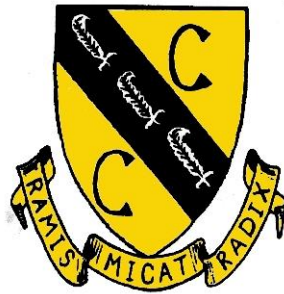


**Clarendon Cottage Preparatory
School**

Foreseeable Emergencies policy



Created by: E Howard (May 2010)
Reviewed by Mr P Orechhoff (March 2017)
Review Date: March 2018

Foreseeable Emergencies Policy

This plan is in effect for the whole school and EYFS

Definition

‘An event – or events – usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.

Aims

To:-

1. Create an awareness of the need for planned arrangements to be made.
2. Provide re-assurance of the practical help that is available from the Local Authority and other agencies, at short notice.
3. Recommend the need for each school to develop complementary emergency arrangements, in line with the enclosed draft plan.
4. Pass on advice based upon previous experiences.
5. Give guidance on other source of information and help.

Scope of The Plan

In School

- A deliberate act of violence, such as the use of a knife or firearm
- A school fire or laboratory explosion
- A pupil or teacher being taken hostage
- The destruction or serious vandalising of part of the school
- Confirmation of an infectious illness
- School building being closed

Outside School

- The death of a pupil or member of staff through natural causes or accidents
- A transport-related accident involving pupils and/or members of staff
- A more widespread disaster in the community
- Death or injuries on school journeys or excursions
- Civil disturbances and terrorism

Emergency Activation

In the event of a School related emergency the proposed arrangement is outlined here:

INCIDENT OCCURS

Paul Orechoff (or Amber Hartley) is notified



Paul Orechoff (or Amber Hartley) rings:

School Director: 0161 789 3071 (Cottage)/0161 789 0472 (Monton)/01539
448137.Liz/Jeff) Or:

Requesting LA help (in the case of an infectious illness)



School Director

Attends site to:

- Assist/advise Headteacher/ Nominee
- Determines full needs
- Takes action accordingly



Headteacher (or Nominee)

- Liaises with staff/parents
- Identifies on-site facilities
- Mobilises on-site Team (if appropriate)

Emergency action list

ACTION BY:- Paul Orechoff (OR Amber Hartley)

Stage 1 - Initial Actions

- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Then consider whether Incident requires involvement of 'Local Authority Support Team' NB it is requested that initial contact be always made with the Local Authority in emergencies in case they have wider significance.
- If so, contact one of the single point contact numbers listed
- Establish whom they will contact. Check this includes the Education Committee Chair.

If during term time

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

If outside term time (or outside school hours)

- Arrange for:-
 - the Caretaker to open certain parts of the school as appropriate and to be available (and responsive) to requests.
 - Immediate School Administration support.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements. Try to postpone Media comment until after the LA's PR Officer arrived (who will be part of the 'Local Authority Support Team'). If you cannot, see Appendix 2 for some key points to remember.

NB: It is especially important that if names of those who may have been involved in the incident are known DO NOT release – or confirm – them to anyone, before those identities are formally agreed and parents are informed.

- If deputising for the Headteacher, try if possible to contact and brief her.
- Inform School Director-
 - of Incident and, if appropriate, of involvement of ‘Local Authority Support Team’.
 - they should standby to be available for interview by the Media.
- Call in the designated staff members to form the ‘School Emergency Management Team’, and nominate one as the On-Site Coordinator to oversee that Team on your behalf.
- Be prepared to receive many telephone calls.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 – Once established

Brief Staff Member acting as On-Site Co-ordinator to oversee the following:-

- If ‘Local Authority Support Team’ has been activated, arrange for On-Site facilities for the Team.
- Agree appropriate identification of staff by using badges
- Expect to see identification of Local Authority Support Team Officers.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring –
 - sufficient help is available to answer the many calls that could be received (The Local Authority Support Team will be able to assist with a ‘Help-Line’)
 - staff maintain records of all calls received
 - brief, but up-to-date prepared statements are available to staff answering phones
 - media calls are directed to the LA’s PR officer
 - care is taken when answering telephone calls
 - an independent telephone is made available for outgoing calls only – a

mobile phone can be useful – but remember such messages can be readily intercepted

- telephone staff are reminded that some calls could be bogus
- To arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged.
- To be aware of how colleagues are coping
- To arrange for all pupils to be told, in simple terms, at an early stage (ideally in small groups and initially by class teachers, wherever possible).
- To brief Team to discourage staff and pupils from speaking to the Media.
- To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

Parents:

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

Staff:

- Remember to have regular breaks, and advise others to do so.
- Maintain regular contact with staff (Teachers and office staff). Make a point of seeing that all staff involved know each other's roles & responsibilities.
- Always try to think of something positive to say to staff & respond positively to ideas and suggestions
- Be available to see staff when required.
- Remember some members of staff may be so affected, that they will not be able to help in supporting children

- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support.
- If Incident is away from school, try to dissuade shocked staff from driving parents to the scene.

‘Local Authority Support Team’

- Maintain liaison with ‘Local Authority Support Team’ Senior Officer for duration of Incident.

Stage 3 – Period following the close of the incident

- When appropriate, seek advice from ‘Local Authority Support Team’ and local clergy contact on special assemblies/funeral/memorial services.
- Prepare joint report with named Senior Officer, for Director of Education.
- Arrange for a member of staff to make contact with any pupils either at home or in hospital.
- Make sensitive arrangements for the return to school (as appropriate).

Stage 4 – Longer term issues

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

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

Emergency action list

ACTION BY:- EMERGENCY MANAGEMENT TEAM

Stage 1 – Initial Actions

- Obtain full facts of Incident from Emma Howard
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to sensitively inform staff and pupils to provide appropriate support
- Assist class teachers who will undertake classroom briefings
- Arrange special groups for very distressed pupils.

Stage 2 – Once Established

- Under guidance from School On-Site Co-ordinator, assist Emma Howard (or Dean Howard)
- Work with LA Support Team the Directors (Paul Orechoff) and School On-Site Co-ordinator as directed.

Stage 3 – Period Following Close of the Incident

- As above

This team should comprise: Up to 4 senior members of staff, together with office staff.

Emergency action list

ACTION BY:- ADMINISTRATIVE ASSISTANTS

Stage 1 – Initial Actions

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

Stage 2 – Once established

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

Stage 3 – Period Following Close of the Incident

- As above

Media interviews

- Say you cannot comment.
- Leave any comments to the Directors or the Head (after consultation with the Directors)

Contact List

The names and telephone numbers of organisations and individuals who may be useful to the School in an emergency:

Organisation	Name	Telephone No.
Clarendon Cottage Prep School	Paul Orechoff	0161 950 7868
	Paul Orechoff (Mob)	07710 571724
	Sue Platt (Office Manager)	07809 768919
	Amber Hartley	07929 005524
The Cottage Kindergarten	Sarah McWilliams	0161 789 3071
Monton Village School	Sue Curtis	0161 789 0472
Directors	Liz/Jeff Bagnall	01539 448137

Clarendon Cottage Emergency Plan

The following procedures will be put in place in the event of an emergency:

If the school should be closed, and we are unable to enter:

1. Staff and pupil contact details are held on card file at The Cottage, and Monton Village School. The Head and Admin staff (and any other available members of staff) will contact parents to inform them of the situation.
2. Any available staff will help to transport children to other sites (in collaboration with the directors)
3. The Head will be the point of contact for parents/staff to appraise them of the situation and to inform everyone when the school will be reopened.

In the event of an illness (e.g. flu pandemic):

1. In the event of confirmed cases of infectious illnesses (see separate list) we will contact the local health authority and follow the procedure set out in the infectious diseases policy.