EMERGENCIES OR PAGE 10 FOR  
EMERGENCIES ON EDUCATIONAL VISITS**

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## Section 1: **INTRODUCTION**

This plan relates to:

- a) an event which threatens the safety of children and/or staff, the school premises, or a crisis which might affect the public reputation of the school, and
- b) where the Headteacher considers that the school will benefit from receiving additional (external) support or,
- c) Where the community in which the school is based is affected by an emergency.

The plan provides generic guides to actions that should be considered by the Headteacher, their nominated deputy, and the school emergency management team (SEMT) in the case of an emergency in school or the local community, or on an educational visit. It also provides supporting information.

**The plan covers procedures for an incident occurring in school time and out of school hours, weekends and during school holidays.**

The SEMT is made up of the members of the Senior Leadership Team, Director of Finance & Support Services and Facilities Manager.

Any emergency affecting the school may be the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via CCTV cameras, a telephone or on the answer machine. The records should be retained after the incident for future reference.

## Section 2: **EMERGENCIES IN SCHOOLS – ACTIVATION**

Information about an incident may come from a staff member, student, parent, the emergency services or the local authority.

**Whoever receives the alert should ask for, and record, as much information as possible:**

Name of the person informing of the incident	
Details of the incident: (including actual words used by informant)	
Who else has been informed?	
Exact location of the incident	
Casualties	
Any action taken so far	
Name of contact at the scene	

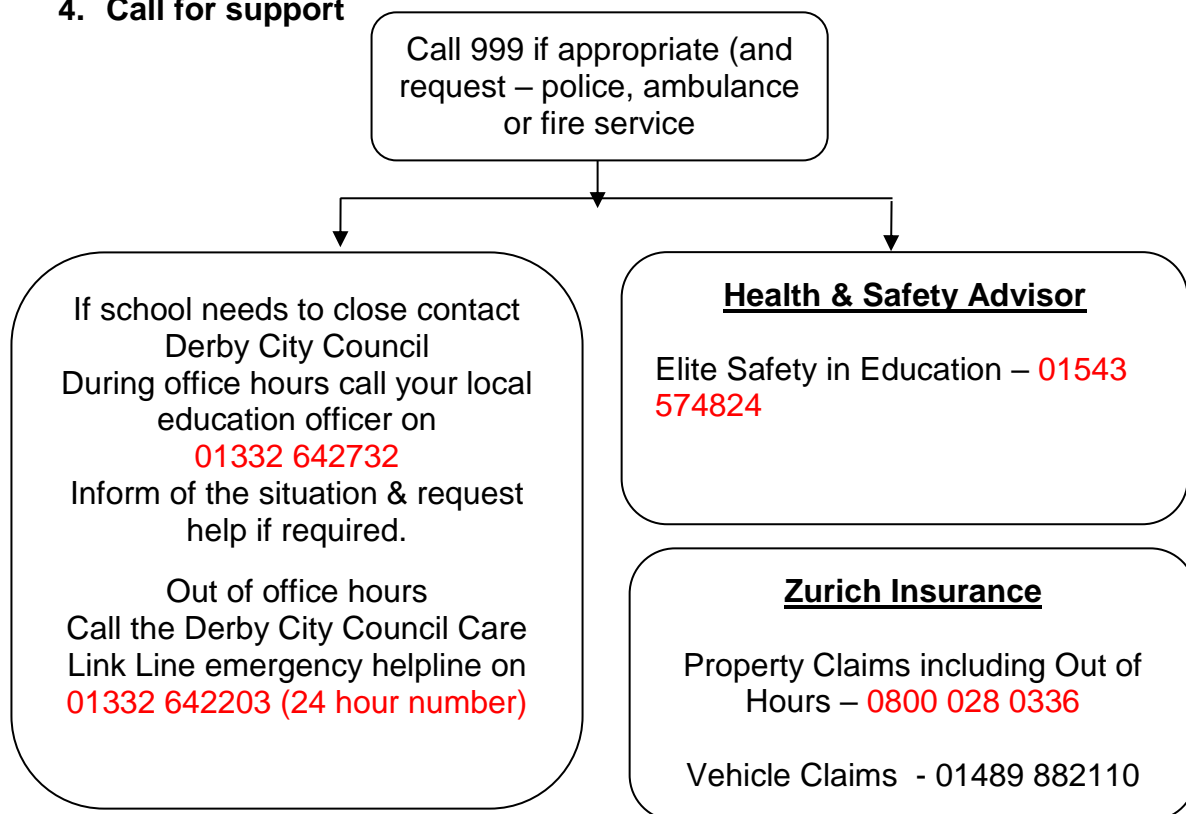
**If appropriate, they should call 999 for the police, fire or ambulance, giving the information above. If in doubt, call 999. Then immediately inform the Head Teacher or a member of the Senior Leadership Team.**

**If neither is able to respond (they may be involved in the incident) the senior person present must follow the instructions 1-4 on the checklist of initial action by Headteacher or nominated deputy.**

See next page for checklist of initial action by the Headteacher or nominated deputy.

## CHECKLIST OF INITIAL ACTION BY HEADTEACHER or NOMINATED DEPUTY

1. Assess situation
2. Take immediate action to safeguard students and staff where necessary
3. Log all communications and actions
4. **Call for support**



**THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY.  
DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC.**

5. Assemble a school emergency management team from pre-identified staff (see Appendix 3) and relieve them of their normal duties
6. Refer to the list of emergency contact numbers in Appendix 3 for additional support if required.
7. Where possible, avoid closing the school and try to maintain normal routines.

**Having activated this emergency plan, go on to the next stage - implementation.**

### Section 3:

## EMERGENCIES IN SCHOOLS - IMPLEMENTATION

### STAGE 1 – ESTABLISHING THE RESPONSE

#### Action list for Headteacher or nominated deputy coordinating SEMT

✓

Ensure that accurate, factual information is available for those arriving at the scene.	
Liaise with the police, fire and ambulance services, Insurers, Local Authority(LA), and other agencies who may become involved. Act as the main contact to coordinate response and give your contact details.	
Inform the chair.	
Inform all staff, and parents of injured students. Decide how to inform other parents.	
Ensure all staff maintain a log of actions and decisions.	
Allocate tasks below among SEMT as appropriate.	

#### Action list for SEMT

<ul style="list-style-type: none"> <li>• <b>Welfare</b></li> </ul>	✓
Take actions to secure the immediate safety of students and staff – this may include evacuation or keeping students and staff inside the building (sheltering).	
Establish the whereabouts of all students, staff, and visitors using timetables, registers and the visitor's register, and make a list of those unaccounted for.	
<ul style="list-style-type: none"> <li>• <b>Communications</b></li> </ul>	✓
<ul style="list-style-type: none"> <li>• Consider emergency communications needs.</li> <li>• Dedicate lines for incoming and outgoing calls and arrange extra support for reception.</li> <li>• If necessary, seek support from the Insurers and/or LA People's Services Directorate, who can assist in setting up a public helpline for enquiries from the public in the event of a major emergency.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Media management</b></li> </ul>	✓
If possible, avoid responding to media enquiries and direct them to the HT/Chair.	
<ul style="list-style-type: none"> <li>• Ensure that any media access to the site, staff and students is controlled. In a major emergency, the police can deal with the press and prevent intrusion onto the site.</li> <li>• Be aware of the potential problems caused by the spread of misinformation through student and/or staff use of mobile phones.</li> </ul>	

<ul style="list-style-type: none"><li>• <b>Resources</b></li></ul>	✓
Ensure access to site for emergency services	
Open/close parts of school as required, and turn off water, gas and electricity supplies if necessary	
Ensure the security of the school premises	



## STAGE 2 - ONGOING RESPONSE

### Action list for Headteacher or nominated deputy

	✓
Provide regular briefings for staff, and continue to liaise with the emergency services, Insurers and LA as appropriate.	
Try to maintain normal routines as far as possible.	
<ul style="list-style-type: none"> <li>• Tell the staff involved to prepare a written report of their involvement, noting events and times.</li> <li>• Inform Derby City Council, H&amp;S advisors (Elite Safety in Education) who will advise on reporting procedures, and inform trade unions if necessary.</li> <li>• In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours.</li> <li>• Staff may wish to submit draft reports to trade union legal officers.</li> </ul>	
Allocate tasks listed below among SEMT.	

### Action list for SEMT

<ul style="list-style-type: none"> <li>• <b>Communications</b></li> </ul>	✓
Inform students, in groups as small as practicable, considering the best way to impart tragic news (advice is available from the educational psychology service).	
<ul style="list-style-type: none"> <li>• Inform parents of children not directly involved in the incident, as decided by the Headteacher or nominated deputy.</li> <li>• Use any existing arrangements, such as a text service, telephone tree, for contacting parents quickly and efficiently.</li> </ul>	
Receive visitors to the school, ensuring they sign in and out and are issued with identification badges.	
<ul style="list-style-type: none"> <li>• <b>Welfare</b></li> </ul>	
Establish a staff rota and ensure that staff take regular rest periods	
Identify those students and/or staff who are badly affected, and who need extra support.	
Make arrangements for reuniting students with their parents.	

Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including students, to attend.	
<b>• Media management</b>	
Liaise with LA Press Relations Team to prepare a press statement, to be agreed by the Chair of Governors, Headteacher and strategic director of Children's and Young People's Services, and to decide the on-going strategy for dealing with the press.	
Be prepared to be interviewed by the press if necessary.	
<b>• Resources</b>	
Establish a safe and secure base for the SEMT	
Arrange a place to receive parents of children involved	

## Section 4:

### EMERGENCIES ON EDUCATIONAL VISITS - ACTIVATION

The Headteacher or nominated deputy should be immediately informed of any incident by the group leader.

#### INITIAL ACTION BY Headteacher or Nominated deputy

1. Maintain a written record of your actions using this pro forma and your log book.
2. Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.
3. Find out what has happened. Obtain as clear a picture as you can:  
**Who informed you of the incident?** (usually the group leader)

Name:	Status:	Telephone number:	Additional Tel number(s):
Where are they now and where are they going?			

4. Remind the group leader to follow the emergency procedure (leaders are advised to have a copy with them on the visit).

5. **Record the details of the off-site activity/visit during which incident occurred**

Location and nature of activity/visit			
Name of person in charge of activity/visit		Telephone number (s)	
Number of people on the visit	Students:	Teachers:	Other adults:

<b>6. Record the details of the incident:</b>			
Date and time of incident		Location	
What has happened?			
People affected	Name	Injury	Where they are /will be taken to
Emergency Services involved and advice they have given			
Names and locations of hospitals involved			
Arrangements for students not directly involved in the incident			
Name of person in charge of your group at the incident		Telephone Number(s)	
<b>7. Depending on the scale of the incident, consider assembling a school emergency management team from the list of staff at Appendix 3, to assist with the response.</b>			

Having activated this emergency plan, go on to the next stage: implementation.

## Section 5: EMERGENCIES ON EDUCATIONAL VISITS – IMPLEMENTATION

### Action list for Headteacher or nominated deputy

<ul style="list-style-type: none"> <li>• <b>Communication</b></li> </ul>	✓
<p>Inform school staff as appropriate, depending on the time and scale of the incident.</p>	
<p>Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required.</p>	
<p>Immediately inform parents of any injured students of what has happened and where their son/daughter is. Record what their plans are, e.g. to travel to their son/daughter, any assistance they need and any means of communications with them (e.g. mobile phone number). In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform <b>next-of-kin</b> of <b>any staff</b> who have been involved.</p>	
<p>Inform parents of any other students on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed.</p>	
<p>Inform the chair.</p>	
<p>Refer to the list of emergency contacts at Appendix 3</p>	
<p>Contact the Insurers: Zurich Insurance – 0800 028 0336 Policy number KSC-272045-5033 (if the trip is abroad, separate insurance may be been taken out, see information on next page)</p> <ul style="list-style-type: none"> <li>• Provision of medical advice</li> <li>• Local medical referral</li> <li>• Emergency medical supplies</li> <li>• Repatriation as appropriate</li> </ul>	
<p>Contact the local authority: During office hours, call your local education officer: <b>01332 642732</b> Outside office hours, call the education emergency helpline: <b>01332 642203</b>. Support available is outlined in Section 7 and could include:</p> <ol style="list-style-type: none"> <li>a) assistance at school or at the site of the incident by local authority officers, and/or others</li> <li>b) communications support, including public telephone helpline where appropriate, through Derby City Council (LA) People’s Services Directorate</li> <li>c) help with arranging travel and transport between the incident, parents and the school</li> <li>d) help with media management, including press statements and interview briefing</li> </ol>	

Ensure you contact your Local Authority as soon as possible the next working day to inform them of the situation.	
If the visit is abroad, and the incident results in substantial medical or other expense, the insurers used should be informed as soon as possible.	
<ul style="list-style-type: none"> <li>● Inform students and staff at school and their parents.</li> <li>● Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed.</li> <li>● In the event of a tragic incident, consider seeking support from the Derby city's educational psychology service about the best way to inform students and to support them afterwards.</li> </ul> <p><b>Staff and students should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).</b></p>	
<ul style="list-style-type: none"> <li>● <b>Media management</b></li> </ul>	
Introduce, if necessary, controls on school entrances and telephones.	
At least initially, the school is advised to avoid responding to media enquiries.	
Liaise Derby City Council Press Release Team as early as possible, and work with them to prepare a press statement, to be agreed by the strategic director of the Children and Young People's department and the Headteacher before release.	
<ul style="list-style-type: none"> <li>● <b>Resources</b></li> </ul>	
Arrange a quiet space to receive parents of the children involved as they arrive at the school.	
<ul style="list-style-type: none"> <li>● <b>Reporting of accidents</b></li> </ul>	
<ul style="list-style-type: none"> <li>● Tell the staff involved to prepare a written report noting events and times.</li> <li>● Inform the Health and Safety contractor who will advise on reporting procedures and inform trade unions if necessary.</li> <li>● In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours.</li> <li>● Staff may wish to submit draft reports to trade union legal officers.</li> </ul>	

Section 6:  
**STAND-DOWN AND RECOVERY**

**Recovery plan checklist**

<ul style="list-style-type: none"> <li><b>As soon as possible after the emergency:</b></li> </ul>	✓
Liaise with parents regarding plans for attendance at funerals	
Liaise with parents regarding plans for attendance/representation at memorial services	
Arrange debriefing meetings for staff and students	
Arrange debriefing meetings for the Headteacher and SEMT	
Identify and support high-risk students and staff	
Promote discussion of the emergency in class	
Consider the need for individual or group support	
Help affected students and staff to come back into school	
Seek advice on legal issues from Flint Bishops.	
Initiate a review of the school emergency plan, evaluating the school's response and feeding in any lessons learnt	
<ul style="list-style-type: none"> <li><b>In the longer term:</b></li> </ul>	
Consult and decide on whether and how to mark anniversaries.	
The impact of some incidents can continue for years, so thought may need to be given to on-going identification and support measures for both students and staff who are affected.	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school.	
Remember to make any new staff aware of which students were involved and how they were affected.	

## Section 7:

# ROLES AND RESPONSIBILITIES

The following agencies can provide support and assistance:

### **Zurich Insurance (Premises – Business Interruption)**

- Appointment of loss adjustor to support with the incident
- Support with procurement of resources, e.g. temporary accommodation.

### **Zurich Insurance (Travel)** (separate policy may be in place for trips abroad)

- Provide assistance & advice.

### **Knights Solicitors**

- HR Legal advice

### **Derby City's Educational Psychology Service**

- Advice and support on health issues
- Counselling service for students
- Welfare services/emotional support

### **Elite safety in Education**

- Advice and support on health & safety issues

### **DAS – Counselling Service (Zurich Insurance)**

- Counselling service for staff
- Welfare services/emotional support

### **Derby City Council**

#### **People's Services Directorate**

- Advice & Support
- Additional accommodation
- Health and safety advice
- Operational support
- Activation of emergency plans
  - Public information
  - Media
  - Other plans as appropriate

#### **Press Release Team (Media Relations)**

- Press officers
- Advice and assistance with media management

### **Derby Police**



- Overall control of the emergency response (depending on emergency)
- Media relations
- Contact with bereaved families
- Criminal investigation

### **Derbyshire Fire and Rescue Service**

- Fire fighting
- Life saving and rescue
- Chemical spillage clean-up

### **East Midlands Ambulance Service**

- Emergency medical response
- Transportation of casualties to hospitals
- Access to other health services

### **Trade Unions**

- Information resource & support services for members
- Health & safety responsibilities (consultation, investigation and joint inspection)
- Will be informed by the health & safety office of incidents causing injury or threat to staff

## Appendix 1: Closing the school due to extreme weather conditions

Detailed guidance on this topic has been issued by the Children and Young People's Department, and can be found on the schools staffshare

<X:\Administration\Emergencies\Emergency booklet version 12 November 2018 updated version Latest draft 25.10.2018.docx>

In the above document LA advise that the decision about closure of individual schools is a matter for the Headteacher. It is hard to foresee any type of weather emergency other than heavy snow which is likely to affect the school. Careful attention must be paid to any warnings about travelling conditions that are issued by the emergency services or weather agencies. There are two situations that need to be considered, although the process to be followed will be similar:

1. Heavy snow that has fallen during the night,
2. Heavy snow that commences falling during the school day.

Consider current weather conditions and take into account recommendations from emergency/weather agencies.	
Take into account the severity of the journeys faced by staff and students, but if in doubt err on the side of safety per LA guidelines.	
After above considerations will there be sufficient staff available to supervise the students – consider any health & safety issues and possible risks arising from keeping them at school balanced against sending them home.	
Liaise with Facilities Manager & Director of Finance to discuss risks and condition of site.	
Once decision to close is made by the Headteacher contact local radio stations and parents through the SMS system.	
Contact parents of all students who have arrived at school to make suitable arrangements to send them home.	
Advise Local Authority office of decision to close.	
Organise contact of all staff through SMS system to advise decision regarding closure and also for re-opening of the school after closure: <b>Closure:</b> <ul style="list-style-type: none"> <li>• If during school day call staff meeting</li> <li>• If during period of school closure staff to listen to local radio stations or contact the school direct to ascertain position.</li> <li>• Staff to network with other staff where appropriate.</li> </ul> <b>Opening:</b> <ul style="list-style-type: none"> <li>• Staff to monitor local weather conditions</li> <li>• Staff to refer to web-sites/local radio stations/contact school daily to seek up to date position.</li> </ul>	

## Appendix 1a: Closing the school due to an emergency

Detailed guidance on this topic has been issued by the Children and Young People's Department, and can be found on the schools staffshare

[X:\Administration\Emergencies\Emergency booklet version 12 November 2018 updated version Latest draft 25.10.2018.docx](#)

In the above document LA advise that the decision about closure of individual schools is a matter for the Headteacher. Careful attention must be paid to any emergency that may affect the school site for example, loss of water, heating, electrical supply etc.

Ascertain the exact nature of the incident.	
Contact the relevant service provider to ascertain: <ul style="list-style-type: none"> <li>• Current position</li> <li>• Assessment of when the incident will be cleared</li> <li>• Any other potential impact on service provision</li> </ul>	
After above considerations will this impact on the arrival of students/staff. Consider if there will be sufficient staff available to supervise the students – consider any Health & safety issues and possible risks arising from keeping them at school balanced against sending them home.	
Liaise with chair to discuss risks.	
Once decision to close is made by the Headteacher contact local radio stations and parents through the SMS system.	
Contact parents of all students who have arrived at school to make suitable arrangements to send them home.	
Advise Local Authority office of decision to close.	
Organise contact of all staff to advise decision regarding closure and also for re-opening of the school after closure: <b>Closure:</b> <ul style="list-style-type: none"> <li>• If during school day call staff meeting</li> <li>• If during period of school closure staff to listen to local radio stations or contact the school direct to ascertain position.</li> <li>• Staff to network with other staff where appropriate.</li> </ul> <b>Opening:</b> <ul style="list-style-type: none"> <li>• Staff to monitor local radio stations.</li> <li>• Staff to refer to web-sites/local radio stations/contact school daily to seek up to date position.</li> </ul>	

## Appendix 2: **Site information and hazard assessment**

There is a grab bag located in Student Services Reception area near to the main Fire Alarm control panel and also a comprehensive document that will be given to the Emergency Services showing the site semantics information below.

### **Electric and Gas cut-off**

An up-to-date, detailed plan of the school site, showing location of cut-off valves and switches for gas, water and electricity, and information on the drainage system where available, are attached to this plan.

### **Fire alarm system**

The process to reset the fire alarm system is known to the site team members and other appropriate staff.

### **Alternative Access Points**

The school is serviced by one road only – Murray Road. It does not have any other vehicular access. There is also pedestrian access via Murray Road and at the rear of the school there is a footpath giving access to a cycle route and path to Derby City & Mackworth area) the rear path does not have sufficient access for vehicles, but may be used as an escape route for pedestrians.

Emergency vehicle access is via Murray Road only for the school site. It is possible to gain emergency access via the rear path although the gate is kept locked until students leave at the end of the day.

### **Flooding**

The school in the past has suffered flood damage in certain areas due to surface water unable to drain freely. Work has been undertaken to reduce the risk and the Facilities Manager regularly checks the gutters & drainage gullies to ensure they are not blocked by any debris such as leaves and rubbish.

### **Industrial areas**

The school is not in an area of major industrial activity and therefore the risk from industrial activity is not appropriate.

### **Fire**

A copy of the school fire safety management document is attached to this plan and forms an integral part of this risk assessment. Roles and responsibilities are well defined and there is an annual review process for the plan. Fire evacuation routes are well planned for all rooms. Regular evacuation tests are undertaken on a termly basis.

## Fuel Storage

As part of the risk assessment we are required to consider any fuel storage facilities. School is heated by gas so do not have oil stored on site. There is a small amount of petrol stored on site to operate the lawnmower. These storage facilities and the cut-off valves for gas are shown on the school map in the appendix attached.

## Asbestos

The school has on file an asbestos survey that has been carried out by LA and is supported by a Local Asbestos Management Plan (LAMP). This is held in the Facilities Manager's office. This is a visual report and is not invasive to the property. Any work involving areas where asbestos is known to be present or where invasive work into the fabric of the building is necessary would be subject to a refurbishment and demolition survey in all circumstances. Regular checks are made by the site team on each of the properties to ensure the known visible Asbestos has not been disturbed and become a health risk.

## Chemical and other substances storage

A list of all chemicals and other substances are held by the Science Technicians and with the Facilities Manager. These lists are attached and are incorporated into the individual schools fire plan. The storage areas are also highlighted on the school plans attached. The science technicians on each site hold the CLEAPPS guidance and information manuals in the preparation room.

The school holds a small supply of low level radioactive compound. This is held in a fire proof cupboard in a secure location in the Science Preparation room. This kept locked, to which the Head of Science and the Science Technician are the only individuals who has access to. The radioactive material held is as follow:-

SOURCE	LOCATION	CHEMICAL	Type of Radiation
SOURCE 1	WORKROOM RADIOACTIVE CUPBOARD	Radium 226	alpha beta and gamma
SOURCE 2	WORKROOM RADIOACTIVE CUPBOARD	Radium 226	alpha beta and gamma
SOURCE 3	WORKROOM RADIOACTIVE CUPBOARD	Strontium 90	beta
SOURCE 4	WORKROOM RADIOACTIVE CUPBOARD	Americanium 241	alpha and gamma
SOURCE 5	WORKROOM RADIOACTIVE CUPBOARD	Cobalt 60	gamma
RADIOACTIVE ROCKS	WORKROOM RADIOACTIVE CUPBOARD radioactive rock samples sealed in plastic	Cuprosthocowshile Betafite Autunite Betafite	
	Rocks remained in sealed packages as the dust would be radioactive so noleak test performed		

## Appendix 3:

### Emergency contacts list

THIS SHOULD BE UPDATED IN RESPONSE TO CHANGES AND REVIEWED ANNUALLY

#### Staff identified for incident response

Keyholder	Name	Status		
✓				
No	Mrs N Caley	Headteacher		
No	Miss R Somes	Deputy Headteacher		
No	Ms S Whiston	Deputy Headteacher		
No	Mrs Heather Halford	Director of Finance & Support Services		
✓	Mrs Alison Baker	Facilities Manager		
No	Mr Paul Davies	Chair of Governors		

#### Other school contacts

Keyholder	Name	Status	Home telephone	Mobile phone
✓				
✓	Mrs Debbie Allen	Caretaker		
✓	Mr Ian Baddiley	Caretaker		
✓	Mr John Hithersay	IT Senior Technician (Lead IT Services)		
NO	Mrs Julie Dunn	Catering Manager (Mellors)		

## External contacts

Electricity (Western Power)	0800 6783 105
Gas (The National Gas Emergency Service) <b>Remember</b> – do not turn off the gas supply at the meter unless the smell of gas and meter are in the cellar. Do not open doors and windows to get rid of gas. Do not put out naked flames. Don't smoke. Don't turn electricity switches on or off.	0800 111 999
Water	0800 783 444
Local Authority Support to Schools <b>During office hours</b>	01332 642732
Local Authority Education Emergency Helpline <b>Outside office hours</b>	01332 642203
Educational Psychology Service and Welfare Service:	01332 641379
Derby City Press Relations Team (Media Relations) Office Hours	01332 643500
Elite Safety in education(Health and Safety) Office Hours	01543 574824
Knights Solicitors (HR Support)	01332 497616
Zurich Insurance – Property (see notes below)	0800 028 0336
Zurich Insurance – Motor Vehicle	01489 882110
Zurich Insurance - Liability	0800 335 500
The Foreign Office (links with British Consulates etc.)	020 7008 1500
Health and Safety Executive Office Hours	08453009923
Local radio: (dfe number and code word required)	
Capital FM	0115 8731520
BBC Derby	01332 616161
Met Office Weathercall	03709000100
The Samaritans	08457 909090
DAS counselling service (trained support and counsellors available 24hrs)	0117 934 2121

**Insurance advice:** In the first instance the Director of Finance should contact the insurance company but in the event that this isn't possible then as soon as you're aware of a claim, please follow the steps below:

### 1. Gather relevant information to establish the type of claim.

Is there damage to a property, vehicle or another loss?

### 2. Establish the claim's importance

If there's damage to your own Property and the claim is likely to be over £5,000, you can let us know by phone: **Property Claims Department 0800 028 0336**

Take action to prevent further loss or damage - For example, if you have a water leak, fix

the problem straightaway to prevent further damage. Remember though, your policy may not cover the cost of this emergency repair.

If you require an urgent inspection of your vehicle following a Motor incident, you can let us know by phone: **Motor Claims Department 01489 882110**

For urgent advice on a **Liability Claim**, please call **0870 241 8050**

### **3. Gathering additional information**

Complete the appropriate form or contact the claims department. You will need to provide different information depending on the type of claim but the following information is generally required on all claims:

- Policy number
- Date of loss
- Your name and contact details
- Address where the loss occurred
- Cause and circumstances of the incident
- Details of the type of loss
- Injury or damage
- Any third party details where applicable



## Appendix 4: **Communications**

This section should include:

### **Communication with Parents and Students:**

#### **Closure of a school site outside the normal school day.**

School will utilise any or a mixture of the following to contact parents and students in the event of a school closure outside the normal school day. These actions will be dependent on the severity of the weather and if staff are able to attend the school site:

- will contact the local radio stations to confirm the closure of a school site.
- will utilise the School Communications system to advise parents who have provided e-mail and/or mobile telephone numbers of the closure.
- Should staff be able to attend the site, they will contact the parents of any student that arrives on a school site to confirm they will be sent home.

#### **Closure of a school site during the normal school day.**

School will utilise any or a mixture of the following to contact parents in the event of a school closure during the normal school day:

- will utilise the School Communications system to advise parents who have provided e-mail and/or mobile telephone numbers of the closure.
- Staff will contact the parents of any student where the above information is not available.
- Students will be allowed in controlled conditions to contact their own parents using mobile phones.
- School, if appropriate, consider contacting the local radio stations to confirm the closure of a school site.

### **Contacting the local radio stations.**

The telephone numbers of the radio stations are printed on **PAGE 22**. Authority to contact the station can be made after communication of the decision to close has been made by the Headteacher or his nominated deputy in their absence. Contacting the radio stations will normally be undertaken by a member of the staff directed by the Headteacher or their immediate deputy. Contact can be made either by phone or email:

BBC Radio Derby  
[radio.derby@bbc.co.uk](mailto:radio.derby@bbc.co.uk)

Please bear in mind the following points:

- In the SUBJECT LINE type: "School closure - (name of your school) - [REDACTED]"
- In the body of your email confirm that your school is closed, or the details of changes to normal opening. Also include your DFE number, the name of the school's

head teacher, the name of the person sending the email - and your contact phone number. (This is so Radio Derby can check or ask for extra information if required).

- Emails Radio Derby receive containing 'BBC SNOWMAN' and the other information required (mentioned above) will be given priority
- Do not give the code words to anyone else and please note that it is not valid for any other media organisation - only for BBC Derby

- 96 – 106 Capital FM School Closure Service. Please call the station's hotline number 0115 873 1520 or email them at [emschools@capitalfm.com](mailto:emschools@capitalfm.com) quoting your allocated DFE number. Capital FM also now have a hidden page on their website that you can access via: <http://www.capitalfm.com/eastmids/preview/headreport/> to report your school closure.

Username: [REDACTED] Password: [REDACTED] (All login details are case sensitive)

The above procedures act as a security measure to eliminate any hoax calls. Please do not pass this information on to pupils or parents.

## Appendix 5: **Evacuation and shelter plan**

An up-to-date, detailed plan of the school site showing evacuation routes and assembly point is attached.

### **Bomb Alert**

In the event of a bomb alert, the current fire assembly points are inappropriate. It is recommended that the distance between buildings and assembly point should be at least 500metres. A revised assembly point is noted below:

Bottom of the school playing fields.

## Appendix 6: Emergency Plan - document retention

### IT data and systems

**Data/system**

*Back-up of whole school data files*

**No. of users requiring access**

*Whole School*

**Backed up?**

*Yes*

**Where back up is held**

*Backed up on the cloud so accessible.*

### Paper based records

**Document**

*School Emergency Plan*

**Location**

*School office, Site Team Office and members of the SEMT*

**Duplicated?**

*Yes*

**Where are duplicates held?**

*Off-site with the members of the SEMT.*

## Appendix 7: Coronavirus & Influenza pandemic plan

The DfE has release ‘Coronavirus action plan’ publication and this can be accessed via the link below

<https://www.gov.uk/government/publications/coronavirus-action-plan/coronavirus-action-plan-a-guide-to-what-you-can-expect-across-the-uk>

In the event of a global pandemic school will follow the guidance and current Government advice available at that time which may lead to national or local restrictions that may instruct the closure of all schools.

In the event of a localised pandemic a decision would need to be taken regarding keeping the school open. This would very much depend on the severity of the pandemic and the number of individuals involved. If at short notice insufficient staff were unavailable to supervise the students strong consideration would have to be given to closing the school. The decision about closure of a school is a matter for the Headteacher in liaison with the Chair and also PHE. However this would have to be considered at the time and the SEMT would need to reflect on the different options available, for example grouped sessions. However the SEMT would take account of the current Government advice, for example Swine Flu, and consider the risks of bringing large numbers of students together.

The Headteacher or their nominee will inform the LA of the decision to close a school.

Below are some action points for consideration:

Consider current information available from Government sources – they may instruct the closure of all schools in a certain areas.	
Consider how we minimise the potential for spread of infection – hand-washing, disposal of tissues etc. Use specified bins for the collection of used tissues.	
To minimise spread of illness advise Staff and students, through their parents, not to come to school if they have any flu-like symptoms (sudden onset of fever, headache, muscle pains and feeling ill, with or without sore throat, cough or difficulty breathing).	
Set aside certain rooms to isolate ill students pending transport home. Send Staff home immediately.	
Take into account the severity of the pandemic and the effect on staffing levels against the number of students in attendance. Consider: <ul style="list-style-type: none"> <li>• Can we effectively deliver a curriculum?</li> <li>• Is supervision numbers acceptable?</li> <li>• Can we obtain supply cover – agency?</li> </ul>	
After above considerations will there be sufficient staff available to supervise the students – consider Health & Safety issues and possible risks arising from keeping them at school balanced against sending them home.	
Liaise with the Local Authority or other Local Authority departments for advice.	
Liaise with the chair regarding current situation.	

Once decision to close is made by the Head Teacher contact local radio stations.	
Contact parents of all students who have arrived at school to make suitable arrangements. The annual request for student details will continue to be made to ensure all contact details are up to date.	
Advise Local Authority of decision to close.	
Organise contact of all staff to advise decision regarding closure: <b>Closure:</b> <ul style="list-style-type: none"> <li>• If during school day call staff meeting</li> <li>• If during period of school closure staff to listen to local radio stations or contact the school direct to ascertain position.</li> <li>• Once informed staff to contact other staff where appropriate.</li> </ul> <b>Opening:</b> <ul style="list-style-type: none"> <li>• Staff to monitor local weather conditions</li> <li>• Staff to contact school daily to seek up to date position.</li> </ul>	
In the event of a long-term closure consideration must be given to how we continue the education of students: <ul style="list-style-type: none"> <li>• Remote learning</li> <li>• Alternative sites</li> <li>• Support from Insurers</li> <li>• Support from LA</li> </ul>	

## Appendix 8: **Training and exercising**

### **Training record:**

Training Title	Areas covered	Date	Attendees
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### **Exercise record:**

Date	Brief details of exercise	Aspects of plan tested	Actions identified	Outcome of actions
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## Appendix 9: Bomb threats and suspect packages

### Bomb threat prompt card for reception staff

If you take a telephone call from someone who claims to have information about a bomb:

✓

1. Stay calm
2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any codeword they might give.
3. Make a note of:
  - the exact time of the call
  - the caller's sex and approximate age
  - any accent the person has, or any distinguishing feature about their voice e.g. speech impediment, state of drunkenness etc.
  - any distinguishable background noise.
4. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller:
  - Where is the bomb?
  - What time is it due to go off?
  - What kind of bomb is it?
  - What does it look like?
  - What will cause it to explode?
  - Why are you doing this?
  - What is your name?
  - What is your address?
  - What is your telephone number?
5. Dial 1471 - you may get the details of where the phone call was made from, especially in the case of a hoax caller.
6. Report the call to the police and the Headteacher/nominated deputy **immediately**.  
In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the Headteacher or their deputy.

### Guidance on suspect packages

The likelihood of a school receiving a postal bomb or suspected biological/chemical package is very low, however, you should be aware of the immediate steps to be taken if you receive a suspect package or come into contact with a biological or chemical substance.



Postal bombs or biological/chemical packages may display any of the following signs:

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including but not restricted to almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package

If you suspect that a letter or a package may contain a bomb:

	✓
1. Stay calm	
2. Put the letter or package down gently and walk away from it  <b>Do not put the letter or package into anything (including water) and do not put anything on top of it</b>	
3. Ask everyone to leave the area (including classes if necessary)	
4. Notify the police and the Headteacher/nominated deputy immediately  <b>Do not use mobile phones or sound the alarm using the break glass call points</b>	

If you suspect that a letter or a package may contain a biological or chemical threat:

	✓
1. Stay calm	
2. Do not touch the package further or move it to another location	
3. Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination	
4. Notify the Headteacher/nominated deputy immediately	

The Headteacher/nominated deputy should then:

	✓
5. Notify the police immediately on 999	
6. Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed	

7. Evacuate the building, keeping people away from the contaminated room as far as possible	
8. Keep all persons exposed to the material separate from others and available for medical attention	
9. If anyone is experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) seek medical attention immediately	

If **anyone** believes they have been exposed to biological/chemical material, they should be encouraged to:

- remain calm
- do not touch eyes, nose or any other part of the body
- wash your hands in ordinary soap where facilities are provided

## Appendix 10

# Security Lockdown – Intruder, Firearms and Weapons Attack, Local Incident

Murray Park School's **security lockdown procedures** are a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

**Security lockdown procedures** may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school).
- An intruder on the school site (with the potential to pose a risk to staff and pupils).
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc.) or chemical, biological or radiological contaminants.
- A major fire in the vicinity of the school.
- The close proximity of a dangerous dog roaming loose.

### Security Lockdown Arrangements

Security lockdown arrangements will be decided on an individual basis and there are two types of security lockdown: 'partial' and 'full'. (This section has been redacted for security. Please contact school if require further information)

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# STAY SAFE: Terrorist firearms and weapons attacks

Firearms and Weapons attacks are rare in the UK. The 'STAY SAFE' principles tell you some simple actions to consider at an incident and the information that armed officers may need in the event of a weapons or firearm attack:

## 3.1 RUN

- Escape if you can (PE staff/pupils or pupils on break/lunch)
- Consider the safest options
- Is there a safe route? RUN if not HIDE
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you
- Leave belongings behind

## 3.2 HIDE

- If you cannot RUN, HIDE
- Find cover from gunfire (in classrooms/cupboards/offices)
- If you can see the attacker, they may be able to see you
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
- Be aware of your exits; try not to get trapped
- Be quiet, silence your phone and turn off vibrate
- Lock / barricade yourself in
- Move away from the door
- Staff check phones for updates/instructions

## 3.3 TELL

Named staff call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker

- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

## ARMED POLICE RESPONSE

- Follow officers instructions
- Remain calm
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat
- Keep your hands in view

## OFFICERS MAY

- Point guns at you
- Treat you firmly
- Question you
- Be unable to distinguish you from the attacker
- Officers will evacuate you when it is safe to do so

## You must STAY SAFE

- What are your plans if there were an incident?
- What are the local plans? e.g. personal emergency evacuation plan



**IN THE RARE EVENT OF**  
a firearms or weapons attack

**RUN HIDE TELL**



**RUN** to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

**HIDE.** It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

**TELL** the police by calling 999.

## Appendix 11:

### **Emergency arrangements for other services using the school site**

The school has prepared an information sheet for organisations that utilise the school site. This information explains the procedure and how to contact members of the school in the event of an emergency.

#### **Guidance for hirers of school facilities in the event of a fire**

- It is your responsibility to write a fire escape plan for your activity. This should be communicated with fellow helpers and anybody in your charge.
- In the event of an emergency you must evacuate to school's normal assembly point (please see school's Fire & Evacuation Policy which is included in your lettings pack).
- You must make yourself aware of all fire exit doors, fire alarm points and your evacuation route.
- In the event of discovering a fire please
  - Activate the nearest alarm point
  - Exit the building through the nearest fire exit and proceed to your assembly point.
  - Closing all doors behind you
  - **THE FIRE SERVICE IS CONTACTED AUTOMATICALLY BY THE SCHOOL'S ALARM MONITORING COMPANY.** However, once you are safely at the assembly point please call the Emergency Services.
- In the event of hearing a fire alarm going off you must leave by the nearest fire exit and meet at the school's normal assembly point.
  - **THE FIRE SERVICE IS CONTACTED AUTOMATICALLY BY THE SCHOOL'S ALARM MONITORING COMPANY.**
- Under no circumstances must you re-enter the building.
- Do not use fire equipment unless you are trained to do so or it is required for your escape.
- Please refer to the school should you wish to hold a fire drill.
- Once the Fire Service or Duty Caretaker has given the all clear, then you can re-enter the building.

Site Team can be contacted via a school walkie talkie situated in the Finance Office Foyer.

If the Duty Caretaker has to leave site for any reason they will notify you.



## Appendix 12: Log keeping

### Basic principles

Notes must be *contemporaneous* or *made as soon as reasonably practicable after the incident* (that is, within 24 hours).

They must also be:

**Clear**

**Intelligible and**

**Accurate**

### What to use to record your log

- Hardback book
- Numbered pages
- Bound so that pages cannot easily be removed (i.e. not ring or spiral bound)
- Ideally a specially produced 'official log book', but any book conforming to the above specifications would do.
- Use permanent black ink

### How to write the log

- Note all relevant facts
- In chronological order
- Stick to the FACTS - do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear)
- Note down non-verbal communication as well as what is said
- If you make a mistake, cross it out with a single line like ~~this~~ so that what is underneath is still visible, and initial it
- Do not tear pages out
- Do not leave blank spaces – or if you do, rule them out with a line
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not write between lines
- Do not write in the margins (except for dates, times or initials)
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through with a 'Z' then signed in full, dated and timed
- Record important statements, questions, comments and answers in direct speech
- Sign, date and time each series of entries at their close
- Make a note of the time the log began and ended
- Record where the log was made
- Check the log for mistakes immediately afterwards – if a mistake is found it should be crossed out in red ink, and an alphabet notation should cross refer to the corrected entry which should be made on the next available page, signed, dated and timed.
- Use plain language and as best you can correct grammatical English
- Avoid approximations and abbreviations
- Do not miss out key words
- Do not use arrows or dashes

