

School Guide to Managing On Site and Off Site Emergencies

Corporate Health & Safety

Working together for a safer, healthier future



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1 INTRODUCTION

These procedures should be read in conjunction with existing Health and Safety policies and procedures (e.g. school evacuation, managing violence and aggression, LA educational visits policy, bomb warning procedures etc.).

Despite every effort, accidents or emergencies will happen in schools and there will be an immediate need to protect pupils, staff and the school as an organisation. This will require those responsible for the operation of the school to provide an appropriate response to mitigate the impact of the emergency and produce a speedy return to normality.

The emergency response guidance contained within this document is not intended to be used as an emergency plan, but it is a general guide to the issues that will need to be considered in developing the local schools emergency response arrangements.

The guidance provided separates emergencies into infrequent incidents based on the probability of occurrence.

Flintshire County Council already has a number of emergency response procedures in place designed to deal with the impact of major emergencies, which are classed as infrequent events. The procedures are mainly generic and do not relate specifically to any major emergency that may affect a school. However, the arrangements may be of assistance particularly if the emergency is outside normal school hours.

The appropriate contact numbers of all the support departments can be found on pages 2 and 3 of this document.

2 EMERGENCY ASSISTANCE

Emergency Assistance can be provided from a variety of sources, both during and outside normal hours. In the event of a major incident during school hours, the first point of contact should always be the Local Authority.

Contact Numbers for LA Officers

Chief Officer, Education & Youth	01352 704601
Senior Manager, School Improvement Systems	01352 704019
Senior Manager – Inclusion & Progression	01352 704017
Capital Projects and Planning Manager	01352 704013
Principal Educational Psychologist	01352 704102
<u>School Transport Team</u>	01352 702511 01352 704543

Outdoor Educational Visits Advisor

Office	01492 640735
Mobile	07568 408695

<u>Occupational Health</u>	01352 702777
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Property and Design Consultancy Services

Office Hours Main Contact Number	01352 703888
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<u>Care Connect/ Galw Gofal (Out of Hours Contact Centre)</u>	0300 1236688 0300 1233086
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<u>Regional Emergency Planning Service</u>	01352 702124 07000 770152
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<u>Corporate Health and Safety Team</u>	01352 702782
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<u>Corporate Communications Team</u>	01352 702112
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<u>FCC Insurance Department</u>	01352 702242
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Emergency Services

Police, Fire and Ambulance	999
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Natural Resources Wales

24 hour Emergency Incident Hotline	0300 0653000
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<u>Gas Emergency Service (Wales and West)</u>	
24 hour Emergency Number	0800 111999
<u>Calor Gas</u>	
24 hour Emergency Number	03457 444 999
<u>Flogas (LPG Gas)</u>	
General Enquiries	0808 2789629
24 hour Emergency Number	03457 200100
<u>Welsh Water</u>	
24 Hour Emergency Number	0800 0520130
<u>Dee Valley Water</u>	
Main Switchboard	01978 846946
Leak line	0800 2987112
<u>Electricity</u>	
Scottish Power Energy Networks (Scottish Power)	
24 hour Emergency Number (North Wales)	0800 001 5400
<i>or from a mobile phone</i>	<i>0330 1010 400</i>
<u>BT</u>	
24 hour Emergency Number	0800 023 2023
<u>Public Health Wales</u>	
General Enquiries	0300 0030032
Out of Hours	0300 1239235
<u>Hospitals</u>	
Wrexham Maelor	01978 291100
Glan Clwyd	01745 583910
Countess of Chester	01244 365000

3 HAZARDS AND RISKS

3.1 Examples of Typical On-Site and Off-Site Hazards

On-Site Hazards (Events)	Off-Site Hazards (Events)
Aggression and Violence Bomb Threat Campus Intruders Electrical Faults Fire Gas Leakage Hostage Unfavourable media attention Offensive Weapons on Campus Death/ Serious Illness/ Contagious Disease/ Injury Vandalism/ Arson Water Leaks/ Floods Suicide Chemical Hazard Storm Damage Missing/ Kidnapped Person Explosion Staff or Student witnessing serious injury or death	School Trips/ Extra Curricular Activities Chemical Hazard Missed/ Kidnapped person Traffic Accidents Aircraft Crash Fire/ Explosion Storm Damage Terrorist Attack

3.2 Incident Prevention

Having identified the range of emergency situations that schools could potentially need to manage, strategies should be developed for each one to prevent them or minimise the impact of them as far as possible should they occur. This should culminate in a 'School Emergency Management Plan'. Part of the School Emergency Management Plan should be the establishment of a 'School Emergency Management Team'.

During normal operation a school will deal with a variety of minor incidents, which can be dealt with under normal operating procedures, with the assistance of Health and Safety Advice, Property Technical Officers support and / or Education & Youth Portfolio Officers as appropriate.

However, there are also a range of hazards that may impact causing significant disruption to the normal operation of the school. The likelihood of some of these incidents occurring is extremely low but for completeness they have been included in the above list to ensure all eventualities are covered.

Once a school plan has been developed there needs to be a formalised means of disseminating it so that all school staff are made fully aware of the contents and how to respond in the various circumstances.

The School should organise practice drills and simulation exercises to periodically test the plan and increase familiarity with relevant procedures.

4 MANAGING THE EMERGENCY – GENERAL

Emergencies are by definition rare and unpredictable events. They tend to disorientate and overwhelm those involved and although the journey through this sort of crisis is always going to be difficult, planning ahead is a necessary precaution and can be crucial. Arrangements made in anticipation must be flexible to cope with the unexpected and for this reason the section on “emergency response guidance” is provided to assist those who will be responsible on the day in developing an emergency response.

4.1 Establishing a School Emergency Management Team & Plan

The Headteacher is responsible for taking charge of events at the school forming a small emergency management team. In smaller schools this could be all members of the teaching staff, whereas in larger schools the Headteacher will need to determine its composition in advance. Each team member should be allocated specific areas of responsibility. It may be that school staff will need to respond to an emergency which has made the use of the school impossible, and consideration should be given as to how the emergency would then be managed. The plan should identify who is responsible for taking charge in the absence of the Headteacher.

4.2 Keeping People Informed

Informing the LA: The Chief Officer of the Education & Youth Portfolio or one of his/her Senior Officers will be the first point of contact and assistance to schools affected by an emergency. (Refer to emergency contact list). **Initial contact must be made by telephone** to ensure direct contact with an appropriate officer can be established. Other Flintshire County Council services will be communicated with as appropriate.

Keeping Parents Informed: Schools have every right to write to parents about incidents if they feel it is appropriate, but if there is police involvement they must first seek the advice of the Police Officer dealing with the matter before doing so. The content of such letters could be published on social media and be picked up by the media, so the media relations protocol needs to be considered alongside this.

Our advice is:

If there is police involvement in an incident, then the school should check the content of any proposed public letter with the Police Officers investigating the incident and also send a copy of the draft letter to the Corporate Communications team, who will in turn liaise with the Police Press Office. This should ensure that the correct legal terminology is used to avoid prejudicing any subsequent prosecutions. This procedure should also be applied to other means by which the schools contact parents in such circumstances such as e-mails, texts or tweets.

4.3 Emergency Log of Events and Actions

Effective communication is crucial to managing the crisis. In an emergency many organisations and agencies such as the Police, Fire, Ambulance, Local Authority, etc. may require information from you about pupils and/or staff involved in the incident. It may be that following the incident you will be asked what you did, when you did it and why you did it and a written script will be helpful in the event of having to respond to direct enquiries from e.g. parents.

Any major incident could result in a coroner's inquest or public enquiry and it is essential that all actions are logged for future reference. All decisions made during the emergency should also be logged against the decision-maker's name.

A comprehensive log of events and actions should include the following categories as a minimum:

Example of Emergency Log of Events and Actions:

1. Name of School
2. Names of on-site Emergency Management Team
3. Nature of Emergency
4. Incident Location
5. Date and Time of Incident
6. Record details of every contact for advice, assistance, resources, and decisions the school make and/or receive (time, date, content, action taken)

NB. The LA should be kept informed of any actions and decisions taken.

4.4 Corporate Communications

Flintshire County Council has a Corporate Communications Team that have experience and skills to deal with the media. In the event of an emergency, the media is likely to be amongst the first on the scene and will need to be managed. **Schools should therefore contact the Corporate Communications Team in the first instance for advice on dealing with the Media** (refer to Section 8). The Corporate Communications Team will closely liaise with North Wales Police, Flintshire County Council Emergency Management and Response Team and other Emergency Services in the event of an incident.

When planning for dealing with an emergency it is important to have determined in advance how information will be disseminated to parents, and to other general enquirers.

Special steps may be necessary to inform affected parents effectively and sensitively, and this may need to be done in consultation with the Emergency Services who will set up a central casualty bureau to collate information on the whereabouts and well-being of anyone who might be affected by the emergency.

4.5 Communication Equipment (Telephones etc.)

The needs of the emergency may place great strain on existing communications and many smaller schools have only one telephone line. This can soon be clogged by incoming calls from concerned parents, Governors, etc. In the event of a major incident where this is the case or in fact the school phone line is down, it may be possible for mobile phones to be loaned from Education ICT unit.

4.6 Longer Term Implications – Such as Anxiety and Trauma

At the onset of the emergency it will be necessary to be aware of longer term implications. Sensitive handling will reduce longer term distress or trauma both within school and also for the families of staff or pupils affected.

The Educational Psychology Service and the Occupational Health Unit are able to offer support to staff and pupils following an incident should this be the case.

There is a team of professionals who work together to support schools regarding critical incidents such as bereavements or sudden deaths. Further guidance can be provided by contacting the Educational Psychology Service (refer to contact section)

5 EMERGENCY RESPONSE GUIDANCE

5.1 General Advice - On-Site Emergencies

Immediate Actions to Safeguard Pupils and Staff

The first and most important action to take is to ensure that everyone is removed from the area of potential danger, but no actions should be taken which will put staff or pupils into unnecessary danger.

Actions taken must comply with the current Health and Safety Policy for Flintshire Schools. If it is necessary to evacuate the premises then staff should follow the appropriate existing school evacuation procedures.

In the event that the usual safe muster point is considered unsafe due to the nature or proximity of the emergency (for example gas explosion, damage to building, roof damage due to high winds etc.) each school plan should identify an alternative place of refuge which should be made known to all, including parents.

The school should previously have made special arrangements for the emergency evacuation of any pupils whose disability or special educational needs requires them (Personal Emergency Evacuation Plans – PEEPs).

Emergency Service Assistance

If required, the emergency services – Police, Fire and Ambulance – should be summoned as quickly as possible. This should be done, if possible, by a member of staff who should utilise the following system:-

Part 1 – Immediately

- Dial 999
- Identify which Emergency Services are required
- Give the location of the incident
- Explain the nature of the incident
- Give the location and telephone number of where the call is being made from
- Give the number and types of casualties
- Draw attention to any children whose disability or special educational needs require special care and attention.

Part 2 – When the Emergency Services Arrive

Inform the Emergency Services of:-

- The location of any casualties
- The nature of any injuries
- The nature and location of any hazards that they may encounter when dealing with the emergency
- Any children whose disability or special educational needs require special care and attention.

5.2 Evacuation of School

Should there be a need to evacuate the school in an emergency, the school fire evacuation procedures will, in most circumstances, suffice. **The possible exception to this is that of evacuation following a major gas leak, or following a bomb threat**, when the operation of an electrically powered fire alarm could be sufficient to ignite the gas. A separate plan must be developed for these circumstances e.g. messenger system (sending a runner), use of a manual hand bell, etc.

If due to the severity of the emergency staff and pupils are unable to return to the school premises after an evacuation, the school should implement their

Emergency School Closure procedures and initiate their school business continuity plan. This should be done in close liaison with the Chief Officer for Education and Youth, or their designated Senior Officer.

5.3 Snow/ Bad Weather Emergency Arrangements

From time to time periods of inclement weather cause the Education Service considerable problems. We are fortunate in that periods of severe weather are short and infrequent, but partly because of this the number of enquiries etc. which ensue from even these short spells, are very substantial. The guidelines set out below are an attempt to assist you in managing the situation and compliment the individual school business continuity procedures and plans.

5.3.1 School Closures

The great majority of our schools will have children within safe walking distance of their homes and when teachers and children can get to school then the school should make every effort to remain open, no matter how few children are in attendance.

5.3.2 Risk Assessment

Before arriving at the decision to close the school, the Head must take steps to fully assess their own specific school situation. Very frequently the amount of snowfall varies considerably from area to area. Members of the public may not understand why schools have to be closed when they themselves have travelled without great difficulty past that same building on their way to work. Schools should undertake a detailed risk assessment of their particular situation and circumstances to justify any decision to close their school. A model risk assessment to prompt schools on the range of considerations is available on <https://hwb.wales.gov.uk/> under health and safety.

In the main, issues to take into account will include e.g. pupil transport, car parking arrangements, timely clearance of safe routes(s) into the school building (which may need to be reduced to one controlled access point), safe method established for those clearing the snow, safe method of gritting, adequate heating, toilets serviceable, running water, possible changes required to provide adequate supervision in the absence of any staff.

If the decision, after consultation, is to close the school, whether it be for a day or part of a day, the Headteacher should ensure that the children are not exposed to a greater degree of danger or discomfort than they would suffer were they to remain in school. The elements of danger which are involved can vary in accordance with the age of the child and can include the following:-

- (a) The distance from school to home, and whether transport is normally provided. If transport is provided by the Authority, then clearly the responsibility then devolves to the Head to consult with the school transport office in order to arrange alternative transport.

- (b) Before deciding to send children home, Headteachers should ascertain from the child (or make contact with parents) to ensure a parent will be there to receive them.
- (c) There is also the element of danger involved in children leaving school at other than normal time from the point of view of general road safety, safety from attack etc. This is another factor Headteachers should bear in mind before arriving at a final decision to send children home. It may be necessary to contact parents to ask them to collect their children.

Basically, the rule should be that emergency action involving the closure should only be instituted when all the various solutions to the problem have been examined, and the dangers and discomfort weighed one against the other.

The final decision whether or not to close a school lies with the Head of the school after consultation with the Chair of Governors, based on the findings of their individual school risk assessment (which should be written/recorded). A decision to close should then be placed on the Council website in accordance with 5.3.3).

Some schools (e.g. Special Schools, Welsh schools, etc.) have lengthy taxi/bus routes. Whilst conditions at the school may be reasonable, the Head should make attempts to ascertain the road conditions in the children's home area and this may influence the decision to close.

5.3.3 School Closure Notification Procedure for Flintshire Schools (and school emergency alert notification)

- *Putting closure information onto the County Council's Website:*

Flintshire County Council has a procedure for notifying parents / guardians and pupils when schools need to close at short notice due to adverse weather conditions or other emergencies.

This procedure enables head teachers or nominated back up staff to enter emergency / unplanned school closure details directly onto the Flintshire Website at their earliest convenience via internet access. This ensures speed and accuracy of information by having emergency school closure notices in one place. Parents/ guardians can then check the one source for all school closures, particularly helpful where siblings may be attending different schools.

To access the Flintshire County Council webpage in times of severe weather emergencies in order to log a closure, please visit the website <http://esca.flintshire.gov.uk/>.

Further guidance is also available from the Education & Youth Services section of the Hwb website (<https://hwb.wales.gov.uk/>) under the tab heading "Emergency School Closures".

For any Hwb log-in and password queries please contact your school administrator.

For any other queries relating to the Hwb website phone 01352 704157.

In order to check that your closure appears on the FCC website after logging it on, please visit www.flintshire.gov.uk. On the Homepage a link will direct you straight to the webpage listing the full details entered by Headteachers or nominated back-up staff (www.flintshire.gov.uk/schoolclosures).

Following the above procedure for inputting closure details directly on the site will also automatically update the Council's Twitter, providing another channel for public notification of school closures (www.twitter.com/flintshirecc)

Please Note: at approximately **5.00pm** each day the information on the school closure website page will be deleted automatically. Following the automatic deletion, Headteachers can then enter the next day's information regarding closure, if known in advance. Otherwise any new closure information can be entered early the following morning.

- *School Back-up Procedures*

Schools are required to nominate three staff in total to be responsible for submitting closure information to the Council website. This is to ensure a backup procedure is in place should a problem occur, such as snow affecting home telephone landlines (internet and vocal access). In addition, schools should ensure that they have their own notification of closure back up procedures in place e.g. mobile phones (internet ready) could be used to login to Flintshire Website, or for contacting school authorised back up staff members to enter the closure details.

- *Parents/guardians and pupils who are unable to access the internet at home*

Local radio stations are advised to check the Flintshire website for the latest information and they can then broadcast it accordingly. Those without internet access should therefore tune in and listen to Coast FM, Radio Wales or Heart FM to find out the latest information.

Alternatively, schools should refer to their own procedures for notifying parents known not to have access to the internet (which may include school voice mail or school call voice message system etc.).

- *Email notification to parents / guardians / pupils*

Flintshire County Council has set up additional assistance to parents/guardians/ pupils who may wish to be notified by email of any school closure as soon as the school has logged the closure on the Flintshire website. To receive school closure email notification individuals will need to register their

details which should include which schools they wish to be notified about. The web address for registering details is www.flintshire.gov.uk/schoolclosureregistration.

5.3.4 School Transport

As referred to briefly above, Heads will need to consider carefully the implications of their decision on transportation, and in particular the effect the decision may have on other schools where shared transport is involved. If children are entitled to Free School Transport, the School Transport Website should be checked for information regarding bad weather conditions (www.flintshire.gov.uk/schooltransport) or phone Flintshire's School Transport Team on 01352 702511/ 704543.

5.3.5 Snow Clearance, Gritting on School Premises

Information and advice about Flintshire County Council's Snow Clearance and Gritting arrangements can be found on the website (<http://www.flintshire.gov.uk/en/Resident/Winter-Gritting--Snow-Clearing/Home.aspx>). Information includes priority routes, roads and footways, driving safely, the Department for Transport 'Snow Code' and a section on Frequently Asked Questions.

Schools are expected to have procedures in place for providing a safe means of access into their school in the event of snow and ice conditions. Such contingency arrangements and procedures should be prepared in advance following a detailed risk assessment of individual school premises and circumstances. Staff involved should be periodically briefed on those arrangements and any stocks and equipment used should be checked to ensure readiness at any given time.

Schools who have opted into the Local Authority Service Level Agreement for Grounds Maintenance may be provided with assistance from their approved contractor for snow clearance based on priority. The priorities for this service are Special school accesses, Secondary school bus parks, and other School accesses which are particularly difficult in snowy conditions.

Schools within the SLA can contact the approved nominated contractor (Greenfingers) on 0845 3997777 or 07989 422443 in the first instance, however, no assistance will be provided unless they obtain authorization from Grounds Maintenance first on each occasion. Any queries in this respect can be raised with Public Open Spaces Manager on 01352 702469.

School Caretakers in particular are also expected to clear the snow to assist with safe access arrangements during episode of ice and snow. A snow clearing / ice / gritting model risk assessment is available to schools on <https://hwb.wales.gov.uk/> under the Health and Safety section. This can be used by schools as a prompt and consideration of best practice requirements, and the development of their own recorded risk assessment. Schools should also refer to the Snow Code below.

Salt / Grit supplies

Under the SLA with Grounds Maintenance, a supply of 4 bags of salt will be provided to each Primary School per year and 8 bags of salt to each Secondary School per year to ensure stock is maintained on school sites.

Any additional supply (or a supply of salt requested by schools who are not in the SLA) is a matter of direct arrangement between the school and the Contractor. In this respect provision will be an additional cost to the school, and subject to availability and a minimum order of 10 bags.

Alternatively, bags of rock salt may be available at a cost to the school from Streetscene, (01352 701234). Stocks are required to be ordered in advance in writing, sending the request form to Streetscene, Altami Depot, Altami, Mold CH7 6LG. Schools can also purchase rock salt directly from a recognised DIY store.

The Snow Code (source www.metoffice.gov.uk)

Clearing snow and ice from pavements outside your home or public spaces can help prevent slips and falls.

Don't be put off clearing paths because you're afraid someone will get injured. Remember, people walking on snow and ice have a responsibility to be careful themselves.

Follow the advice below to make sure you clear pathways safely and effectively and don't believe the myths – it's unlikely you'll be sued or held legally responsible for any injuries provided you have cleared the path carefully:

- Clear snow and ice early in the day

It is easier to move fresh, loose snow rather than hard snow that has packed together from people walking on it. So start moving snow and ice early in the morning. If you remove the top layer of snow in the morning, any sunshine during the day will help melt any ice beneath. You can then cover the path with salt before nightfall to stop it from refreezing overnight.

- Preventing Slips

Pay extra attention to clearing snow and ice from steps and steep pathways – you may need to use more salt on these areas.

Use salt or sand – not water.

Don't make the pathways more dangerous by causing them to refreeze. If you use water to melt the snow it may refreeze and turn to black ice. Black ice increases the risk of injuries as it is invisible and very slippery.

You can melt snow or prevent black ice by spreading some salt on the area you have cleared. Ensure you have stocked up on salt ready for use (most schools will have strategically placed salt bins). You can also use sand grit, this will not stop the path from icing over as effectively as salt but will provide good grip underfoot.

Be careful not to spread salt on plants or grass as it may damage them.

- *Taking Care when moving snow*

When you're shoveling snow, take care where you put it so that it doesn't block people's paths or drains. Make sure you make a path down the middle of the area to be cleared first so that you have a clear surface to walk on. Then shovel the snow from the centre of the path to the sides. When spreading salt or grit, use a wheeled salt spreader to minimize manual handling – particularly if salt bags are otherwise required to be carried around large areas of the site.

5.3.6 Care of the building during known periods of extreme cold weather.

During known periods of extreme cold weather it is vital that arrangements are made to protect the school property from freezing whilst closed, including weekends. If background heating is not circulating around the property, the pipe work can freeze and most likely burst. This can cause major damage to the building and put the school out of action for a number of weeks. To avoid frozen pipe work the following action should be taken:

- Undertake daily checks, including weekend periods, to ensure that pipe work has not frozen and a burst occurred. Run taps and flush toilets to check that water in pipes has not frozen.
- Daily check of boilers to ensure they are operational and have not locked out, check heating / hot water pumps are also working and ensure that all fan convectors are regularly cleaned so that maximum heat from the heating system can be achieved.
- Visually check ceilings and all exposed pipe work for any signs of leakage.
- If you have experienced a burst pipe, make sure you know where your incoming mains stop tap is located and turn it off to help minimize any damage until help arrives. Turn off all isolation valves feeding external taps.
- Refer to the relevant 'out of hours' emergency contact (listed at the front of this document) to ensure steps are taken to avoid any further damage once a thaw sets in.
- Check power to the site is working.
- Check levels of fuel oil are topped up (as applicable)

- Check that you have adequate stock of salt to treat paths and roadways.

5.3.7 Guidance on Attendance at Work during Adverse Weather Conditions and Emergency Situations

Fortunately we do not experience extreme weather or emergency situations on a regular basis but provision of school services must obviously continue as far as possible in such circumstances. Schools should have Business Continuity Plans and arrangements in place should they occur.

School employees should make every possible reasonable effort to reach their place of work. In the event that the employee is prevented from reaching their place of work by adverse weather conditions or other emergency, or anticipate that it is likely that they may be prevented from reaching their place of work due to such circumstances, they must consult with the Headteacher by telephone. The employee must endeavor to contact the Headteacher as soon as possible on or before the day of absence, but at least, where reasonably possible, within one hour of the time they would normally attend work.

(a) Staff employed by Governing Bodies

Where a school has been closed to pupils, staff will receive pay on the basis of their estimated normal working hours. Where a school has not been closed to pupils but staff are not able to attend their place of work, then the member staff should inform the Headteacher as soon as possible. Depending on their conditions of service, staff may request annual leave or vary their working pattern, for example, administrative or technical support staff. For all other staff whose conditions of service are based on term time, for example teachers and classroom support staff, and where alternative approved arrangements are not possible, such staff will be considered to be on authorized leave of absence. It will be a policy decision of the Governing Body whether such leave is granted with or without pay.

(b) Centrally employed staff working at school (e.g. peripatetic staff, catering and support workers).

Where a school has been closed to pupils or staff are not able to attend their place of work, then the member of staff should inform the Headteacher and their line manager as soon as possible. As their conditions of service are based on term time, and where approved alternative arrangements are not possible (e.g. agile working), such staff will be considered to be on authorized unpaid leave of absence. This is in accordance with the policy decision of the County Council.

NOTE: All other County Council staff are expected to present themselves at their place of work. If it is feasible for the employee to work from home then this may be agreed between the manager and the employee, otherwise the employee will be required to take either a day's annual leave, flexi leave, TOIL or unpaid leave.

Any homeworking should be conducted and agreed in line with the Corporate Health and Safety Standard for Home working (refer to the Corporate Safety Management System). Working from home is always at the discretion of the Line Manager and subject to the requirements of the service.

For further information, refer to the 'Managers Toolkit - Adverse Weather Conditions and Emergency Situations' guidance document on the FCC Infonet or contact the Service Centre on 01352 702060.

5.4 Dealing with Violence

If a major threat of violence, or act of violence occurs staff, pupils and others on the premises need to be removed to a place of safety and the police called as a priority.

Schools should already have a policy on workplace violence in general which should include measures aimed at minimising the occurrence of violence. The policy should cover staff training, working environment, maintenance of adequate staffing levels and back up procedures for emergency.

Schools should also have carried out a risk assessment to determine how vulnerable they may be to acts of violence, and have in place strategies for preventing and managing such risks. There are no readymade solutions to preventing all acts of violence, and it is likely that a combination of approaches may be needed when considering prevention.

The HSC / Education Service Advisory Committee has produced a document entitled '*Violence in the Education Sector*' which is provided on <https://hwb.wales.gov.uk/> under Health and Safety, to assist schools in identifying the situations that could lead or expose them to acts of violence, and guidance on how such risks can be managed. Flintshire County Council's Corporate Standard and Guidance on 'Violence and Aggression at Work' also provides detailed advice schools may wish to refer to in drawing up their arrangements.

Where a major threat of violence occurs or a major incident takes place, it is essential that the safety and welfare of staff, students, and/or others on the premises is addressed as a priority. This may include provision of support and counselling following any such incident.

In brief, arrangements for handling such occurrences should include the following:

- Clarification of who would take charge of the situation;
- Arrangements for calling back-up / assistance (in-house);
- Calling for assistance from Police and other Emergency Services as appropriate;

- Removing staff, students and others from the scene to a place of safety;
- Summoning assistance from others who can help (provision of first aid where necessary; support and counselling for those directly or indirectly involved);
- Setting up a recovery room / refuge;
- Gathering the facts;
- Providing factual information to staff, students, parents and the school community (and ensuring that the privacy of staff and students is maintained);
- Where necessary organising assistance such as transport home.

5.5 School Intruders

An intruder is any person found on school premises who has not or will not register as a visitor.

The DfE has issued comprehensive guidance on dealing with incidents in school entitled '*School Security - Dealing with Troublemakers*'. The school should refer to this document to help them develop carefully thought out procedures for dealing with intruders.

The following may be appropriate for dealing with day to day minor issues rather than a major threat. **If there is a major threat, staff and pupils and others on the premises need to be removed to a place of safety as a priority and the police called:**

- If approaching an intruder, always ensure you have a clear means of escape in case the situation becomes threatening.
- Try to have a back-up member of staff in close proximity who can call police or other back up assistance if the situation becomes threatening.
- Greet intruders in a polite and non-threatening manner.
- Identify yourself as a school official.
- Enquire as to purpose of his/her presence. If the person has a legitimate reason for being on campus, invite him/her to report to the office to register.
- If it is determined that the intruder has no rightful reason to be on campus, advise the intruder of the school visitor's policy and ask them to leave.
- If intruder refuses to respond to your requests, inform him/her of your intention to summon Police or Security.
- If an intruder gives no indication of voluntarily leaving the premises, back off, notify Police and arrange for them to come and remove the person. Inform the LA of action taken.

5.6 Offensive Weapons

It is an arrestable offence to carry a knife or other offensive weapon on School premises, including playgrounds and fields.

As a general rule, the police should be called to deal with any incident believed to involve an offensive weapon on the premises.

The Welsh Assembly Government, as part of its measures to reduce violent crime and to maintain safety in schools, introduced a power, contained in Section 45 of the Violent Crime Reduction Act 2006, which allows schools in Wales to be able to screen any pupil for a knife or other weapon, and search pupils suspected of carrying a weapon.

Schools do have the power to search pupils, with or without their consent, if they have reasonable grounds to suspect that a pupil is carrying an offensive weapon. However, there are conditions that must be met to exercise this power should the school choose to do so. Furthermore it is not a duty, schools are not compelled to screen or search pupils, such measures should only be used as a last resort, and only where it is judged that it is safe to do so.

Schools should refer to the Welsh Assembly Government guidance document entitled 'Safe and Effective Intervention – Use of Reasonable Force and Searching for Weapons' issued March 2013 for more detailed advice regarding pupils, particularly when considering school policy and procedures for improving behaviour including dealing with Offensive Weapons (available on <https://hwb.wales.gov.uk/> under Health and Safety).

(See also Section 7.4 under the heading "*Stay Safe: Terrorist Firearms and Weapons Attack*").

5.7 Bomb Threat

In the event that a school would be a target for a serious threat the following is guidance on what is required:

It is most likely that any bomb threat would be made via a telephone call. The receiver of the call must ensure that as much detail as possible is noted as these will be useful later (e.g. any background noise, accent etc.). Also try and ascertain the location of the device.

A decision will be made by the Headteacher (or a designated senior member of staff in their absence) whether to evacuate the building. This decision must be immediately followed by a call to the Emergency Services, the Police for example must be informed and will provide any additional advice and guidance to the school.

When evacuating the building due to a bomb threat, the usual safe assembly points used during fire evacuation may not be at an adequate safe distance

away. The school should therefore consider this eventuality when planning their evacuation procedures, identifying an alternative assembly point at a greater distance away from the premises that can be used in the event of a bomb threat.

Once evacuated to a safe distance, a roll call should then be made to account for pupils and on-site personnel (refer to your school evacuation procedures at this point with regard to accounting for all on the premises).

Further information on bomb threat is available from the National Counter Terrorism Security Office (NaCTSO) Guidance document entitled "*Recognising the Terrorist Threat*", which can be viewed by clicking [here](#).

5.8 Suspect Package

These can take any form, but as a guide, be aware of packages which have:

- Foreign postmarks
- Unusual address labels
- Unusual smell
- Visible wires
- Unusual shape or appearance (e.g. greasy marks)

Should you receive such a package, **DO NOT TOUCH IT**, leave it where it is and evacuate the building to a safe distance (as per 5.5) and call the Emergency Services.

Remember that the evacuation point must be away from glazed areas to reduce the risk of injury from flying glass.

Further information on mail handling and how to deal with suspicious items is available from the National Counter Terrorism Security Office (NaCTSO) Guidance document entitled "*Recognising the Terrorist Threat*", which can be viewed by clicking [here](#).

5.9 Missing Persons

It is possible that a pupil might go missing in suspicious or worrying circumstances, with a significant risk of them coming to harm. Sadly, for some, running away may be something that they have done before, whereas for others their disappearance may differ significantly from their normal pattern of behaviour. Abduction by a stranger, or non-family member, is the most feared but least likely reason for a young person to disappear.

When a pupil goes missing students and staff may become traumatised and some counselling may be needed. Irrespective of whether a student goes missing from home or school, it is likely that the school will become involved either directly or indirectly. There could also be some media interest.

To help prepare for such a situation schools may find it beneficial to develop a strategy that will identify key staff with designated responsibilities for each

aspect of a missing person scenario. It will also help identify training needs, such as training teachers to spot the signs of a potential runaway and take preventative steps. A strategy with detailed procedures will assist and support teachers as well as ensuring that the school's strategy is acted upon correctly.

On receiving a report that an employee or student is missing, the following are some key actions to take:-

- Check the premises;
- Contact the student's parent/guardian or employee's family members, to ascertain if there is a genuine reason for their absence. If there is no logical reason for their non-attendance then contact the police and senior officer in the LA;
- The parents/family members or guardians should be advised to notify the Police immediately;
- Collect the following information;
- Time student/employee last seen – where, with whom/by whom;
- Student/employee's description; how dressed;
- Playmates/friends' names, addresses, phone numbers;
- Does student/employee usually walk, drive or ride the bus? If a bus passenger, work with the transportation department staff;
- Contact teacher (s) for any helpful information student/employee might have shared;
- Notify Flintshire County Council's Communications Team, and refer any news reporters to the Press Office;
- On locating a person reported missing, or receiving information the person has been located, advise the LA and Police accordingly.

Note: Schools should also refer to the Flintshire County Council Education & Youth 'Child Protection and Safeguarding Policy, along with its Model Policy for Primary and Secondary Schools, both of which can be accessed on <https://hwb.wales.gov.uk/>.

5.10 Electrical Faults/ Power Failure

In the event of a power failure it is advisable to check:-

- Whether the problem is localised to your school, if it is you should check whether your RCD or Trip Switch has tripped in the distribution board. If this is the case switch it back on. If the switch fails to operate or you are unsure call in your council approved electrician. You may have a faulty appliance, unless you have a total power failure.
- If adjacent properties are experiencing a similar power loss, contact Scottish Power on 0800 001 5400. If your electrician cannot trace the

fault, or you need further help, contact Corporate Property Design and Consultancy.

Should an electrical fire occur it is imperative that the electrical supply is turned off either at the wall or preferably the meter and follow the school evacuation procedures.

5.11 Fire

It is essential that all schools have fire evacuation procedures in place which are practised termly, preferably at the beginning of each term.

The plan should consist of the following:

1. A recognised fire alarm signal
2. An evacuation procedure which ensures that no-one is left within the school building. This procedure must also take into account any disabled students or staff (Personal Emergency Evacuation Plans, PEEP's must be undertaken in this case to establish arrangements).
3. A recognised evacuation point, well away from the building and the route taken by emergency vehicles.
4. There must be a nominated member of staff to act as a focal point for the emergency services.
5. A means for accounting for all persons on the premises must be implemented, and any missing persons reported to the focal point or the emergency services.

The following points must be observed:

- a) No-one must re-enter the building until the fire service have stated that it is safe to do so.
- b) All occupants of the building (including visitors) must be made aware of the evacuation plan.
- c) The plan must be revised to take account of any building changes or changes to the layout of the school grounds.
- d) Fire doors must not be locked during working hours unless they are fitted with a quick release lock.
- e) Fire doors must not be wedged open.

No one should re-enter the building following a fire until such time that the Emergency Services have declared it safe to do so. Following a major incident it may also be necessary for Flintshire County Council to arrange and

undertake structural and other service and environmental investigations before confirming a building is safe for re-occupation.

5.12 Vandalism/ Arson

When a major incident of vandalism is reported or arson is suspected the following actions are recommended:

1. Do not disturb the scene.
2. Inform the Police and/or Fire Service
3. Inform the Chief Officer for Education and Youth Services and Property and Design and Consultancy Services.
4. Evacuate staff and students from around affected areas. Do not clean up or make repairs until authorised by the LA (this is important for the purpose of any insurance claim) and in the interests of everyone's health and safety. The area should remain undisturbed and sealed off until the all clear has been given.
5. Take notes of anyone having any information about the event, and itemise all damaged items, noting serial numbers of equipment where appropriate.

5.13 Gas Leak / Incident

If you suspect a gas leak the following action should be taken:-

1. Turn off all gas appliances.
2. Check where the smell is most noticeable
3. Turn the gas meter emergency valve off (It is important to know where this is located). NB if the meter is located in a cellar or basement do not enter.
4. Can gas still be smelt internally? – Is it noticeable outside?
5. If the smell of gas is in the cellar or basement EVACUATE THE BUILDING
6. If believed necessary for any other reason, EVACUATE THE BUILDING
7. Phone the National Gas 24 hr Emergency Gas Service on 0800 111 999 (Wales and West Utilities)
8. Inform Property and Design Consultancy Services.

REMEMBER

DO NOT use any electrical switches or operate any electrical appliances.

DO NOT look for a gas leak with a naked flame

DO NOT use your mobile telephone

ALWAYS open doors and windows for ventilation

Wales and West Utilities is committed to gas safety and provides this Service. They are responsible for stopping leaks that occur both inside and outside any premises. They deal with gas escapes and other emergencies 24 hours / 365 days a year. They do not charge for:

- a. Checking for suspected leaks.
- b. Stopping a gas leak
- c. Repairing a faulty meter
- d. Minor repairs that can be completed within a 30 minute period.

When you dial **0800 111 999** your call will be routed to the call centre. This is a 24hr, 365 days a year service. A call handling agent will log all the appropriate details onto a computer and the kind of information asked for includes:

1. The address or location of the suspected gas escape or gas emergency. The postcode is helpful.
2. Where the smell is most noticeable.
3. When the smell was first noticed.
4. Is there a smell of gas outside?
5. Are any neighbours affected?
6. Is the gas turned off at the meter?
7. Your name and phone number.
8. Any special circumstances or access information.

Once the information has been gathered it will be sent directly, electronically to an engineer for action. Wales and West Utilities aims to attend all uncontrolled escapes within one hour, and all controlled escapes within two hours.

Wales and West Engineers will always take the necessary action to make your gas equipment safe, but they will not carry out appliance repairs or repairs to pipework that cannot be completed within the 30 minute period.

Repairs to appliances or pipework outside the timescale must be undertaken by a Gas Safe registered engineer. Property and Design Consultancy Services will be able to arrange for an engineer from the Council's list of registered suppliers to attend.

5.14 Water Supplies / Leaks

Any disruption to your water supply, major discolouration, or suspected external leaks should be reported immediately to the Water Company.

On internal leaks it is vital that you **KNOW WHERE** the mains valve is located in order that the valve can be shut off if it becomes necessary.

An internal leak should be treated as follows:-

1. Isolate the feed by closing down any adjacent stopcock. If you cannot find one then **TURN OFF** the mains valve. Any internal leak will eventually stop if the mains valve has been turned off.
2. If the leak is on your heating system, either turn your boiler off to prevent water circulating or in the case of a radiator, isolate it by turning down the valves located at either end. If the leak continues, **TURN OFF** the mains valve. Don't worry about your boiler. When it is starved of water it will automatically trip out.
3. Always place containers beneath the damaged area to prevent damage to your internal décor.
4. Call in your local council approved plumbing contractor to rectify the fault.
5. Where a severe leak has occurred near to an electrical fitting, **BE SAFE**. Turn off the electric main and call in a council approved electrician to check all circuits.
6. If the leak is severe advise Property Design and Consultancy Services.

NEVER completely turn off heating systems during Winter School Holidays.

ALWAYS turn the boiler control to its frost setting or turn the boiler to its lowest setting, but **NEVER** turn the boiler completely off.

PLEASE REMEMBER

If left unattended a leak can cause severe damage to the interior of the school building – prevention is better than cure.

5.15 Major Property/ Storm Damage/ Loss of Premises

Contact Property and Design Consultancy Services and the Local Authority Insurance Department. Do not enter the building /affected areas of the

building until advice has been provided by the Local Authority that it is safe to do so. In most cases of the above, the areas affected will be declared out of bounds and safeguarded and as necessary, business continuity plans implemented.

5.16 Serious Illness

If a member of staff or a pupil is taken ill, the school First Aider should be called and if necessary an Ambulance should be summoned. Generally, Occupational Health may offer advice and guidance on contagious diseases. In the event of a major outbreak in schools (meningitis, e-coli etc.) All Wales Public Health Protection Team should be contacted on 0300 0030032 (or out of hours 0300 1239235).

Commented [AS1]: Claire Sinnott to check this para.

5.17 Suicide/ Death/ Mental Health Emergency

In the event of any of the above occurring, call the emergency services e.g. Ambulance and/or Police.

After such an incident it may be necessary to seek further help to cope with the trauma of the event. Help and guidance on this is available from the Occupational Health Unit and the Education Psychology Unit.

6 OFF SITE EMERGENCIES & CRITICAL INCIDENTS

6.1 Major School Trip Incident

Serious accidents and incidents during educational visits are extremely rare. Statistically, young people on educational visits are less likely to have an accident than when in school or in their own homes. But occasionally accidents can and do happen, even on well-led and organised visits, and emergency procedures are therefore an essential part of planning for any and every visit.

A Hierarchy of Emergencies

When we look at how things can go wrong on an Off-Site Visit, it is possible to consider emergencies in four categories, depending upon the nature of the incident. Planning and preparation for Off-Site Visits should ensure an appropriate response to an emergency in any of these categories, at any time of day or night.

- **Incident:** a situation that is dealt with by the Visit Leadership Team. This may, perhaps, involve some communication back to the Establishment (e.g. a school) or to parents, and some support from the Establishment but the Visit Leader remains in control and is able to cope.
- **Emergency:** an incident which overwhelms the coping mechanisms of the Visit Leadership Team and which requires the Establishment's Emergency Plan for Off-Site Visits to be initiated. This may, perhaps,

involve some communication with the Employer and support from it, but the Establishment takes control of the situation and is able to cope.

- **Critical Incident:** an incident which overwhelms the coping mechanisms of both the Visit Leadership Team and the Establishment, and which requires the Establishment Emergency Plan and the Employer Critical Incident Plan to be initiated. The Employer takes control of the situation and supports the Establishment and the visit staff/participants.
- **Major Incident:** an incident which (if in the UK) is declared as a major incident by the Police, who will take control, and where the relevant Local Authority's Major Incident Plan is initiated, or where (if outside the UK) the relevant authorities take control. Both the Establishment's and the Employer's Response Plans will be required in order to coordinate with the Police or other authorities.

For more detailed information on avoiding accidents and emergencies, and on critical incident planning, schools should refer to the National Guidance published by the Outdoor Education Advisers' Panel (OEAV), which give specific advice for Employers, Establishments and Leaders.

The National Guidance aims to make high quality outdoor education, offsite activities and adventurous activities easier to plan, manage and deliver. It is an online resource and is not intended to be printed as a static 'manual'. However, adopting the National Guidance removes the need for each employer or establishment to write and maintain their own comprehensive guidance and gives users easy access to regularly updated and nationally recognised guidance.

All schools can access the National Guidance directly via the OEAP website (<https://oeapng.info/>) or via the Educational Visits 'Evolve' on-line visit planning, approval and monitoring system (mandatory system for Flintshire Schools) (<http://evolve.edufocus.co.uk/evco10/unknown.asp>). Reference should be made to the National Guidance to help determine pre-planned arrangements in the event of emergencies occurring off the school site. In particular schools should refer to the separate folder titled "Emergencies", which can be accessed at (<https://oeapng.info/downloads/good-practice/>).

In addition, schools should ensure that their 'Critical Incident' and Management of Educational Visits information and arrangements is accurately reflected within their separate school Educational Visits Policy (which each school is required to be uploaded onto the Evolve system), and maintained up to date.

For further advice on Outdoor Education and Educational Visits, the Regional Head of Outdoor Education can be contacted on 01492 643083 or 07568 408695 (e-mail: mike.rosser@conwy.gov.uk).

Outdoor Education Service is a regional service operated by Conwy, Denbighshire, Flintshire, Gwynedd, Anglesey and Wrexham Councils.

6.2 Traffic Accidents

The priority in the case of a traffic accident is the safety and treatment of passengers and driver. As above, more detailed guidance on preparing for emergencies on the road and dealing with traffic accidents can be found in the Educational Visits, All Wales Guidance, and also Flintshire County Council's 'Code of Practice for the Safe Operation of Minibuses'.

6.2.1 Road Traffic Accident (organised trips/ visits)

In general in the event of a road traffic accident, where possible the vehicle should be made safe (applying handbrake, switching off the ignition).

A check of passengers should be undertaken where possible, to evaluate the need for any medical assistance.

Relevant emergency/rescue services (police, ambulance, fire brigade) should be summoned and any injured passengers made as comfortable as possible.

Where possible, passengers should remain in the vehicle until help arrives (except on motorways and dual carriageways).

If safe to do so, a triangular hazard warning sign should be placed to warn oncoming traffic.

In the event of an accident on a motorway or dual carriageway, passengers whose injuries permit, should evacuate the vehicle (on the nearside) and proceed to a safe area as far away from the roadway as possible (e.g. the grass slope or behind a crash barrier).

The School Emergency Contact should be informed of the situation as soon as possible. This will enable other appropriate support and assistance to be provided by School / LA speedily. It will also aid speedy contact with parents/ next of kin and ensure consistency and accuracy of information provided.

It is important to ensure passengers are reassured, and they are protected from media attention.

NOTE: A list of emergency contacts and telephone numbers and full range of emergency equipment (first aid kit, fire extinguisher, hazard warning sign, torch, mobile phone etc.) must always be carried on the vehicle for use in the event of an emergency breakdown or accident.

6.2.2 School Buses and/or Taxis

Where Buses and Taxis are under contract to pick up and take home a particular student, in the event of a road traffic accident the Driver and or Escort where appropriate, would be responsible for carrying out the above actions as far as possible in the interests of safety and welfare of passengers.

This will include keeping people together on the bus (where this is the safest option), assessing the need for medical assistance, summoning emergency

services as appropriate and informing the Council's Transportation Contracts Supervisor / LA as quickly as possible. All drivers are equipped with radio contact equipment.

The Transportation Contracts Supervisor holds a list of passengers they are contracted to pick up.

6.3 Missing Student / Employee

Refer to 5.9 as appropriate.

6.4 Hazardous Materials/Chemical Accident (off site)

The likelihood of a school being affected by an accident involving hazardous or toxic materials away from the premises is very remote. However, with the increase in bulk transportation along the highways there is always an outside possibility.

In the event of an incident, it is most likely that the police / emergency services will provide advice to schools and residents.

In general the following would be typical advice upon a major chemical leak into the environment:

1. Ensure that all school personnel are kept within the main school buildings as far as possible.
2. Ensure there are arrangements for communicating with staff and pupils in any mobile classrooms or other ancillary accommodation without the need to go outside.
3. Close all windows, ventilators and doors (particularly external doors). Make sure all ventilation and extraction fans are also switched off.
4. Whilst confined to their classroom or assembly hall, staff and pupils should endeavour to carry on with their normal activities so far as is possible. This will assist in the lowering of tension and help to limit the anxiety of the pupils.
5. A designated member of staff should telephone the Police to ascertain whether there has been an incident, the scale and impact of any incident and the expected time period before it would be safe to return to normal procedures.
6. Guidance from the Police or Emergency Services should be sought to:-
7. Determine if it is necessary to evacuate the building
8. If advised to evacuate then the Emergency Services should identify route, direction and muster point together with any other safety information.

9. Arrangements should be made with the Police, at paragraph (4), to receive an all clear statement as soon as any perceived or actual affects have been deemed to be safe by the controlling organisations.
10. Outgoing telephone messages should be restricted to a minimum to ensure that important incoming messages regarding the event can be readily received.
11. No one should leave the building until the incident has been declared safe.
12. On receipt of the “situation safe” call normal procedures can then be resumed.

6.5 Aircraft Accident

Highly unlikely but if an aircraft crashes near the school do not approach the area. Initiate the following emergency actions:

1. Immediate action should be taken for the safety of the students;
2. Headteacher will direct further action as required.
3. Notify the emergency services – Police, Fire and Ambulance.
4. Follow all instructions provided by the Emergency Services.
5. Render First Aid as necessary to students and staff on campus.
6. All students and staff must be kept at a safe distance and away from windows facing the crash site.
7. Staff should remain in unaffected classrooms, calm students and remain alert for an order to evacuate.
8. An evacuation should be ordered if there is threat of an explosion or fire endangering the school or parts of it.

7 SCHOOL LOCKDOWN PROCEDURES

7.1 Guidance for Schools on Creating Lockdown Procedures

All FCC schools should consider the need for robust and tested **school lockdown procedures**. Lockdown procedures should be seen as 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 should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff. 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.);
- A major fire in the vicinity of the school;
- The close proximity of a dangerous dog roaming loose.

It is not possible to prescribe generic details of a school's lockdown plan as there are a number of variables that will dictate exactly how an individual school responds to those situations identified, for example:

- Access to school bell controls to raise an alarm in an emergency;
- Other means of internal communications – messenger, two-way radios, mobile phone, internal e-mail, texts etc.;
- School site plan e.g. the layout of buildings and their proximity to one another;
- Age of students;
- Geographical location – urban/rural, presence of secure perimeter fence.

Nonetheless, many schools have found it helpful to incorporate the following basic principles in their plans:

- Staff are alerted to the activation of the plan by a recognised signal, audible throughout the school;
- Pupils who are outside of the school buildings are brought inside as quickly as possible;
- Those inside the school should remain in their classrooms;
- All external doors and, as necessary, windows are locked (depending on the circumstances, internal classroom doors may also need to be locked);
- Once in lockdown mode, staff should notify the office immediately of any pupils not accounted for (and instigate an immediate search for any missing);
- Staff should encourage the pupils to keep calm;
- As appropriate, the school should establish communication with the Emergency Services as soon as possible;
- Flintshire County Council should be notified via the 'School Emergency' phone number;
- If necessary, parents should be notified as soon as it is practicable to do so via the school's established communications system;

- Pupils will not be released to parents during a lockdown;
- If it is necessary to evacuate the building, the fire alarm will be sounded;
- Staff should await further instructions.

7.2 Lockdown Arrangements

Lockdown arrangements should be determined by schools on an individual basis, as they will be dependent to a large extent on local circumstances such as premises design and layout, class arrangements, resources available, etc. An example of a lockdown procedure could be:

a) Partial Lockdown

Alert to staff: 'Partial lockdown'

This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

Immediate action:

- All outside activity to cease immediately, pupils and staff return to building. (There need to be a means of communicating the alert to duty staff at break times);
- All staff and pupils remain in building and external doors and windows locked;
- Free movement may permitted within the building dependent upon circumstances.

All situations are different, once all staff and pupils are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the lockdown' is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.

In the event of an air pollution issue, air vents can be closed (where possible) as an additional Emergency Services will advise as to the best course of action in respect of the prevailing threat.

b) Full Lockdown

Alert to staff: 'Full lockdown'

This signifies an immediate threat to the school and may be an escalation of a partial lockdown.

Immediate action:

- All pupils return to base (classroom, tutor room or other agreed location e.g. sports/ assembly/ dining hall);
- External doors locked. Classroom doors locked (where a member of staff with key is present). Windows locked, blinds drawn, pupils sit quietly out of sight (e.g. under desk or around a corner);
- Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in);
- Pupils/ staff sit quietly out of sight and where possible in a location that would protect them;
- Lights, smartboards and computer monitors turned off;
- Mobile phones turned off (or at least turned onto silent so they cannot give away your position);
- A register to be taken of all pupils/ staff in each classroom/ office;
- Communicate register of staff/ pupils to a pre-agreed central office;

Staff and pupils remain in lock down until it has been lifted by a senior member of staff /emergency services. At any point during the lockdown, the fire alarm may sound which is a cue to evacuate the building.

During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the central office as this could delay more important communication.

Examples of discreet communication channels might be:

- Where staff have access to an internal e-mail system then they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means e.g. laptop, smartphone or tablet;
- Where a school uses 'Parent mail' then staff could be put into a defined user group. This could then be used to communicate instructions via text message in an emergency.

7.2.1 Communication between Parents and the School

School lockdown procedures, especially arrangements for communicating with parents, should be routinely shared with parents either by newsletter or via the school website. In the event of an actual lockdown, it is strongly advised that any incident or development is communicated to parents as soon as is practicable. It is obvious that parents will be concerned but regular communication of accurate information will help to alleviate undue anxiety.²

Parents should be given enough information about what will happen so that they:

- Are reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety;
- Do not need to contact the school. Calling the school could tie up telephone lines that are needed for contacting emergency providers;
- Do not come to the school. They could interfere with emergency provider's access to the school and may even put themselves and others in danger;
- Wait for the school to contact them about when it is safe for you to come get your children, and where this will be from.

The communication with parents' part of the plan needs to reassure parents that the school understands their concern for their children's welfare and that everything that can possibly be done to ensure children's safety will be done. However, it may also be prudent to reinforce the message '**...the school is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out...**'

7.2.2 Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown. Emergency Services will support the decision of the Headteacher with regarding the timing of communication to parents. In the event of a prolonged lockdown or more severe scenario, Flintshire County Council has the capacity to provide humanitarian assistance by establishing a Reception Centre for friend and family outside of the cordoned area.

NOTE: Further guidance, including a Flowchart and Template Document that schools can use to develop their own Model Lockdown Procedure (if they so wish) is included in Appendix 1 & 2 respectively.

7.3 Staff Training/ Lockdown Drills

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" (See Section 7.4);
- Ensure people know what is expected of them, their roles and responsibilities;
- Check staff understanding;

- Regularly test and exercise plans with staff and pupils;
- Regularly refresh training.

It is of vital importance that the school's lockdown procedures are familiar to members of the senior management team, school administrators, teaching staff and non-teaching staff. To achieve this, a lockdown drill should be undertaken at least once a year. Depending on their age, pupils should also be aware of the plan. (Regular practices will increase their familiarity). Parents too should know that the school has a lockdown plan, and a copy should be placed on the school's website.

It would also be good practice to:

1. Conduct a number of table top exercises with the senior management team to test the procedures against various scenarios;
2. Rehearse lockdown arrangements with all staff and pupils;
3. Display lockdown drill information in every classroom alongside information relating to fire drills.

7.4 'Stay Safe': Terrorist Firearms and Weapons Attack

'Stay Safe' principles (**Run Hide Tell**) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack.

Run

- Escape if you can.
- 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.

Hide

- If you can't **RUN, HIDE**.
- Find cover from gunfire.
- 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.
- Lock / barricade yourself in.
- Move away from the door.

Tell

Call 999 – What do the police need to know?

- 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.

The police service has released a short public information film called 'Stay Safe: Firearms and Weapons Attack' which sets out the key options for keeping safe should the worst happen. You can watch the film by clicking [here](#).

8 DEALING WITH THE MEDIA

(This section relates specifically to Major Incidents)

Flintshire County Council has a Corporate Communications Office with a team of Advisors who have the experience and skills to deal with the media. In the event of an emergency, the media is likely to be amongst the first on the scene and will need to be managed. The Corporate Communications Team will closely liaise with North Wales Police and other Emergency Services Media Officers in the event of an incident and should be consulted for assistance and advice.

8.1 General

Very quickly following a major incident, large numbers of media personnel will arrive in large numbers at the scene. Within 24 hours of the Lockerbie aircraft crash the number of media people exceeded the entire Dumfries and Galloway Police Force. Emergency plans should take account of the need to respond to the media.

In a major disaster on land in the UK, it is the Police who are responsible for co-ordination of the Emergency Service response, public safety, security of the site and access to it. The Police have developed considerable skills, which include managing facilities for dealing with the media. Their primary objective is to ensure that the rescue services are allowed to carry out their work unhindered, whilst also managing facilities that will enable the media to be provided with authoritative information and pictures. The Police will usually co-ordinate the arrangements and set up a media operation base at or near the site. Nevertheless, the school must be prepared to make a contribution reflecting its involvement, interest and concern.

Guidance on dealing with the media should be sought from the Corporate Communications Team at County Hall (Tel. 01352 702112/ 702113).

8.2 Interface with the Media

During a major incident, using the media can be the most effective way of keeping the public informed. A coordinated approach to disseminating information through the media is essential and the school should work with North Wales Police and Flintshire County Council's Corporate Communications Team to achieve this.

8.3 School Fact File

Early in an emergency, information will be scarce but those liaising with the media must be able to provide basic information. A well organised fact file, perhaps prepared in advance could include basic information about the school, such as number of pupils, age range, number of teachers, age of school, layout plan of the school, photograph of school building etc. All this information may not be requested by the press but it is worthwhile to have it available. Fact files should be updated regularly and be free of jargon.

8.4 Press Statements

Press statements will normally be issued by the Police, but the Headteacher and/or Governors may see a benefit in issuing a press statement themselves. This should only be done after consultation with the Corporate Communications Team at County Hall who will advise on the content and timing and who will be in direct contact with the Police Press Office to ensure a co-ordinated response.

8.5 Keeping Parents Informed (refer also to Section 4.2)

In the event of police involvement in an incident then any proposed correspondence with parents (via letters, e-mails, texts or tweets) should be checked first by the Police Officers investigating the incident, with a copy of the proposed correspondence also sent to the Council's Corporate Communications Team. This should ensure that the correct legal terminology is used to avoid prejudicing any subsequent prosecutions.

9 POST INCIDENT DEBRIEF

Following any incident at school or affecting school the Headteacher or the designated person who managed the response should call together all members of staff, as soon as possible after the event, for a debrief.

The purpose of debrief is to ascertain what challenges were met, what risks were identified, and what learning outcomes have been recognised. This in turn may lead to revised / improved response plans.

If the event of an emergency involving a multi-agency response, a multi-agency debrief will ultimately be carried out. In this situation it is possible that trained structured debrief officers will facilitate the process. Individual organisation debriefs will still be necessary, and must be held as soon as possible after the emergency, and preferably before any multi-agency debrief.

A debrief is not a mechanism to lay blame, and should not be used for that purpose. A detailed record of any debrief should be kept and copies provided to each person involved.

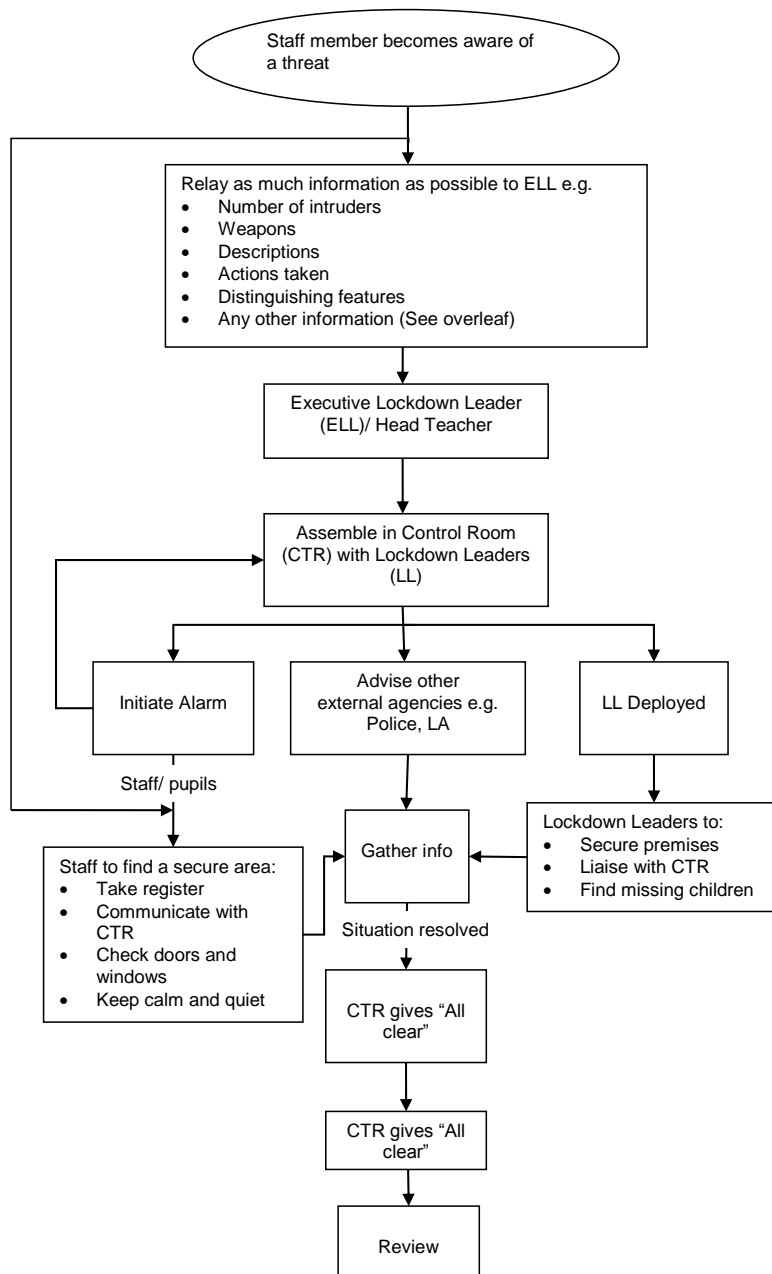
BIBLIOGRAPHY

The following is a list of documents referred to in this document:

Document	Source
LA Health and Safety Policy	LA / Hwb
LA Safeguarding and Child Protection Policy (including Model Policy for Primary and Secondary Schools)	LA / Hwb
Guidance for the Management of Outdoor Learning, Off-site visits and Learning Outside the Classroom	OEAV <i>also</i> EVOLVE
Corporate Standard and Guidance on Accident Reporting and Investigation	FCC Infonet
Corporate Standard and Guidance on Violence and Aggression at Work	FCC Infonet
Violence to Staff in the Education Sector	HSE Books <i>also</i> FCC Infonet

Corporate Standard Bomb Warning Procedures	FCC Infonet
LA Emergency School Closure Procedures	LA / Hwb
School Security – Dealing with Troublemakers	DfES <i>also</i> FCC Infonet
Safe and Effective Intervention – use of Reasonable Force and Searching for Weapons	WAG / Hwb
Code of Practice for the Safe Operation of Minibuses	Hwb
National Counter Terrorism Security Office (NaCTSO) guidance and advice – “Recognising the Terrorist Threat”	NaCTSO

Appendix 1 – School Lockdown Flowchart



Appendix 2 - Lockdown Procedures for Schools Guidance 2017

INTRODUCTION

What is dynamic lockdown?

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 moving into danger areas and preventing or frustrating the attackers accessing a site (or part of).

Planning should include;

- How to achieve effective full or partial lockdown
- How to let people know what's happening
- Training your staff
- STAY SAFE principles.

Purpose of this document

This document is based on the NaCTSO (National Counter Terrorism Security Office) [Guidance Note 1/2015 - Developing Dynamic Lockdown Procedures](#) and should be read in conjunction with your School Emergency Plan.

Section A: Is a model template document to assist schools in completing their own school lockdown procedures and should be completed in conjunction with the guidance in Section B.

A summary flow diagram of the lockdown procedure is provided in Appendix 1.

Section B: This section provides schools with additional advice when developing lockdown procedures and covers the sort of threats that schools may potentially be subjected to e.g. aggressive or violent intruder, dangerous animals, chemical or environmental incident.

Where the school is subject to an aggressive terrorist incident, e.g. armed attackers, the basic Stay Safe principals of the Run>Hide>Tell must be followed.

Section A: Template Document

Lockdown Procedure for [*Insert name of school*]

This Procedure is based on the NaCTSO (National Counter Terrorism Security Office) [Guidance Note 1/2015 - Developing Dynamic Lockdown Procedures](#) and should be read in conjunction with the School Emergency Plan. It covers the sort of threats that the school may potentially be subjected to e.g. aggressive or violent intruder, dangerous animals, chemical or environmental incident. However, where the school is subject to an aggressive terrorist incident (e.g. armed attackers) and it is not safe to initiate any or part of this plan the basic stay safe principals of the **Run>Hide>Tell** must be followed.

What is dynamic lockdown?

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 moving into danger areas and preventing or frustrating the attackers accessing a site (or part of).

It is intended that this procedure should be amended and adapted for your school needs. Any notes written in blue italics are for information only when drawing up your procedure and should be deleted on completion.

Part One: Lockdown Procedure: Planning	
Procedures	Points to consider/ notes
1. Names of Staff who will perform specific duties; Executive Lockdown Leader: Back up ELL: Lockdown Leaders: Back up LL: Control Room (CTR) Location: Alternative CTR:	
2. Circumstances that the school will call a lockdown e.g.: <ul style="list-style-type: none"> • Aggressive/violent intruder • Dangerous animals • Environmental hazard • Other threat as identified by the ELL 	
3. Authorities/ agencies that will or may need to be contacted: [<i>Insert Authorities/ Agencies</i>] - see the Emergency Assistance Contact list given in Section 2 of this guidance document (page 2).	<i>The need to make contact with a specific Authority/ Agency will depend on the type of incident/ emergency situation. For example,</i> <ul style="list-style-type: none"> • <i>A reported incident / civil disturbance in the local community (with the potential to pose a</i>

	<p><i>risk to staff and pupils in the school);</i></p> <ul style="list-style-type: none"> • <i>An intruder on the school site (with the potential to pose a risk to staff and pupils);</i> • <i>A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc.);</i> • <i>A major fire in the vicinity of the school.</i>
4. Method of communication to be used in the event of a lockdown:	<p><i>Detail any equipment to be used and storage requirements or checks required e.g. checking walkie-talkies, work, spare batteries etc.</i></p> <p><i>If possible pre-record a phone message to inform callers that a lockdown is in progress.</i></p> <p><i>Is it possible to designate a dedicated telephone line for lockdown communications?</i></p>
5. Lockdown alert signal will be given in the following way: All clear signal will be given in the following way:	<p><i>Detail how this will be practised so that staff/pupils become familiar with the sound?</i></p>
6. Movement plan for pupils and staff to follow if they are not in a class room: E.g. pupils/ staff to make their way to their classroom or their nearest secure building.	<p><i>Specify buildings that can be included within the lockdown and state any areas that are not suitable for lockdown (as they can't be secured).</i></p> <p><i>Include contractors and visitors to site in the plan.</i></p>
7. How will register be taken and communicated to the CTR?	<p><i>Will existing methods be used?</i></p>
8. LL to check designated areas of the school. For example: Area 1 [<i>insert building</i>] : LL [<i>insert name</i>] Area 2 [<i>insert building</i>] : LL [<i>insert name</i>] Area 3 [<i>insert building</i>]: LL [<i>insert name</i>] Area 4 [<i>insert building</i>]: LL [<i>insert name</i>]	<p><i>To facilitate the lockdown procedure it is advisable to split the school into designated areas (areas will depend on the size and layout of the school and may correspond to your fire warden areas). A plan showing areas may be necessary for complex sites.</i></p> <p><i>Where possible Lockdown leaders should be assigned areas as part of this plan, if this is not practical the ELL can designate LL to areas on the day.</i></p>
9. Lockdown procedures will practised at least once per year and drills recorded in [<i>insert record</i>].	<p><i>Document how often training is to take place and where recorded e.g. in Fire Log Book. Who is responsible for this?</i></p> <p><i>An example summary document for staff can be found in Appendix 1.</i></p>
Part Two: Lockdown Procedure: Roles	
1. CTR/ELL role: <ul style="list-style-type: none"> • Sound alert signal • Co-ordinate LL • Contact Emergency services/external agencies 	<p><i>You may specify what staff are likely to be part of the CTR and allocate specific roles. However if this is not practical this can be determined on the day by the ELL.</i></p> <p><i>Ensure accurate records are taken of all actions in</i></p>

<ul style="list-style-type: none"> • Begin roll call process approx. 15 minutes after lockdown was initiated. • Gather information and liaise with all staff • Take records • Initiate all clear • Lead the debrief with all parties and any communication. 	<i>an incident log.</i>
<p>2. LL role:</p> <ul style="list-style-type: none"> • Report to CTR • Secure designated area (windows & doors) • Gather information and liaise with staff/CTR • Search for missing children if required • Undertake dynamic RA at all times and not move about school if not safe to do so. 	<i>Consider how you will secure fire exits as these should remain accessible in case occupants need to escape in an emergency. Schools will usually have suitable mechanisms for securing doors that are easy to overcome from the inside e.g. thumb turns.</i>
<p>3. Non LL Staff must:</p> <ul style="list-style-type: none"> • Escort pupils to a lockdown area • Take a register if possible • Communicate with CTR any missing pupils or additional pupils • Check doors and windows in immediate vicinity are secure • Keep pupils calm and quiet • Where appropriate (due to nature of the threat) sit on floor away from windows • Keep mobile phones on silent. 	<i>Do not lock fire exits with a key in case you need to escape in an emergency. Schools will usually have suitable mechanisms for securing doors that are easy to overcome from the inside e.g. thumb turns. If a key has to be used because of an immediate threat, ensure it is not removed from the lock.</i>
Part Three: Lockdown Procedure: Debrief & Review	
1. Debrief for staff/pupils to be taken by ELL as soon as possible after the incident.	
<p>2. Parents to be informed via a meeting and /or letter as soon as practical after incident (Further information to be provided on website, etc.).</p> <p>Media contact to be consulted before any communications are released: e.g. FCC Corporate Communications Team tel. 01352 702112 (communication@flintshire.gov.uk)</p>	<p><i>Consider any other suitable methods of communication e.g. website, social media.</i></p> <p><i>Who will need to be consulted before communications are released e.g. FCC Media And Communications Team? Provide contact details.</i></p>
3. Incident report to be completed by ELL Reporting mechanism: e.g. FCC H&S Incident & Accident form	<i>Where provided the Police Incident report/number and Police liaison Officer details should form part the incident report.</i>
Lockdown Procedure written by:	Review by:
Date:	Review date:

Section B: Further Guidance

Part One: Planning	
Procedures	Points to consider
<p>1. Decide on roles: The Head of school will be the Executive Lockdown leader (ELL), they should nominate several 'Lockdown leaders' (LL): people with authority to lead and manage the lockdown.</p> <p>The ELL will initiate, manage and conclude a lockdown.</p> <p>Choose a suitable 'Control room' (CTR), where all instructions and management decisions will come from e.g. the main office. The control room may include office managers/reception staff who will assist the ELL with tasks.</p> <p>The number of LL would depend on the size of the school and how many designated areas each LL could realistically manage in the event of an incident. At least one LL will be tasked with the role of ensuring that all entrance/s to the school are locked.</p>	<ul style="list-style-type: none"> • There should be a backup ELL (which maybe the acting Head at the time of the incident) and back up LL in case of absences on the day. • ELL should be based in the 'Control room' (CTR) to coordinate communications and record actions. • Consider alternative CTRs in the event the original location is no longer a viable option. • Each LL should be highly familiar with all aspects of the school grounds in the event they needed to look for missing pupils or to hide staff/ pupils. • ELL and LL will liaise in the CTR at the start of incident to provide instructions. It is very likely that any communication equipment will need to be stored in the control room or somewhere that is easy to get to.
<p>2. Consider scope of guidance: Define and list the circumstances in which your school will call a lockdown.</p> <p>Decide on external agencies that will or may need to be contacted</p>	<ul style="list-style-type: none"> • A lockdown should be initiated when a situation arises that requires the isolation (rather than evacuation) of staff and pupils from an identified threat. • Threats on site could include, but not be limited to; aggressive or violent intruder/parent/pupil; siege/hostage incident, dangerous animals, armed incident, terrorist incident, chemical or environmental incident. • A lockdown should involve the whole school, (including all pupils and use of all school grounds). • However STAY SAFE principles must take precedence (Run>Hide>Tell) if there nature of the threat is such that the school lockdown procedure cannot be implemented e.g. aggressive terrorist attack.
<p>3. Communications Decide how individuals will contact the ELL/CTR if they see something or someone suspicious.</p> <p>Determine a clear method of communication to be used during a lockdown.</p> <p>Once methods have been agreed, ensure all tools and equipment are kept in working order, e.g. internal email alert, walkie-talkies, mobile phones, land lines, etc.</p> <p>Are walkie-talkies fully charged at all times and emergency mobile phones fully charges</p>	<ul style="list-style-type: none"> • Review communications channels for whole school (classrooms, canteen, isolated staff in satellite buildings, consider also groups returning from off-site) • How will main office staff stay in contact and ensure nominated phone lines remain clear? • Think about before & after school and during breaks. Do other communication options need to be purchased for playground duty, e.g. walkie-talkies. If you agree upon email alerts, is it likely or realistic that all staff would receive these in time? • Consider the most effective/ quick and

<p>and preinstalled with relevant other numbers for ELL and LL.</p>	<p>accessible method of communications.</p>
<p>4. Decide on signals: Arrange how the lockdown alert signal will be given (and the subsequent all clear signal)</p>	<ul style="list-style-type: none"> • Ensure that it can be recognised/heard all over the school. A continuous “alarm” sound is not usually recommended as this may well inform the threat that the school is about to go into lockdown. • Ensure that the alert could never be mistaken for a fire alarm. • Consider making an “announcement” ‘code’ which would be easily understood as a lockdown initiation instruction.
<p>5. Movement around school Consider a movement plan for pupils and staff to follow if they are not in a class room.</p> <p>Include contractors and visitors to site in the planning process</p>	<ul style="list-style-type: none"> • Decide which buildings are suitable (and which are not). Consider before and after school and the location of activities and play areas. During breaks or outside classes, pupils will need to proceed to the closest, securable room. • Any plans will need to be practised, so all staff/pupils must be familiar with the school grounds and layout.
<p>6. Registration Develop a process for conducting a register and communicating this information back to the CTR. This may be based on existing procedures.</p>	<ul style="list-style-type: none"> • A register with all names of pupils, staff, volunteers etc. in each room or group needs to be passed onto the CTR via a secure and pre agreed method. Use existing mechanisms where possible. • For the purpose of not blocking communication channels for prolonged periods of time consider communicating to CTR only key information such as, the register has been completed and only pass on details of pupils/others who are missing.
<p>7. Consultation Share the draft Lockdown plan with staff and Governors.</p>	<ul style="list-style-type: none"> • A range of staff reviewing the document will often result in other issues being considered that may have been overlooked.
<p>8. Training Communicate and train staff in the lockdown procedure. All training must be recorded. Procedures must be practiced by the whole school.</p>	<ul style="list-style-type: none"> • All staff including support staff and volunteers need to be part of the Lockdown practise, which should be held more than once a year. • It is important that all staff are made aware of the lockdown procedure if for any reason they miss this training. • A summary document should be provided for relevant areas e.g. classroom, staff room (not displayed publicly). See Appendix 2. • Practice (and review) this procedure with different scenarios. • Consider whether it is necessary to send a letter to parents before & after a lockdown drill to alleviate any concerns and ensure parents are vigilant about any children who may show signs of distress. • Undertake the first practice on a pupil free day where possible.

	<ul style="list-style-type: none"> • Go to normal work areas and check that communications can be heard, registration system must be practised. • Test the communication systems, e.g. that walkie-talkies work. • Invite local police to be involved in practice lockdowns, (if they have capacity.)
<p>9. Clarify responsibilities. Document responsibilities of designated persons.</p> <p>ALL staff will have the responsibility of checking windows and doors in their immediate vicinity are secure and safe. (This will reduce the amount of work that the ELL and LL will have to do in the event of an incident.)</p>	<ul style="list-style-type: none"> • Who will be responsible for instigating the signalling alert, contacting police and the collation of important facts and details of the threat? • You will also need to consider having a voicemail message on the school main line to make parents aware that the school is in lockdown and children will not be released until the lockdown has come to an end. • Consider procedure for lunchtimes/ breaks, in the event of stragglers – ensure there is a process in place to collect them e.g. Instructions if a pupil/other is in the toilet – to go to nearest occupied room. • Consider how details for missing pupils/others would be conveyed to the CTR. • At what point will the LL begin to check their designated zones to check for missing pupils and stragglers? • Will the main office be able to contact them via radio to alert them of missing persons? • Who will liaise with Police, inform the local authority, speak to parents, seek advice from local authority communications teams/media advisor, maintain incident log, print letters for pupils to take home, etc.?
Part Two: Lockdown Procedure	
<p>1. Threat Observed: Threat has been seen by staff – they must communicate this to the ELL or CTR.</p> <p>If no answer, contact one of the LLs.</p> <p>If advised by ELL or LL, The member of staff should initiate Lockdown for their own class or area</p>	<ul style="list-style-type: none"> • Try to give as much information as possible about what was seen as this information will be passed from the CTR to the police. • If able to do so safely advise neighbouring classes • Keep pupils calm and quiet • Move safely to a secure area/location within the classroom if not already there • Check window and door security in immediate vicinity only. • A dynamic risk assessment must be performed by teachers to determine if it is safe for them and their pupils to move around the site.
<p>2. Initiation ELL will then take responsibility for initiating a whole school Lockdown.</p> <p>ELL will meet at the CTR office and give out instructions and communications equipment</p>	<p>A dynamic risk assessment is the continuous process of assessing risk and making decisions that ensure an acceptable level of safety in the rapidly changing circumstances of an operational incident.</p>

<p>The ELL will establish the nature of the threat and gather as much information as possible e.g. descriptions of intruders</p> <p>A dynamic risk assessment must be performed to determine if it is safe for ELL and LL to move around the site.</p>	
<p>3. External Communication The ELL will liaise with external bodies as appropriate e.g. Police, LA (EMRT or CCTV out of hours), Emergency Services, Environment Agency, etc.</p>	<ul style="list-style-type: none"> • Communicate details of the threat and lockdown procedure to the police or other relevant body. • Number of intruders? Weapons seen? Descriptions of intruders? On site or trying to get on site? Consider providing a proforma with your classroom summary document for staff to complete with any relevant information. • Place school phones onto pre-recorded voicemail allowing callers to know the school is in lockdown and not to block the phone lines • Instruct parents via the recorded message not to come to the school as children will not be released until after lockdown. • Consider if any other communication methods are appropriate e.g. social media (only after consultation with media advisor).
<p>4. LL Deployed All LL proceed to their designated areas to carry out their checks on staff/ pupils and windows/doors.</p>	<ul style="list-style-type: none"> • LL will continually be performing a 'dynamic risk' assessment for their own safety. Do not move around the school if it is not safe to do so. • LL will be assigned designated areas to check (either predetermined or designated by the ELL on the day). • In the designated areas the LL will reassure staff, check windows and doors are secure and look for any missing persons.
<p>5. CTR manages communications Collect any information about incident/ intruder etc.</p> <p>Communicate gathered information to Police Services (or other relevant body) and take their instruction.</p> <p>Update Local authority as appropriate.</p> <p>Divert phones to a pre-arranged number.</p> <p>Begin roll call process at approx. 15 minutes after lockdown was initiated. Time needs to be given to allow staff and pupils to gather at their relevant safe spaces.</p>	<ul style="list-style-type: none"> • Advise staff if/ when police are controlling the situation. • Divert parents and returning groups away from school if not already on the grounds. • Ascertain if all staff, pupils and others are accounted for via roll call process, if not pass details to 'Lockdown leaders' who will round up any missing persons (where safe to do so).
<p>6. Non LL Staff role (on hearing the alarm) Mobilise support staff and pupils to get to secure place if not there already.</p>	<ul style="list-style-type: none"> • If in class, stay in current classroom. • If outdoors, move to closest, securable room or to designated area and stay there unless

<p>Relay simple and quick communications to pupils do not panic them</p> <p>Secure windows and doors as required</p> <p>Relay registration details to CTR with the following information (or similar): -</p> <p>a) Registration complete no missing persons. b) Registration complete, missing persons or any additional pupils - give name of missing/ additional persons.</p> <p>If there are missing persons, LL will look for them (if safe to do so).</p> <p>If missing children end up in another location with other teachers, that teacher must relay this to the CTR as soon as practicable. CTR will relay this to LL who will liaise with relevant teacher whose child is missing.</p> <p>Lockdown leaders should be the only staff moving around the school building other than those trying to move to a secure location.</p>	<p>advised otherwise or the threat causes you to look for alternative place of safety.</p> <ul style="list-style-type: none"> • If nature of the threat warrants it pupils and staff should stay out of sight as much as possible e.g. sit on floor away from doors and window, Turn off lights, close windows and lock doors. Everyone must stay quiet. • Mobile phones must not be used to contact parents, all phones must be switched to silent and not on vibrate. Phones should only be used when absolutely necessary. • Keep communication lines free for essential communications only.
<p>7. Continuing/ extended lockdown Continue procedures of quiet sitting.</p> <p>Take instructions from police if they have assumed control</p>	<ul style="list-style-type: none"> • Continue mobile phone silence for staff and pupils. Advise that no pupils can leave secure area for toilets, food etc. • If toilet emergency for young child – use planned alternative • If emergency medication is required – contact CTR for advice, assessment of the situation and to discuss options.
<p>8. Lockdown over When the situation is resolved the ELL will authorise the sounding of the recognised audible signal to advise that the lockdown is concluded.</p>	<ul style="list-style-type: none"> • All clear signal should be given by CTR once police/ emergency services (where involved) have confirmed all is well.
<p>Part Three: Debrief & Review</p>	
<p>1. Debrief Debrief pupils and staff as soon as practicable. This process is essential and must be completed to reassure staff and pupils that all is now well.</p>	<ul style="list-style-type: none"> • Depending on nature of incident, seek support from police for debrief. • When providing information for pupils consider developing some staff information or script for staff to talk through with pupils. • Brief staff at a meeting, provide support where needed.
<p>2. Communications with parents, media, etc. Debrief parents/ carers via letter, website and if possible a face to face meeting with all parents who wish to attend</p>	<ul style="list-style-type: none"> • If relevant, speak to local authority communications team before sending out any letters to parents about the lockdown. • Advise parents of the end of lockdown and outcomes. If relevant, advise that further information will be given in due course. • Change the message on school phone, this could include information on communications to be sent out and details of parents debrief meeting.

	<ul style="list-style-type: none"> • Check register and sign out pupils when leaving school after lockdown.
3. Documentation	<ul style="list-style-type: none"> • Check with the local authority about reporting requirements. Report incident through normal incident reporting mechanism. • Police may need to take statements from pupils/ teachers.
4. Support Ongoing support from local authority (If applicable) with press interest, police issues, counselling etc.	<ul style="list-style-type: none"> • Immediate and ongoing support should be pre-planned and accessible after the incident for a period of time determined by the nature of the incident.
5. Review Follow up and review procedures.	<ul style="list-style-type: none"> • Review procedures, how did they work – what needs to be changed? • Ask for feedback from staff about what worked well and what did not. • Update procedures as required, re-distribute and ensure all staff and others trained in new procedure. • Practice again with new procedures.

[Insert name of School] Lockdown Procedure

In the event of the Lockdown Signal Alert [*insert school signal method*] stay indoors in the room/classroom that you are in. If you are outside make your way to the nearest classroom or the hall.

Specify how staff will be kept informed and how communications will be shared e.g. an e-mail will be sent to 'all staff' giving instructions as to what to do – please ensure this is checked and not on the screen for children to read. It is therefore important that a computer is always logged on (and e-mail accounts open) during teaching sessions. Internal phones may also be used for communication.

If you are with children it is important to:

- Remain Calm
- Reassure
- Ask children to be quiet and to follow your instructions