



LYDIATE
LEARNING
TRUST

School Emergency Management Policy (LLT)



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TRUST

ENGAGE, ENABLE,
EMPOWER

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SECTION 1 - INTRODUCTION

The School Emergency Management Plan is designed to support the Lydiate Learning Trust when adversity occurs. This document will outline the key actions required whenever any emergency happens. The trust will implement a strategic plan which looks at initial response and actions, ongoing support and then a recovery plan to ensure that once the emergency has finished the school and return to their normal operating procedure.

This document will work in line with the Disaster Recovery Plan and will at times overlap. The DRP will focus solely on the recovery of the school and any plans linked towards that.

Additional to this document, each site within the Lydiate Learning Trust will have a site-specific set of information which will be used for all aspects of the SEMP. The site-specific information is updated termly and has this relevant information;

- School information
- Contact details – Staff and Governors
- Contact Details – extended Services
- Contact Details – Local Authority
- Contact Details – Local Radio Stations
- Contact Details – Other Organisations
- Contact Details – Emergency services
- Contact Details – School provisions (Gas, Electric, Water)

The School specific document will also hold key Business Continuity Plans such as;

- Alternative provisions
- Storage of ICT Servers and Back Ups
- Details on how to access Websites / Education provisions
- Locations of Assembly Points
- Emergency Action Plan for site lockdown or Bomb threats and the protocols to follow.

The site-specific document compliments the procedures outlined within the SEMP, it holds the finer details around the individual school and what is required their opposed to a generic procedure across all Schools.

Lydiate Learning Trusts commitment to safety has set the foundation for the operations of the organisation, which employs a number of preventive measures to safeguard itself from disasters, mitigate the impact of a disaster should one occur, and assist in the recovery process following a disaster. This groundwork ensures the continuity and productivity of all schools within the Lydiate Learning Trust core business operations in the event of a disaster. A summary of the Academy's primary operations faculties is provided in the sections below.

Building Facilities

The facilities at the schools of the Lydiate Learning Trust are located across the North West of England in two Local Authorities – Sefton and Liverpool. Approximately 350 staff members occupy the facilities on a daily basis along with approximately 2500 students and variable numbers of visitors.

There is sufficient land on each of the sites, on the current playing fields where portable classrooms may be parked in the event of a major building disaster.

The Fire Risk Assessment has considered the suitability of the emergency exits from the buildings and the location of Emergency Assembly points.

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All buildings conform to applicable local fire safety codes and health standards. In addition, all buildings have electronic security systems and security procedures in place to prevent unauthorised access to the buildings and deter theft and vandalism of Academy property.

Transportation Systems

Lydiate Learning Trust has several minibuses across all of the schools for the transportation of its students and staff during field trips or events. For other large, organised events the Academy will outsource the transportation service to a transportation contractor.

ICT Systems and telephony

The Information and Communication Technology (ICT) system is the technology backbone of Lydiate Learning, providing support for the curriculum and instruction materials through its virtual learning environment. The full system documentation including disaster and continuity planning measures are maintained by the Trust ICT Network Manager. As this is a highly technical document and relies on specialist skills to implement, it is not considered in detail here other than to note that this element of the disaster response and recovery plan is updated in line with any significant change in services or technologies employed and is also reviewed annually by the Trust ICT Network Manager.

Types of Disaster

A disaster can take many forms, and may be the result of a natural event, an accident, or malicious intent or terrorism. The following list is not exhaustive but demonstrates the wide range of threats that could affect the faculties and operations of the Academy. The examples given are not necessarily mutually exclusive, as the manifestation of one disaster may lead to the propagation of other disasters.

- Aircraft – Crash landing of an aircraft or falling debris could cause from minor to significant damage to buildings. Such an event is unlikely given the location of Academy facilities away from flight paths.
- Adjacent Building Instability – Damage, fire, or structural instability of a building adjacent to an Academy building could cause a varying degree of damage to the Academy building. Due to the distances between academy buildings and the nearest neighbouring buildings this is not likely to have significant impact.
- Bomb Attack – A bomb detonated or dropped in the vicinity of an Academy building could cause partial or total loss of one or more Academy structures.
- Bus Incident – A bus accident or a terrorist incident involving a bus would have minimal direct impact on the operations of the Academy but could have a much greater impact on the Academy’s business in terms of public perceptions and relations.
- Computer or Telecommunications Network Failure/Virus – Computer or telecommunications network failure either from software error, physical failure, or malicious intent could significantly interrupt educational activities and communications and be detrimental to the ongoing business operations if data or electronic communications could not be restored.
- Death – Death includes shooting, knife violence, and public suicide. While the number of students or staff impacted by such an act would likely be minimal, an event like this could have disastrous consequence on the public perception of the Academy and morale of students and staff.
- Earthquake – A severe earthquake could significantly damage one or more Academy structures, thus having a significant impact on continued operations. Such an event, however, is unlikely.
- Epidemics – A widespread disease could cause a significant number of staff to be unable to fulfil their duties, causing considerable disruption to Academy operations.
- Fire – Fire, whether by accidental or deliberate origins, could damage part or all of an Academy building and its contents.

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- Flooding/Water Damage – Flooding caused by rain ingress, drainage failure, or burst supplies would result in buildings or parts of buildings being rendered unusable, with potential for atmospheric problems due to mould growth.
- Gas Explosion – Gas explosion caused by gas ignition from neighbouring buildings or gas supplies, causing partial to total loss of an Academy building.
- Industrial Espionage – Loss of sensitive data may compromise the business activities or public relations image of the Academy.
- Lightning – If lightning were to strike an Academy building, damage could take the form of destruction of electronic equipment or partial or total loss of buildings from fire.
- Pollution – Chemical leaks or the propagation of biological agents could lead to widespread sickness of staff members who would be unable to fulfil their duties, to parts of Academy buildings being rendered unusable, and to the Academy’s image becoming tarnished.
- Power Failure – Disruption to the building’s power supply would have a minor impact on Academy operations in the short term (less than two hours) but could have a more severe impact if a power failure was ongoing, especially during normal working hours.
- Subsidence or Building Collapse – Damage to buildings or total loss of buildings could occur because of soil instability or structural movement.
- Theft – Theft could be small-scale in nature, involving only a few items, or could be much larger, affecting a significant number of computers or a server, for example. The disruption of normal business operations depends on the severity of the theft. A theft of significant size could have significant impact upon continued operations of the Academy.
- Vandalism – Vandalism could be minor, such as graffiti on an exterior building wall, or more serious, such as a fire causing partial or total loss of use of a building.
- Wind Damage – Damage to buildings as a result of high winds, usually localized.
- Ashworth Prison – Close location to prison could be an issue if a patient escaped.

Business Impact

Disasters can have a profound impact on every area of the Academy’s business in varying degrees of severity. The Academy’s facilities may be affected, with partial or complete loss of buildings or access to buildings, loss of equipment, or loss of vital data or ICT systems. While these things represent a loss of investment, much more severe is the loss of lives that could happen as a result of certain disasters.

From a business activity perspective, a disaster has the potential to affect the public’s perception of the Academy. Without a public relations strategy, a disaster could cause a loss of confidence in the Academy as a business, leading to a loss of revenue and a loss of the Academy’s competitive advantage.

Remote learning and Remote working is available to support the full School operation. Whilst remote working isn’t suitable for all aspects of the school day, some functions / departments can operate to this model very comprehensively. Every effort to reduce business impact at all opportunities. To ensure that remote working / remote learning is feasible and is operating effectively a number of factors are annually reviewed, these are.

- ICT / Resources audit to ensure remote workers have the equipment to support their function / department.
- Provide all staff / students with mechanisms to manage workloads and a method to ensure work is being completed on time.
- Maximise the use of staff calendars to ensure regular contact with staff members and planning / organisation of daily tasks and projects.
- Communication programme to ensure regular check in with staff and Students.
- Conduct a full review of remote working procedures, performance and the long-term effectiveness.
- Full compliance regarding Remote working Policies, Risk Assessments and Display Screen Equipment assessments. This would be re-issued to staff and circulated via the school communications channels.

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SECTION 2 - ACTIVATION

2.1 Notification of incident (You may wish to keep a copy of this form close to the office telephones)

Information about an incident may come from a number of sources (e.g., member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + Maintain a written record of your actions using this form and a logbook. You may wish to record any new contact details in section 1.
- + Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.
- + Find out what has happened. Obtain as clear a picture as you can.
- + Discuss with the informant what action needs to be taken and by whom.
- + Advise SEMT so they can convene a meeting (if required).

Name of Person receiving the call.

.....

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

.....

.....

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People affected (including names, injuries, where they are, where they are being taken to):

.....
.....
.....

What arrangements are in place for people not directly involved in the incident?

.....
.....
.....

What advice have the emergency services given?

.....
.....
.....

Who has been informed?

- | | |
|--|--|
| <input type="checkbox"/> CEO | <input type="checkbox"/> Police |
| <input type="checkbox"/> Headteacher | <input type="checkbox"/> Fire & Rescue Service |
| <input type="checkbox"/> Exec Team | <input type="checkbox"/> Ambulance Service |
| <input type="checkbox"/> School Staff | <input type="checkbox"/> Local Authority |
| <input type="checkbox"/> Governors | <input type="checkbox"/> Health and Safety Executive |
| <input type="checkbox"/> Pupils | <input type="checkbox"/> Foreign & Commonwealth Office |
| <input type="checkbox"/> Parents / Carers | <input type="checkbox"/> Media |
| <input type="checkbox"/> Extended Services | <input type="checkbox"/> Insurance Company |
| | <input type="checkbox"/> Trade Union |

Does anyone else need to be informed?

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.....
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Are any other actions required?

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+ If the incident happened on an educational visit, please ask the questions below. You might already have these details, but it could be useful to seek confirmation.

Name of educational visit leader:

.....

Number of pupils on educational visit:

.....

Nature of educational visit:

.....

Number of staff on educational visit:

.....

Confirmed contact name(s):

.....

.....

Confirmed contact number(s):

.....

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| | | | | |
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Location of educational visit:

.....

.....

.....

If the incident happened abroad, do the Foreign & Commonwealth Office need to be notified?

.....

.....

.....

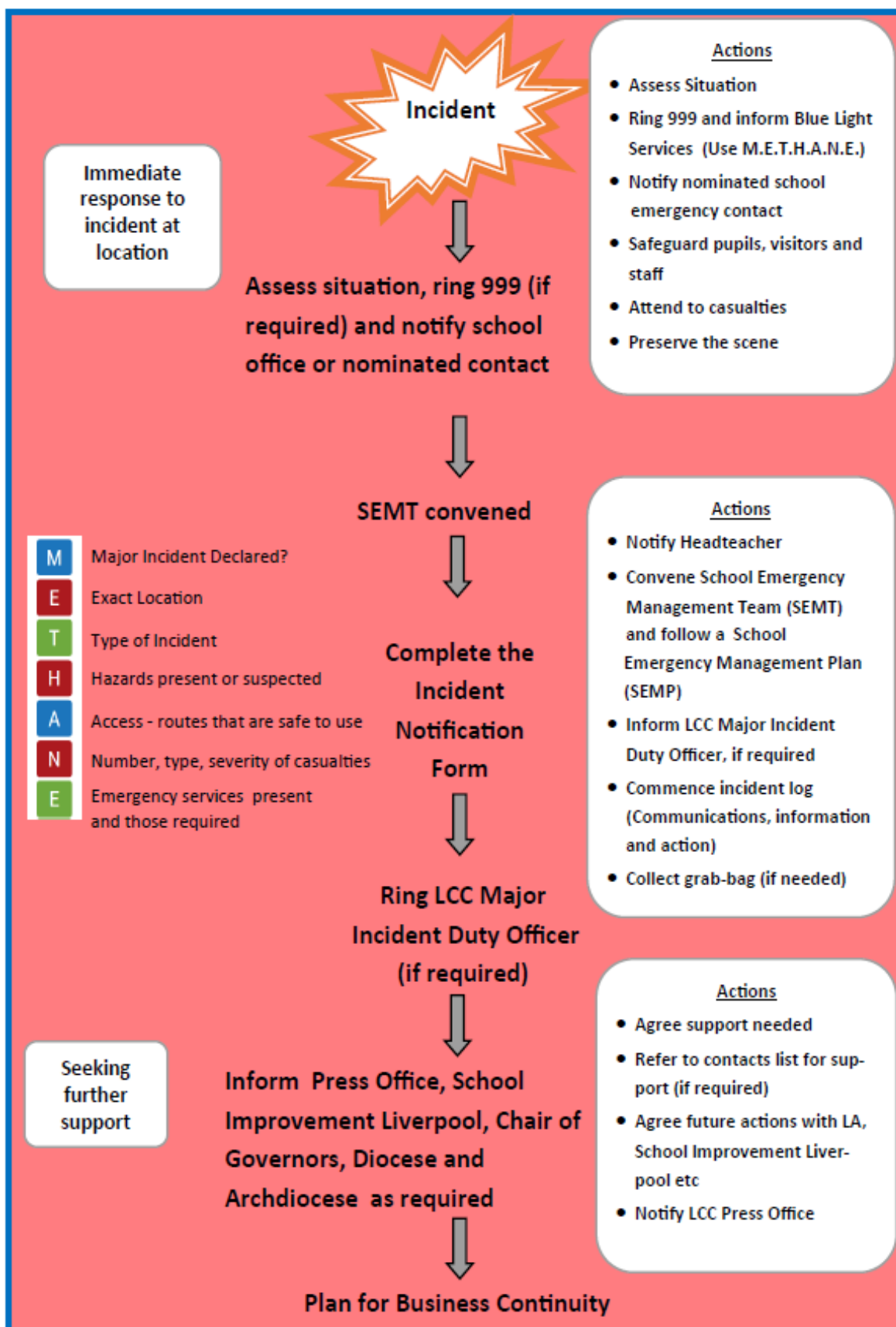
2.2 Initial action

Immediately inform the headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- + If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.

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SECTION 3 - ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities - co-ordination

| Ref | Co-ordination – initial response | Tick / sign / time |
|-----|---|--------------------|
| C1 | Establish a basic overview of the incident. | |
| C2 | <p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. | |
| C3 | <p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. | |
| C4 | <p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. | |
| C5 | Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis. | |
| C6 | Take action to protect people and property. | |
| C7 | Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene. | |
| C8 | Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for. | |
| C9 | Inform governors as appropriate. | |
| C10 | Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin. | |

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|-----|---|--|
| C11 | Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations. | |
| C12 | Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise. | |
| C13 | If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns. | |
| C14 | Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. | |
| C15 | Work closely with the ‘media management’ role to provide regular briefings to the media. Seek support from other organisations if necessary. | |
| C16 | Check that everyone who should have been notified of the incident has been informed. | |
| C17 | In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible. | |
| C18 | Seek advice on legal and insurance issues (if appropriate). | |
| C19 | If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service. | |
| C20 | Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff. | |
| C21 | Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information). | |
| C22 | Work closely with the ‘resources’ role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. | |
| C23 | Complete any necessary forms / paperwork. | |
| C24 | Arrange a debrief for school staff involved in the response. | |
| C25 | Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum). | |
| C26 | Initiate a review of the school emergency plan. | |
| C27 | Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident. | |

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3.2 Roles and responsibilities - business continuity

Please refer to Site Specific SEMP for Business Continuity of each School

| Ref | Business continuity - initial response | Tick / sign / time |
|------|--|--------------------|
| BC1 | <p>Assess the nature of the incident, e.g.:</p> <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. | |
| BC2 | Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last. | |
| BC3 | Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary. | |
| BC4 | Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary). | |
| BC5 | If appropriate, contact organisations which can assist in document restoration. | |
| Ref | Business continuity - ongoing response | Tick / sign / time |
| BC6 | Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines wherever possible. | |
| BC7 | Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required. | |
| BC8 | Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine. | |
| BC9 | In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime. | |
| Ref | Business continuity - recovery | Tick / sign / time |
| BC10 | Work with school staff and other organisations to restore the usual school routine as a matter of urgency. | |
| BC11 | Put in place arrangements for remote learning, if necessary. | |
| BC12 | Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced. | |

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3.3 Roles and responsibilities - communications

| Ref | Communications - initial response | Tick / sign / time |
|-----|--|--------------------|
| C01 | Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary. | |
| C02 | Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode. | |
| C03 | Support staff with any communication needs they may have. | |
| C04 | Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area, website problems). | |

| Ref | Communications - ongoing response | Tick / sign / time |
|------|--|--------------------|
| C05 | Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. | |
| C06 | Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained. | |
| C07 | Liaise with the 'media management' role about contacting local radio stations. | |
| C08 | Update the school answer phone on a regular basis. | |
| C09 | Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. | |
| C010 | In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public. | |

| Ref | Communications - recovery | Tick / sign / time |
|------|--|--------------------|
| C011 | Provide regular briefings to pupils and parents / carers. | |
| C012 | Assist the 'business continuity' role in providing remote / virtual learning. | |
| C013 | Check that any information in the public domain (e.g. website content) is accurate and up-to-date. | |

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3.4 Roles and responsibilities - log-keeping

Please refer to appendix 9 for more information on log-keeping.

| Ref | Log-keeping - initial response | Tick / sign / time |
|-----|---|--------------------|
| LK1 | Attend SEMT briefings. Keep a log of important information, actions taken and decisions made. | |
| LK2 | Ensure that each member of staff keeps an incident log. | |

| Ref | Log-keeping - ongoing response | Tick / sign / time |
|-----|--|--------------------|
| LK3 | Provide administrative / secretarial support to the SEMT. | |
| LK4 | Keep accurate records of anyone admitted to hospital or treated by the emergency services. | |
| LK5 | Record details of any expenditure incurred by the school. | |

| Ref | Log-keeping - recovery | Tick / sign / time |
|-----|---|--------------------|
| LK6 | Collate all incident logs, making copies if necessary. | |
| LK7 | Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry). | |

3.5 Roles and responsibilities - media management

In the event of an emergency on Merseyside the Merseyside Media Protocol is enacted which is a protocol signed up to by the emergency services and partner agencies, including Liverpool City Council, that provides a framework to supply a speedy, but accurate and regular flow of co-ordinated information to all media agencies. Before releasing information to the media during an emergency it is important to liaise with the City Council Communications team, who can in turn liaise with emergency service partners, to ensure that a joined up message is being provided to the public.

| Ref | Media management - initial response | Tick / sign / time |
|-----|---|--------------------|
| M1 | Seek support from other organisations in responding to media requests. (The Local Authority and emergency services have a media protocol and could take a lead on handling the media). | |
| M2 | Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary. | |

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| M3 | Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site. (See Ref M1). | |
| M4 | In conjunction with the Local Authority or emergency services, develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified. | |
| M5 | Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role. (See Ref M1) | |
| M6 | Be prepared to be interviewed by the media. (See Ref M1) | |

| Ref | Media management - ongoing response | Tick / sign / time |
|-----|--|--------------------|
| M7 | Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are. | |
| M8 | Gather information from the SEMT, emergency services and other organisations as appropriate. | |
| M9 | Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate). | |
| M10 | Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media. | |
| M11 | Try to prevent the spread of misinformation (especially through the use of mobile phones). Use websites and social media where appropriate. | |

| Ref | Media management - recovery | Tick / sign / time |
|-----|---|--------------------|
| M12 | Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public. | |
| M13 | Be aware of media interest in memorials or anniversaries of the event. | |

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3.6 Roles and responsibilities - resources

| Ref | Resources - initial response | Tick / sign / time |
|------------|--|---------------------------|
| R1 | Take action to protect property. Consider turning off utility supplies. | |
| R2 | Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places. | |
| R3 | Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map. | |
| R4 | Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. | |
| Ref | Resources - ongoing response | Tick / sign / time |
| R5 | Liaise with utility suppliers as required. | |
| R6 | Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. | |
| R7 | Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school. Specialist classrooms e.g. Science Labs and Technology classrooms may require special consideration. | |
| R8 | Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded-up). | |
| R9 | Work with the 'business continuity' role to arrange temporary accommodation, if required. | |
| Ref | Resources - recovery | Tick / sign / time |
| R10 | Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. | |
| R11 | Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase. | |
| R12 | Procure temporary classrooms if appropriate. | |

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3.7 Roles and responsibilities - welfare

| Ref | Welfare - initial response | Tick / sign / time |
|-----|--|--------------------|
| W1 | Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders. | |
| W2 | Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). | |

| Ref | Welfare - ongoing response | Tick / sign / time |
|-----|--|--------------------|
| W3 | Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident. | |
| W4 | Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them. | |
| W5 | In groups as small as practicable, inform pupils about the incident. Consider the best way to convey upsetting news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils. | |
| W6 | Where possible, every child should to be spoken to, and asked if they are alright, before they leave school. | |
| W7 | Take account of religious and cultural factors. Consider contacting religious leaders within the community for support. | |
| W8 | Ensure that staff take regular rest periods. | |

| Ref | Welfare - recovery | Tick / sign / time |
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| W9 | Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response. | |

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3.8 Roles and responsibilities - educational visit leader

| Ref | Educational visit leader - initial response | Tick / sign / time |
|-----|--|--------------------|
| E1 | Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for. | |
| E2 | Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad. | |
| E3 | Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene. | |
| E4 | Establish arrangements to meet the immediate welfare needs of pupils and staff. | |
| E5 | Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements. | |
| E6 | Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio. | |
| E7 | Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made. | |
| E8 | Keep a log of important information, actions taken and decisions made. | |
| E9 | Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). | |
| E10 | Avoid making comments to the media until parents / carers have been informed. | |
| E11 | Do not discuss legal liability with others. | |
| Ref | Educational visit leader - ongoing response | Tick / sign / time |
| E12 | Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary. | |

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| E13 | Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations. | |
| E14 | Continue to brief staff and allocate tasks on a regular basis. | |
| E15 | Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff. | |
| E16 | Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children. | |
| E17 | Liaise with the tour operator / provider, if appropriate. | |
| E18 | Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them. | |
| E19 | If abroad, contact the Foreign & Commonwealth Office for support. | |
| E20 | If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment). | |
| E21 | Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. | |
| E22 | Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified. | |
| E23 | Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests. | |
| E24 | Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones). | |
| Ref | Educational visit leader - recovery | Tick / sign / time |
| E25 | Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response. | |
| E26 | Complete any necessary forms / paperwork. | |

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APPENDIX 1 - POST INCIDENT SUPPORT

| Ref | Post incident support - assistance for pupils and parents / carers | Tick / sign / time |
|-----|--|--------------------|
| P1 | Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy. | |
| P2 | Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary. (Seek advice from Local Authority Education Psychology). | |
| P3 | Consider which pupils need to be briefed, how, and by whom. | |
| P4 | Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences. | |
| P5 | Consider providing relevant books in the school library. | |
| P6 | Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this. | |
| P7 | Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected. | |
| P8 | Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams). | |
| P9 | Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. | |
| P10 | Maintain regular contact with parents / carers. | |
| P11 | Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers. | |
| P12 | Consider organising an event for parents / carers to discuss any issues or concerns they might have. | |
| P13 | If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school. | |

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| Ref | Post incident support - general actions | Tick / sign / time |
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| P14 | Request support from educational professionals trained in psychological debriefing, bereavement counselling and trauma management if appropriate. | |
| P15 | Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. | |
| P16 | Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention. | |
| P17 | Cancel or rearrange any events which are inappropriate. | |
| P18 | Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident. | |
| P19 | Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them. | |
| P20 | Ensure that new staff are aware of the incident, which pupils were involved and how they were affected. | |
| P21 | Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising). | |

| Ref | Post incident support - returning after a period of absence | Tick / sign / time |
|------------|---|---------------------------|
| P22 | Negotiate with parents / carers a suitable date for returning to school after a period of absence. | |
| P23 | Consider if any additional support could be provided which would make the return easier. e.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. | |
| P24 | Brief pupils who may be able to help in the process of resettling (e.g. close friends). | |
| P25 | Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed course work ▪ Rescheduling projects ▪ Exams. | |

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| Ref | Post incident support - funeral arrangements | Tick / sign / time |
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| P26 | Contact bereaved families to express sympathy on behalf of the school. | |
| P27 | Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support. | |
| P28 | <p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. | |

| Ref | Post incident support - remembrance | Tick / sign / time |
|-----|---|--------------------|
| P29 | <p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). | |
| P30 | <p>Be aware of important dates which may need to be prepared for. e.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. | |

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| P31 | Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. e.g.: <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. | |
| P32 | Be aware of renewed media interest near anniversaries of the event. | |

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