



Emergency Management Plan

2023/24

Emergency Management Plan

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If you are reading the redacted copy of this plan, all personal and sensitive information will have been protected behind a green box.

- Notes:**
1. The school takes its support in health & safety matters from Bracknell Forest Council (BFC).
 2. CLT has assumed the vast majority of the responsibilities previously held by Wokingham Borough Council (WBC). However, the school still notifies WBC Children's Services in a number of situations, e.g. school closure, and uses some services from WBC, e.g. Evolve.
 3. The master copy of this document is held on GVO.
 4. The arrangements for notifying the community of an escape from Broadmoor Hospital have now been updated due to the warning sirens being decommissioned.

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1 Introduction to the Plan and the School

1.1 Purpose of the Plan

This plan relates to:

- a) Events which threaten the safety of children and/or staff, or a crisis which might affect the public reputation of the school,
- b) Situations where the headteacher considers that the school will benefit from receiving additional (external) support for an incident affecting the school.
- c) Situations where the community in which the school is based is affected by an emergency.

The plan provides generic guidance on actions that should be considered by the headteacher, his/her nominated deputy, and the School's Emergency Response Team (SERT). See Section 3, 'School Emergency Response Team - roles and responsibilities' in the case of an emergency in a school, in the local community, or on an educational visit. It also provides supporting information.

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

This document is the master reference source for the following procedures:

- Close Down Procedure
- Shelter Procedure
- Evacuation Procedure
- Protocol for Full, Partial or Early Closure of the School
- Procedures Relating to Broadmoor Hospital
- Fire Drill

These will be found in Section 5 of the document.

1.2 Aim of the Plan

The aim of this plan is to give guidance to help the school management to provide a structured response an emergency situation, based on best practice and placing a clear emphasis on maintaining the safety and security of the children and staff.

Every emergency situation or critical incident is different. No document can ever tell you how to deal with every one, and this document does not purport to do that. Rather, it provides some practical advice common to all situations and some

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suggestions of things to consider in a limited number of specific incidents. The experience and judgement of the school's leadership and staff is a vital part of the response to any emergency situation.

This document is broken down into sections for ease of reference. The sections are used to convey emergency essential information such as emergency phone numbers and include safety procedures and plans. The later sections cover actions during or after the event, *e.g.* counselling and training.

1.3 School Details

School Name:	Oaklands Junior School (An academy within the Corvus Learning Trust)
Address:	Butler Road Crowthorne Berkshire RG45 6QZ
Telephone number:	01344 773496
Fax number:	01344 750604
Email address:	admin@oaklands-jun.wokingham.sch.uk
Website:	www.oaklandsjunior-school.org.uk
Name of staff with website access:	Alison Buckley Duncan Holland
Headteacher:	Hazel West
Deputy Headteacher:	Duncan Holland
Chair of Governors:	Charlotte Kieran
Number of pupils (registered):	Maximum of 256
Age range of pupils:	7 – 11 years

1.4 Scope of Extra Curricular Activities

The school has a range of additional school and onsite activities. These are advised to parents each term by email – see the Letters archive on the school website.

A recent **example** of the range of extra curricular activities is shown in the table below, together with the relevant contact details.

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Clubs - Autumn 2023

Day	Year(s)	Club	Start w/c	Time	Leader(s)	Location
Monday	All	Guitars	11 th September	1.15 – 3.00	Lois Brown – Berkshire Music Trust	Terrapin (Fee Paying)
	All	Multi-sports	11 th September	3.20 – 4.15	Wayne Boardman – Step Up	Junior Playground (Fee Paying)
Tuesday						
Wednesday	All	Dance	13 th September	7.40 – 8.45	Kali Dicks – Elibah School of Dance	Junior Hall (Fee Paying)
Thursday	All	Violin	13 th September	1.15 – 3.35	Mr De Nijs – Berkshire Music Trust	Terrapin (Fee Paying)
	All	Judo	14 th September	7.45 – 8.40	Sensei Jason – Judo School	Infant Hall (Fee Paying)
	All	Magic Club	21 st September	12.30 - 1.15	Jared Gale – Kelsey’s Young Magicians	Terrapin (Fee Paying)
	All	Football Club	14 th September	3.20 – 4.15	Lee Simpson - EPC	Field (Fee Paying)
	All	Tennis Club	14 th September	3.30 – 4.15	Mr Dominic Evan-Hart - Acestars	Junior Playground (Fee Paying)
Friday	All	Chess Club	15 th September	12.10 – 1.10	Mr Rob Wilmoth	Terrapin (Fee Paying)

Breakfast Club run by Beehive from 7.30am – 8.45am daily in the Junior Terrapin for Oaklands pupils only (Fee Paying).

After School Club run by Beehive from 3.20pm – 6.00pm daily in the Infant Hall for Oaklands pupils only (Fee Paying).

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Contact details for Additional School and Onsite Activities:

Beehive After School & Breakfast Club – Kerry Leah	07585 059149
Berkshire Music Trust	0118 9012370
Crowthorne Symphony Orchestra – Robert Roscoe	07973 754543
Elibah School of Dance Club – Kali Dicks	07739 097350
EPC	07878 486287

Contact Details for PTA Activities:

Co Chairs:	Sarah Neen & Sam Lynch
Secretary:	<i>No secretary at present</i>
Treasurer:	Annabel Parker

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2 Immediate Actions

2.1 Immediate Action – making the call

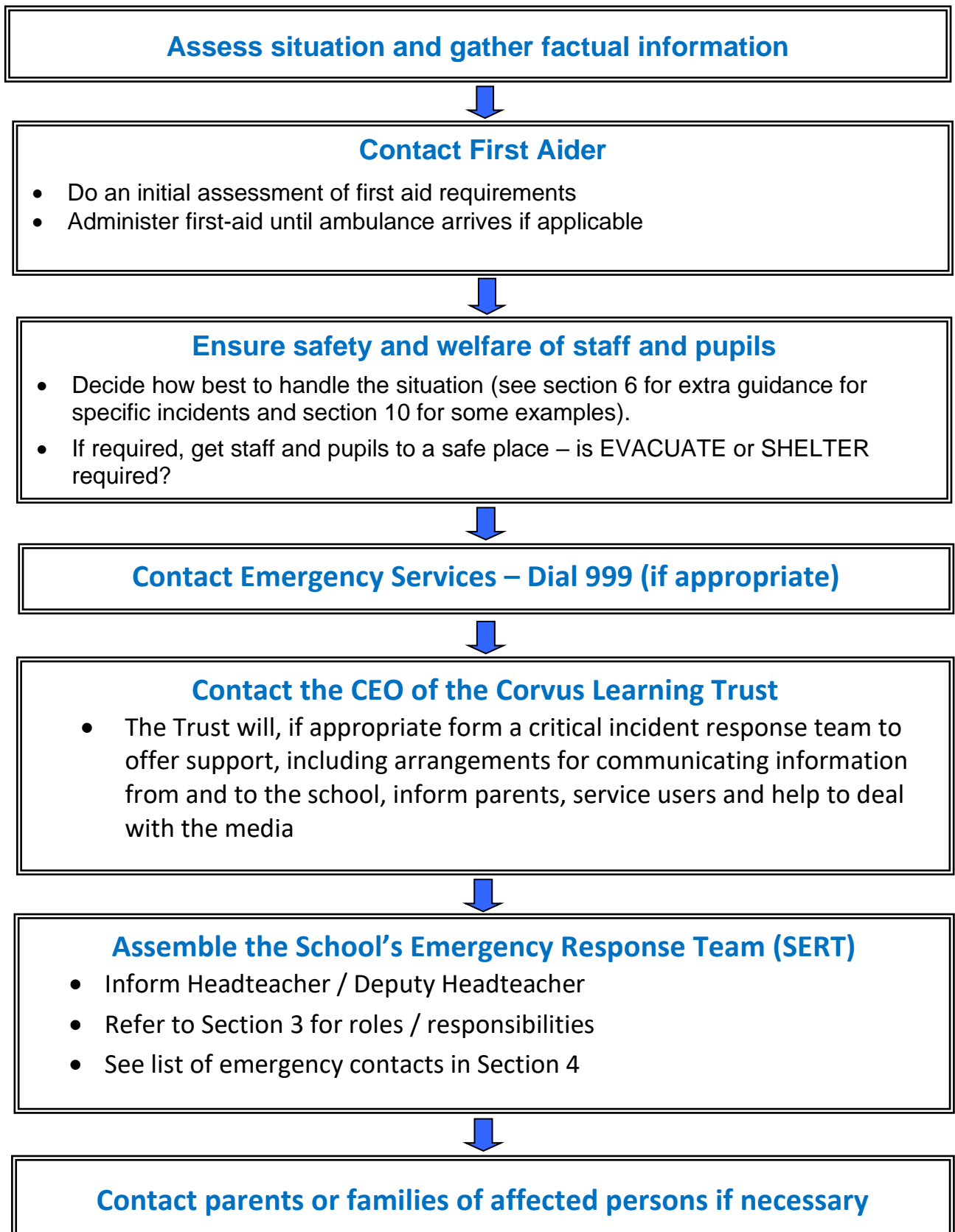
If appropriate, you should call 999 for the police, fire or ambulance. **If in doubt, call 999.**

Information about an incident affecting your school could come from a number of avenues including a member of staff, pupil, parent, emergency services, the Local Authority or other. Whoever receives the alert should ask for, and record, as much information as possible:

Date / Time	
Your name (<i>and role</i>) School name	
Telephone number you are calling from	
Exact location of where the incident happened (<i>state if you are now in a different location</i>)	
Details of the incident (<i>using actual words of the informant</i>)	
Who has been involved? (<i>include numbers of those affected or injured</i>)	
What actions have been taken so far?	
Information received to action (<i>What and who from?</i>)	
Name of key contacts at the scene?	
Which emergency services are involved?	

Then immediately inform the Headteacher and/or Deputy Headteacher. If neither is able to respond (they may be involved in the incident), the senior person present must follow the instructions of Critical Incident Flow Chart in section 2.2.

2.2 Critical Incident Flow Chart



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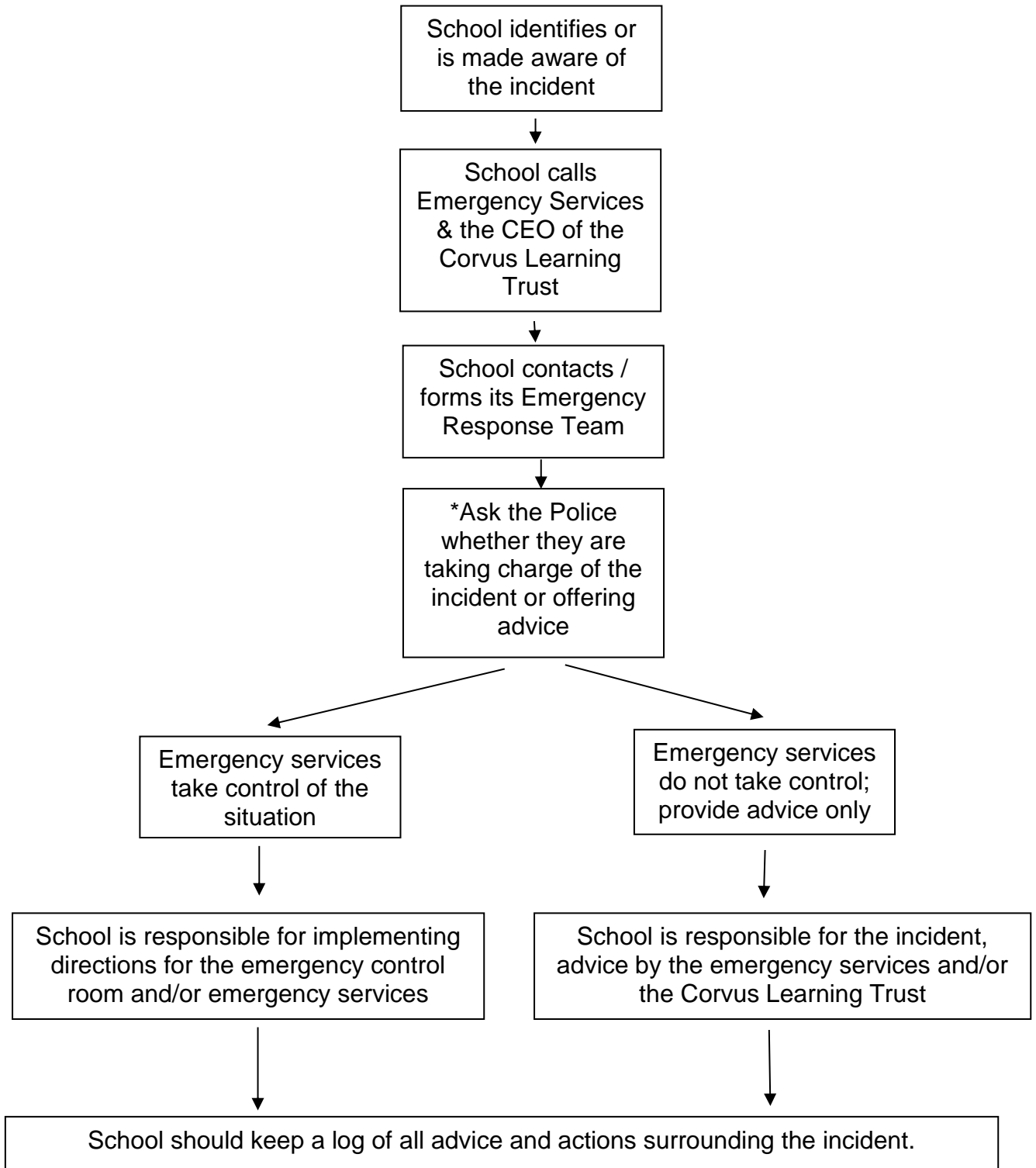
2.3 Incident Recording Log

Time	Name from: Name to:	Information	Action required

Open and maintain a continuing log of all factual information received, actions taken and the time and date of these events. This is extremely important and will enable the school to provide detailed information should it be required at a later stage or if an inquiry or investigation takes place.

3 Roles of the Emergency Services and the SERT

3.1 Role of the Emergency Services – Flow Chart



** The emergency services will normally undertake a risk assessment when alerted to an incident. If the incident is already in progress or the police believe it to be a very high risk of occurring or of being high impact, they will take control. In other circumstances, they will often be on scene to offer advice.*

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3.2 School's Emergency Response Team – Roles & Responsibilities

The School's Emergency Response Team (SERT) is responsible for coordinating the school's response to an emergency and is usually formed of senior staff.

The IMMEDIATE safety and welfare of the pupils and staff is the main priority and the steps detailed below should be followed.

The suggested roles for the SERT members are outlined - these can be combined or shared by more than one person, depending on the circumstances.

**PRIMARY RESPONSIBILITIES TABLE (NEXT PAGE)
-TO COMPLETED BY THE OPERATIONS
MANAGER DURING AN EMERGENCY**

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Job title	Job Responsibility	Primary & Secondary Names
Operations Manager	Co-ordinate and supervise the formation of the School's Emergency Response Team following flow diagram at the beginning of this section, and if appropriate take charge and hold overall responsibility for the management of the incident.	
Deputy Operations Manager	Assist the Operations Manager as required. Co-ordinate other staff, gather information and keep incident/operations log.	
Communications Officer <i>(with parents)</i>	Set up a parents' phone line. <ul style="list-style-type: none"> • If parents are gathered near the site, inform to reassure them. • Try to keep them calm and keep them from interfering with the work of the Emergency Services and other associated staff. 	
Communications Officer <i>(with Emergency Services, Corvus Learning Trust & WBC)</i>	<ul style="list-style-type: none"> • Communicate with emergency services. • Communicate with CEO of Corvus Learning Trust. • Communicate with Children's Services in WBC. • Communicate with GPs and the NHS. • Gather information. • Keep incident/operations log. 	
Facilities Management / Site Controller	<ul style="list-style-type: none"> • Report to the Operations Manager. • Assist with interpreting the building and location plans and door security information. • Assist with traffic and crowd control. • In the event of an evacuation, and if safe to do so, check all classrooms to ensure that no-one has been left in the building. • Close all classroom doors and windows (safety permitting). • STOP people from re-entering the building if necessary. 	
Teachers & Teaching Assistants	<ul style="list-style-type: none"> • All students should be supervised by at least one adult. • Be accountable for the whereabouts and safety of all students under your care. • Try to stay calm; pupils will follow your behaviour. • Be aware of the emotional needs of your pupils. 	
Medical/First Aid	Trained school personnel should administer where relevant and as appropriate: <ul style="list-style-type: none"> • First aid, Resuscitation (a community automated external defibrillator is located at Tesco in Greenwood Road) • Risk assessments 	
Facilities Management / Catering	Communicate with catering contractor and agree the arrangements for supply of catering during the emergency	
Media Spokesperson	The spokesperson's role is to: <ul style="list-style-type: none"> • Act as a spokesperson for the school to give information and reassurance. • Deal with internal communication issues within the school. In the very early stages of the incident, the spokesperson may be required to give short media briefings/interviews before involvement of the Corvus Learning Trust's communications team. 	

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3.3 Control Point

The Control Point is a known location for the School's Emergency Response Team to congregate following an incident and is as follows:

Primary Location	Headteacher's Office
2 nd Location	Year 3 Classroom
Off Site	Oaklands Infant School

3.4 Buddy Establishments / Alternative School

A buddy establishment is the identified 'place of safety' nearby where pupils and staff can be taken if unable to return to the school for some time.

The buddy establishment is outside of a 200-metre cordon around the school as this is a cordon size which may typically be implemented by the emergency services for various reasons, e.g. unexploded bomb found in the vicinity requiring evacuation of the surrounding area.

Options	Location	Name / Contact Number
1	Hatch Ride Primary School	Jo Sparrowhawk, Headteacher 01344 776227

3.5 Emergency Kit

The school has medical emergency kits that are used when pupils are taken offsite. Classes have their own medical kits for specific pupils, e.g. inhalers, epi-pens, etc.

The school also has Hi-Viz jackets that are regularly deployed for offsite use.

SLT members all have copies of the Emergency Management Plan. This contains, all in one place, the key information that the SERT may need to manage an emergency.

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4 Contact Details

4.1 Emergency Contacts

Internal Contacts

Headteacher – Hazel West	
Chair of Governors – Charlotte Kieran	
Key Holders – Duncan Holland – Paul Munson – Pauline Cooper – Stuart Lee – Hannah Noad	
Contact for pupils' families (<i>if necessary</i>) = Alison Buckley (Mon-Wed) / Debbie McLaren (Wed-Fri)	
Contact for staff families (<i>if necessary</i>) = Pauline Cooper	
CEO of Corvus Learning Trust – Robert Elsey	

External Contacts

WBC Children's Services	0118 974 6105
WBC Out of Hours Emergency number (Forest Care)	0800 212 111
BFC Health & Safety Advisor (Doug Brady)	01344 352288 07717 361066
CLT Facilities Lead (Alistair Weir)	07737 303704
Teacher Support Network (<i>trained support and counsellors available 24hrs</i>)	08000 562 561
The Samaritans	08457 909090
Water supplier – Affinity Water	0345 357 2424
Gas Leak – Transco (supplier = Corona Energy)	0800 111 999
Electricity supplier – EDF (emergencies => Southern Electric)	0800 072 7282
Telecom provider: Global Gate Modem RM ADSL failover option	0845 121 9948
Broadband provider RM / South East Grid For Learning	0845 1213348 support@segfl.ifl.net
IT support – WithADot – Ashley Griffiths Soft Egg – REMOTE BACKUP	01189 360080 paul.guinane@softegg.co.uk
Contractors: Heating – Tencer Ltd Electrical – Smith & Howard Glazing	01494 459801 01189 735141 01276 684444
Thames Valley Police	101 0845 8 505 505
British Transport Police	0800 405 040
Royal Berkshire Fire Brigade	0118 945 2888
South Central Ambulance Service NHS Trust	0118 936 5500
Royal Berkshire Hospital	0118 322 5111

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Frimley Park Hospital	01276 604604
Wexham Park Hospital	01753 633000
Public Health England	0207 654 8000
Public Health (Out of Hours emergency response)	01980 612100
Buddy establishments: Oaklands Infant School	01344 774644
Hatch Ride Primary School	01344 776227
School Insurance – via DfE Risk Protection Arrangement	0113 246 2040

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4.2 School Emergency Response Team (SERT) contacts

1 st / 2 nd	SERT Role	Name	Role in School	Home Number	Mobile Number	Key holder (X)
1st	Operations Manager	Hazel West	Headteacher			X
2 nd	Deputy Operations Manager	Duncan Holland	Deputy Headteacher			X
	Communications with parents	Alison Buckley / Debbie McLaren	School Administrator			
	Communications <i>(Emergency Services & Corvus Learning Trust)</i>	Pauline Cooper	School Business Manager			X
	Facilities Management/ Site Controller	Paul Munson	Site Controller			X
	Teachers, Teaching Assistants, IT	Stuart Lee	SLT			X
		Hannah Noad	SLT			X
		Samantha Hanks	Teacher			
		Avril Burrows	Teacher			
		Sally Alexander	Teacher			
		Kerry Davidson	Teacher			
		Louise Mullier	Educational Psycho'pist			
		Rachael Broadhurst	Teacher			
		Joanne Green	Teacher			
		Paula Jones	Teacher			
	Jessica McComish	Teacher				
	Debby					

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		Griffiths	HLTA			
		Julie Roberts	TA			
		Vanessa Burrell	HLTA			
		Tessa Yeatman	HLTA			
		Lisa Smith	TA			
		Nikki Lenon	PSA			
		Nikki Townend	TA			
		Rebecca Phillips	TA			
		Keeley Dyer	TA			
		Tara Garden	TA			
		Rebecca Mooney	TA			
		Keeley Koufopoulou	TA			
		Claire Luther	Lunchtime Supervisor			
		Jo Glover	Office Admin			

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	Medical / First aider	All Teachers, HLTAs, TAs, and Office Staff		See above	See above	
	Facilities Management / Catering	Pauline Cooper	Business Manager			
	Media Spokesperson	Hazel West	Headteacher			

The Control Point where the SERT assembles is identified in section 3.3 above.

4.3 Other key contacts

Other contacts, name and phone numbers that may be of use in an emergency or business continuity incident.

Ellen Westonl, Acting Headteacher, Oaklands Infant School	01344 774644
Lucy Wilson, Acorn Under Fives	01344 752752
Kerry Leah, Beehive After School & Breakfast Club	07585 059149

5 Key Procedures

5.1 Close Down Procedure

Close Down Procedure notices (see below) are situated in all classrooms. Staff ensure that they and their pupils are familiar with the instructions.

This procedure is for keeping pupils safe by keeping them indoors in their classrooms or other safe locations **when there is a serious threat external to the school or in the local vicinity**, e.g. if a person has entered the school grounds who may present an **immediate physical threat**. This procedure also protects staff who could otherwise be drawn into a confrontation with a potentially violent intruder.

1. Signal close down according to the school's procedure - continuous buzzer (10-15 seconds) inside the school and a continuous Klaxon horn outside. Call 999, notify Oaklands Infants, initiate Broadmoor Tree communications and notify parents:
Oaklands Junior School is in a full close down situation. During this period, the phone line and entrances will be un-manned, external doors locked and nobody allowed in or out. You will be contacted when it is safe to collect your child/children. Please do not phone school as the phone lines will be needed to liaise with the Emergency Services. Be reassured that the school understands your concern for your child's welfare, and that it is doing everything possible to ensure his/her safety.
Regards, the School Office.
2. Check the hall and get all pupils and staff into the closed classrooms or safe areas. Keep all pupils in your classroom until given the all clear.
3. Windows and doors will be shut and/or locked and blinds lowered. Block access points, e.g. move furniture to obstruct doorways. Turn off lights.
4. Keep pupils seated and away from doors and windows, on the floor, under tables.
5. Teachers will maintain (as best they can) a calm atmosphere in the classroom, e.g. by telling stories, and keep alert to the emotional needs of pupils.
6. Do not allow anyone out of the classroom during a close down procedure, remain vigilant of any change in circumstance and reassess the safety as if a greater danger exists within the building, e.g. fire, or upon instruction from the emergency services you may need to move.
7. Teachers should remain with their pupils at all times.
8. If the teacher is out of class at the time of the incident, the qualified person looking after the class is responsible for pupil safety and will follow the procedure as for class teachers. The teacher should attempt to go back to the classroom **IF SAFE TO DO SO**. However, if this is too risky or dangerous, the teacher must try and make contact with the children as soon as possible.
9. If the children are outside, teachers/supervisors should, depending on the situation, either move them to the nearest hall or building that can be secured and has an alternative escape route, or ask them to hide, disperse or take cover.
10. Headteacher, office staff and other non-teaching staff who can be safely assembled, should form a School Emergency Response Team. Ensure communication, e.g. office has designated mobile phone for official communication only, radio tuned to local station, etc.

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11. Parents should not be allowed to pick up their children during a close down. Children will be released after an all clear is given, or through a managed process where this is part of the response to an ongoing incident.
12. Wait for the All Clear or further instruction from the emergency services – **their instructions must be followed to the letter.**

This procedure could also be used for an intruder within a school building. **However**, in such cases a decision would be needed as to whether it is safer to evacuate and disperse children from the area, rather than keeping them in their classrooms.

In the event of a lengthy close down, all classes are well equipped with their own general medical boxes, including named inhalers and epi-pens or other medication needed by individual children. Classes have their own sinks/drinking water. Toilets are easily accessible via internal corridors. Should food be needed, the school has its own catering kitchen that provides school lunches, which could be accessed via the hall by office staff. Should the close down continue after school hours, the heating can be re-set by the site controller accessing a computer, so that it is on throughout the night. Contact between classes and the office would be possible throughout via the school phone, as all classrooms have one.

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5.1.1 Close Down Procedure Notice

These notices are prominently displayed around the school:

CLOSE DOWN PROCEDURE

1. There will be a continuous buzzer (10-15 seconds) inside the school and a continuous Klaxon horn outside.
2. It will sound either during a real close down or practice drill.
3. When the buzzer or horn sound, do **EXACTLY WHAT YOUR TEACHER TELLS YOU**. This will be to:
 - Return to class if it is safe to do so or to a room your teacher tells you to go to.
 - Come away from the windows and doors, which will be shut and/or locked with blinds closed and lights switched off.
 - Sit on the floor, under tables.
 - Be quiet whilst your teacher tells you a story.
4. Stay where you are until your teacher tells you it is safe to get up.
5. A 5 second buzzer will sound 3 times signalling the **ALL CLEAR**.

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5.2 Shelter Procedure

This is a procedure for keeping pupils safe by keeping them indoors in their classrooms or other safe locations; similar to the close down procedure, but particularly for an external environmental threat, e.g. industrial accident causing toxic fumes to be released or poor air quality due to natural/ environmental disasters.

- Follow the close down procedure in section 5.1.
- Also, move to a location away from prevailing winds.
- Seal up doors, windows and extractors with tape.

5.3 Evacuation Procedure

The school may need to be evacuated when it is dangerous or potentially dangerous to remain in the building. Circumstances include fire, gas or chemical leaks, bomb threats, explosions, substantial damage to the building, etc.

- When evacuating the school, follow the fire drill procedure in section 5.6.
- TAs - check toilets and non-teaching spaces as evacuation is occurring. You should try to minimise the risk of re-entering the building if not all children are accounted for.
- Take the emergency kit with you plus mobile phones and radio.
- Do not lift pupils unless specially trained.
- Escort pupils with disabilities as appropriate and follow risk assessments for those pupils.
- If necessary, evacuate to a buddy location or community building.
- Follow the critical incident flow chart in section 2.2.
- Ensure the complete evacuation of all areas, and ensure that all adults and pupils are accounted for.
- Form the School's Emergency Response Team and assign roles.
- Administer first aid if needed – this must be done by trained individuals.
- Ensure easy access for emergency vehicles.
- Keep pupils calm and still.
- Do not re-enter the buildings until they have been checked by emergency personnel and declared safe.

If cleared for re-entry:

- Account for all students again once inside building.
- Teachers should check their rooms and report anything amiss.
- Debrief students to calm fears about the evacuation.

If incident is serious and you are not allowed to re-enter the site:

- Follow the Protocol (see section 5.4) for Full, Partial or Early Closure of Schools.
- If you are remaining on the school site ensure that parents are given a specific pick-up point to collect children from, and that they do not park cars in dangerous positions or restrict movements of emergency services.
- If you evacuate to your Buddy location or safe haven, ensure parents know where to collect their children from, e.g. use the school texting service, etc.
- The preferred buddy location is detailed in section 3.4.

5.4 Protocol for Full, Partial or Early Closure of the School

5.4.1 Decision Making

The Headteacher has the delegated authority and is responsible for making decisions to close the school due to heating failures, loss of water, etc. Generally, these decisions are taken on welfare or safety grounds and, where time permits, the Chair of Governors should be involved in the decision. Closure decisions should be reached and supported by risk assessments. This enables decisions to be justified, and for consistent reasons to be given from the outset.

As part of business continuity planning, the school will periodically review the proportion of staff who live local to the school (and hence likely to be available), those who commute in their own vehicles, and those who are dependent on public transport. Risk assessments should take into account such matters as travel risks, risks on-site, and risks due to reduced adult supervision levels and welfare facilities.

In exceptional cases, the Corvus Learning Trust may take a global decision to close its schools, or to issue a directive to an individual school or a group of its schools.

5.4.2 Consultation

The Chair of Governors, the CEO of the Corvus Learning Trust and WBC Children's Services should be informed about closure decisions, or potential closure decisions, where it is possible to do so – see 4.1 for contact details. In situations when an urgent decision has had to be made, they must be notified of the confirmed closure as soon as possible.

Where closure decisions are due to building, utilities or heating problems, discussion should take place with relevant service provider. The school still needs to notify the CEO of the Corvus Learning Trust and WBC Children's Services, as above.

5.4.3 Notification or Confirmation of Closure

The School **must**:

- confirm closure to the CEO of the Corvus Learning Trust
- confirm the closure to WBC Children's Services:

in the case of widespread situations, such as severe winter weather, **by email** to schools.alert@wokingham.gov.uk .

when replying to a schools.alert email, please select click '**Reply to All**', then type '**OPEN**' or '**CLOSED**' in the message subject bar, as appropriate, followed by the school name before pressing 'Send'

- in the case of one-off situations or unforeseen emergencies, confirm closure **by telephone** to the CEO of the Corvus Learning Trust and WBC Children's Services reception, giving the reasons for the closure decision, and follow up with confirmation by email to schools.alert@wokingham.gov.uk

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- advise parents that, in addition to local radio, information about closures will be posted on the 'Borough Alert' on the Council's website. Borough Alert also provides public information about severe weather and flooding alerts.

Contact details for parents / carers and staff are kept up to date on SIMS and used to communicate with them via the WEDUC Communications package. This can be done via the Weduc app, email or via a text message.

Information is also placed on the school's website www.oaklandsjunior-school.org.uk

Heart Radio and Radio Berkshire will relay information of school closures in the case of emergencies e.g. bad weather, heating failure, etc.

Protocol will follow the Broadmoor Procedures given in the school prospectus and which appears at the end of section 5.5 below.

Local radio station contact details and password are as below:

BBC Berkshire

Telephone: 0118 946 4200

Email: berkshire.admin@bbc.co.uk

Heart FM

Send email from headteacher to:

thamesvalley.news@heart.co.uk

Jack FM

Telephone: 01865 575106

Note that when informing radio stations, you will be asked to give the current password **(CREATION)** and our Department for Education number **(872 2062)**.

You must also include these details if you are informing them by email.

5.5 Procedures Relating to Broadmoor Hospital

These procedures apply to Oaklands Junior School. (See also note 4 on page 2.)

A copy of the procedure as published in the School Prospectus Information is contained at the end of this section.

1. **Warning Systems**

If there is an escape, the school has signed up to the Thames Valley Alert (TVA) system. The sirens previously used by Broadmoor have now been decommissioned. We will receive a phone message directly from the police in the event of an emergency. The TVA website is <https://www.thamesvalleyalert.co.uk>

2. **Action in the event of an escape**

In the event of an escape, the school will stay open and operate as normally as possible. The children will be required to:

- Remain in their classrooms working normally with an adult
- Not be allowed out during breaks or outside PE/games

The school will need to:

- Minimise and supervise movement between different buildings on the site
- Ensure that all external doors and windows closed and gates locked.
- That visitors calling without prior arrangements at the school will be asked to call on another occasion. Visitors will only be admitted to school once identification has been produced or with the approval of the Headteacher or Deputy Headteacher.

All staff on the premises should consider themselves on duty during the alert.

If during the alert there is an immediate and actual intruder threat, e.g. the person(s) are known to be on-site or the immediate vicinity of the school, action may need to escalate beyond these precautionary procedures. See the close down procedure for the school (section 5.1).

BROADMOOR PROCEDURES

WOKINGHAM BOROUGH COUNCIL

NOTICE TO PARENTS OF PUPILS ATTENDING MAINTAINED PRIMARY, SECONDARY AND SPECIAL SCHOOLS IN BERKSHIRE WHO LIVE IN THE VICINITY OF BROADMOOR HOSPITAL

1. If there is an escape, the school has signed up to the Thames Valley Alert (TVA) system. The sirens previously used by Broadmoor will be decommissioned. We will receive a phone message directly from the police in the event of an emergency. The TVA website is <https://www.thamesvalleyalert.co.uk>
2. Schools will stay open and operate as normally as possible.
3. Parents who know of an escape before their children leave home for school will be expected to make arrangements for escort.
4. Where an escape occurs before the lunch break, pupils will be kept at school at midday unless collected by their parents and will be provided with a meal to the extent which the emergency arrangements allow. Parents will be asked in due course to pay the appropriate charge for the meal provided. If parents decide to collect their children at midday they must be responsible for their safe return to school in the afternoon.
5. If the emergency extends to the end of afternoon school, no child attending an infant, junior or primary school will be allowed to leave the safety of the school premises unless collected by a parent or responsible adult known personally to the staff, or in exceptional circumstances, a responsible adult known personally to the child. Headteachers of secondary schools have discretion to allow pupils to go home unaccompanied where the authority for this has been received from parents in writing.
6. On subsequent days, parents will be solely responsible for the safe conduct of children to and from school, or to and from pick-up and setting-down points for school transport.
7. Parents should discuss with headteachers any special difficulties, which are likely to arise in individual cases.
8. If an escape takes place, parents are asked to keep telephone calls to the school to an absolute minimum.

Emergency Management Plan

5.6 Fire Drill

Fire Drill notices (see below) are situated in all classrooms showing nearest exit. Staff ensure that they and their pupils are familiar with the instructions and that they know where their nearest exit is located.

Classes in the Computing Suite should exit via the hall but if this exit is blocked, there is a secondary exit through 'the Pit' (a room off the Computing Suite).

When the alarm sounds, the children must be led out of the nearest door, with anyone with a physical disability put at the end of the line, in a quiet and orderly manner. They then walk briskly and sensibly to the far side of the field. The class teacher should be at the back of the line. This procedure will be practised termly and timed.

The children line up swiftly in alphabetical register order ready to call their names in as the teacher checks the register.

Teaching assistants must check that no children are left behind; checking toilets and cloakrooms are clear and ensuring windows and doors are closed.

The office staff will bring the class clipboard register which will also hold the yellow fire drill register and will hand them to each teacher. All children must be checked against the register. When completed, the class teacher raises an arm in the air so that the head or deputy can see that a class is all checked as present.

The visitors' book and staff 'In / Out Board' will also be brought to the field by the office staff, to ensure all adults are present.

Staff should also ensure that all adults are aware of the procedures and that they must leave the building quickly and must not endanger their own lives!

Once everyone has been accounted for, the office staff will make their way to the Infant School where they will contact the emergency services and, if necessary, parents to collect pupils.

5.6.1 Fighting Fire

The evacuation of the building is the primary concern, and in general staff should not fight fires. However, the Site Controller and Deputy Headteacher have had some training and may, after assessing the risk as minimal, put out small fires, e.g. office paper bins.

Emergency Management Plan

5.6.2 Fighting Drill Notices

These notices are prominently displayed around the school:

FIRE DRILL PROCEDURE

1. The fire alarm is a **SIREN**.
2. It will sound either during a real fire, or during a fire drill practice.
3. If you hear the fire alarm sound, do **EXACTLY WHAT YOUR TEACHER TELLS YOU**. This will be to:
 - a) **LEAVE** bags, books, coat, etc. where they are;
 - b) **GO QUIETLY**, without running, rushing or pushing, to your fire drill station on the field;
 - c) **LISTEN** for any special instructions you may be given and obey them immediately; without argument;
 - d) **LEAVE** by the exit you are instructed to leave from;
 - e) **IF YOUR WAY IS BLOCKED** leave by the alternative exit point;
 - f) **LINE UP** in an orderly fashion in register order when you arrive at your fire drill station, and answer your name clearly when it is called;
 - g) **WAIT** for further instructions from your teacher.
4. If you see smoke or flames, indicating a fire, raise the alarm by telling an adult immediately.

6 Additional Guidance for Specific Incidents

The following is guidance that the SERT may find useful to combine with the Critical Incidents Flow Chart (see section 2.2) and is targeted at ensuring the safety and welfare of staff and pupils while managing an incident. This guidance is not intended to replace the experience, skills and judgement of the members of the SERT, who will be managing the incident on the ground.

Although some of the events included below may appear rather extreme and/or seem unlikely to occur or affect the school, many such incidents have occurred in schools at home and abroad in recent years.

6.1 Accidents Off Site - Policy

The school still follows the guidance provided by Wokingham Borough Council on Offsite Activities. The detail will be found online at:

<http://wsh.wokingham.gov.uk/resources/assets/inline/full/0/464764.pdf>

This manual sets out procedures that must be followed when children are taken on trips or other activities outside of the normal premises.

The school also subscribes to the Evolve system through Wokingham Borough Council. Evolve provides a web-based recording system for the planning and management of educational visits, extra-curricular activities, other activities in Learning Outside the Classroom, Offsite Visits and trips. It is recognised by Ofsted as a tool to effectively support the activity planning and review process. The subscription also provides access to the local authority specialist advisor, local guidance, support and monitoring.

As part of the school's Off Site and Hazardous Activities procedure, staff involved in planning, organising and undertaking trips ensure that appropriate procedures are in place in the event of an emergency. These include:

- Staff on the trip holding emergency contact details for the school, if any part of the trip extends outside of normal working hours/days.
- The emergency contact(s) back in the school knowing the procedure for raising the alarm if they receive a call indicating an emergency. This is particularly important at the weekends and in the evenings.
- A list of emergency contact details for all those on the trip, including members of staff. These details need to be held at the school and a copy should be taken on the trip.

If an incident occurs on any trip, or during a hazardous activity, the CEO of the Corvus Learning Trust and the Bracknell Forest Health and Safety team must be informed, in addition to any local reporting or emergency response arrangements, using the online incident report form at: <https://www.reportincident.co.uk/bracknell>. The incident should also be recorded on Evolve when time permits.

See also section 6.18 for guidance on Off Site Incidents.

6.2 Any Other Incident

- Follow the Critical Incidents Flow Chart in section 2.2.
- Follow the protocol in section 5.4 for consulting/informing the Corvus Learning Trust and WBC Services if the school has to be closed.

6.3 Attack on a Student or Member of Staff by a Visitor or Intruder

- At the scene students should know to seek assistance from a member of staff.
- If staff witness the assault they should try to distract the assailant without risking themselves. Do not further agitate the assailant, maintain eye contact, be courteous and patient, use the word 'stop' and the names of people involved to promote familiarity. Any intervention must be based upon an assessment of relative risks.
- Staff should disperse spectators to avoid the risk of injury to further persons.
- Call the police and isolate children and adults from the incident until all clear.
- Report to the BFC Health & Safety Team using their online incident report form at: <https://www.reportincident.co.uk/bracknell>.
- Consider further action under "Banning individuals from the site" to prevent a recurrence.

6.4 Bomb Threat

- The person taking a call issuing a bomb threat should not interrupt the caller, but should write down as much information as possible, and at the end try to ask the questions – use the form in section 10.5 to record the information collected.
- Follow the critical incident flow chart (section 2.2).
- DO NOT turn anything electrical on or off, except the fire alarm.
- Quickly survey your room for any unusual items or packages. DO NOT TOUCH THESE ITEMS. Report anything suspicious or unusual.
- Evacuate using the fire drill procedure. The assembly point should be as far away from the school as possible and allow a means of escape.
- Follow the instructions and advice of the emergency services.

6.5 Chemical / Hazardous Material Spill Within Building

- Use the Risk Assessment to identify specific chemicals.
- If you know what is spilled and are trained to take the necessary action, then do so.
- If in doubt, take a precautionary approach whilst seeking further advice or information.
- If spill is inside, temporarily evacuate the immediate area. If the spill or risk is more severe, e.g. inflammable vapour or toxic fumes, evacuate the building using fire drill procedures, move all persons to a safe location, call the emergency services and cordon the area.
- Follow the protocol in section 5.4 for consulting/informing the Corvus Learning Trust and WBC Services if the school has to be closed.

6.6 Death

Support is available for staff and children/young people following the death of a child/young person, or a member of staff. This includes events that occur out of school hours and away from the school premises, but nonetheless may have a significant impact for the school.

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The Chair of Governors, the CEO of the Corvus Learning Trust, WBC and the BFC Health & Safety Team must all be advised, immediately if the death occurs at school. If appropriate, a critical incident response team will be formed. This may comprise specialists drawn from Health & Safety and specialists in crisis management (including from the WBC Educational Psychology Service). The team will offer support including arrangements for communicating information from and to the school and to inform parents and service users, informing the press office who can help deal with the media, and alerting other appropriate agencies.

- Advice and support is available throughout the incident and beyond.
- Advice can be given by phone if an on-site presence is not required.

See also section 8 for support of those involved and section 10.1 for other useful contacts.

6.7 Dispersal of Pupils

Consider sending pupils home under the following conditions:

- The parent makes a request to do so.
- Temperatures in the school classrooms reach extreme highs or lows, making teaching difficult.
- There is inadequate shelter in the school complex.
- A serious incident has occurred and it is felt appropriate to close the school. (the school should be aware of the implications of sending children home unaccompanied).

Pupils will be kept at school or taken to the buddy school under the following conditions:

- Parents are not at home.
- Pupils cannot be cared for at any other place, and school is the safest shelter.
- There is not adequate time to send pupils home.
- The students cannot be transported home.
- Best practice does not recommend that children under the age of sixteen be allowed to go home unaccompanied inside normal school hours. A risk assessment must be carried out first. However, there is no official/legal age limit as a guide in this situation, therefore common sense will play a major role in the decision-making process. Parental consultation is highly recommended in preparation.

6.8 Evacuation

See section 5.3 for the school's evacuation procedure.

6.9 Fights Between Pupils

- Assess seriousness of situation and if necessary tell a reliable pupil to get immediate assistance from another member of staff. Assess whether there is a weapon involved. Do not attempt to restrain someone with a weapon.
- A responsible adult should always remain at the scene.
- Take control and give clear and assertive directions to stop.
- Physical intervention (restraint) is a last resort based on risk assessment of the situation, to prevent harm to those involved; however, do not put yourself at risk of harm or injury.
- Staff should be aware of local and national policy guidance on the use of physical intervention, based on risk assessment as part of a stepped approach to behaviour

Emergency Management Plan

management. Staff may be trained in appropriate techniques to manage this situation (for example the Team-Teach programme) which include risk reduction measures and (as a last resort) physical intervention techniques.

- Arrange for first aid if appropriate. Escort both parties to main office; once escorted to the office, the child(ren) must be supervised by an adult. Call the parents and/or police if necessary. Record physical intervention if it has had to be used.

6.10 Fire

- Activate fire alarm.
- Follow fire drill procedure in section 5.6
- Report any missing persons to the Operations Manager.
- Keep the children in line at the assembly point and reassure them as far as possible.
- If the fire worsens remove the children immediately from the premises and as far away as logistically possible, e.g. to the buddy location
- If given the all clear, check no pupils are missing on re-entering the building.
- Any actual fire damage must be notified without delay to Insurance and the CLT Facilities Lead.
- Follow the protocol in section 5.4 for consulting/informing the Corvus Learning Trust and WBC Services if the school has to be closed.

6.11 Flooding in the Building

- Call Site Controller.
- Switch off stop cock.
- Call the Water Supplier.
- Call the Corvus Learning Trust's Facilities Lead (see section 4.1 for the number).
- Monitor the situation.
- If necessary, evacuate the area.
- If flooding worsens, evacuate the whole building.
- Follow the protocol in section 5.4 for consulting/informing the Corvus Learning Trust and WBC Services if the school has to be closed.
- In situations of major flooding the local authority will provide guidance and assistance via its flood plan.

6.12 Gas Leak

- Evacuate the school using the fire drill procedures and move to the assembly point furthest from the school buildings.
- Do not switch electrical equipment on or off.
- Do not smoke or use naked flames.
- Turn off the gas at the main 'shut off' point if possible.
- Call Transco (see section 4.1 for their number)
- Call the Corvus Learning Trust's Facilities Lead (see section 4.1 for the number).
- Follow the protocol in section 5.4 for consulting/informing the Corvus Learning Trust and WBC Services if the school has to be closed.

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6.13 Heat Wave / Sun Health

6.13.1 Heat Health Watch and Hot Weather Plans

Floods and snow grab the headlines in terms of emergency planning but statistically more lives have been claimed by heat than by all other extreme weather events combined.

Heat waves are a natural, technological, and social hazard which makes preparation for, and response to these climate events, complex. Usually it is after multiple days of oppressive heat that populations are affected. Particularly at risk are the very young and very old, and people with chronic diseases.

Schools are advised to consider their local arrangements and planning for this in the first half of the summer term.

6.13.2 Planning for a heatwave

Guidance about what schools can do to plan for, and respond to, heatwave conditions, is published by the Health Protection Agency. This can be found at:

http://www.hpa.org.uk/Topics/EmergencyResponse/RespondingToConventionalHazards/ForcesOfNature/Heatwaves/heatwaves_teachers/

6.13.3 Heatwave Watch

The Met Office Heat-Health Watch system operates from 1st June to 15th September in association with the Department of Health. Details are available at:

<http://www.metoffice.gov.uk/weather/uk/heathealth/print.html>

6.13.4 Sun protection

National guidance for schools on sun protection, which is particularly important for young children, is now located on the Cancer Research website:

<http://info.cancerresearchuk.org/healthyliving/sunsmart/schools/>

The Department of Health's full Heatwave Plan can be found at –

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_114430

6.14 Hostage Situation

- Do not try to intervene or be a hero.
- Co-operate and follow the instructions of the hostage taker. Use critical flow chart (see section 2.2) to alert emergency services and local authority.
- Try to remain calm and spread calmness. The children are likely to try to copy your behaviour.
- Isolate hostage area by evacuating other pupils or through close down procedure (see section 5.1).

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- On arrival of emergency services, provide them with a map of the school and other details including number of children involved.

6.15 Infectious Diseases

If a large number of children or adults are ill with an outbreak of infectious disease symptoms, schools should contact the Health Protection Agency (HPA). The HPA will advise on any further action, including communication with parents, and may refer the school to the BFC's Health & Safety Team if the source might originate in the school environment, e.g. gastroenteritis infections.

Thames Valley Health Protection Unit
Health Protection Agency
Chilton, Didcot
Oxon OX11 0RQ
Tel: 0845 279 9879 / Fax: 0845 279 9881
www.hpa.org.uk

Note that a separate document covers the Outbreak Plan for COVID-19, as this is likely to change more frequently than this Emergency Management Plan.

6.16 Lightning Strikes

- If pupils and staff are outdoors, avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others.
- If you think your pupils are at risk of being struck, inform them to drop to their knees and bend forward. DO NOT LAY FLAT.
- If in a building, instruct the pupils to move away from windows and not to touch metal structures or phones or computers.

6.17 Missing Child

The first action of anyone noting that a child is missing is to notify the School Office, which will notify the office at Oakland Infants and the Acorn Unit by phone.

6.17.1 Pupil Missing during School Day

- Office staff advise the senior member of staff currently on site
- Office staff check records to determine if the pupil has been signed out for an external appointment or has an internal appointment with a visiting professional, and any medical needs checked
- Staff from Acorns, Infants or Juniors to carry out a thorough search of their own areas, both inside and out, informing School Office if the pupil is found
- Pupil's parent / guardian informed if still not found, explaining measures taken
- Call the Police: 999
- Chair of Governors and the CEO of the Corvus Learning Trust to be informed

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6.17.2 Wandering Unsupervised Non-Pupil Child

- Office staff advise the senior member of staff currently on site
- Junior School staff to secure and man the Butler Road gate; Infant School staff to secure and man Ellis Road gate
- On discovering a child wandering around school premises without supervision or in suspicious circumstances:
 - (a) Check if the child is with an adult who is close by
 - (b) Accompany child to nearest school office / or offsite, if older child trespassing

6.17.3 Pupil Running off the Premises – ‘Runaway’

- If a pupil is seen leaving the premises, the person witnessing this must inform the nearest school office, without losing sight of the pupil if possible.
- Office staff advise the senior member of staff currently on site
- Staff should not pursue a pupil beyond the school boundary but should report to the school office where they last saw the pupil and the direction in which the pupil was heading. This information should then be communicated to the police and parents.
- It may be appropriate for a member of staff to go beyond the school boundary, e.g. to retrieve a pupil who has accidentally wandered out of an open gate, or to follow/retrieve a pupil with special needs who has deliberately left the premises but in doing so does not understand the gravity of their action. Staff should use their professional judgement in deciding whether or not it is appropriate to go beyond the school boundary. If a pupil is followed, the member of staff must be cautious and not run after the pupil. It may be that the pupil can be encouraged to return by calmly talking to them.

6.18 Off-Site Trip Incidents

When planning an off-site trip, the Off-site and Hazardous Activities procedures (see 6.1) should always be followed. The online Evolve tool will assist with ensuring that the appropriate approvals have been gained before the trip goes ahead.

If an emergency occurs on a school visit, the group leader should maintain or resume control of the group overall. The factors to consider include:

- Establish the nature and extent of the emergency as quickly as possible.
- Ensure all other group members are safe and looked after.
- Establish the names of any casualties and get immediate medical attention.
- Ensure that a member of staff goes with casualties to hospital (with any relevant medical information) and that the rest of the group are adequately supervised at all times and kept together.
- Notify the police if necessary.
- Ensure that all group members who need to know, are aware of the incident.
- Ensure that all group members are following the emergency procedures and roles are allocated as necessary.
- Inform the school emergency contact and provider/tour operator (as appropriate). The base emergency contact must be contactable for the period of the off-site activity, including, and particularly, out of hours. The contact and the party leader should both have duplicate details of the activity and emergency contact information.
- Both the party leader and emergency contact should hold contact details for travel insurance assistance. The local authority provides school journey insurance which all

Emergency Management Plan

schools are able to purchase, and some trips may also be covered by separate insurance as part of a travel package with the operator.

Details of the incident to pass on to the base emergency contact should include:

- Nature.
- Date and time of incident.
- Location of incident.
- Names of casualties.
- Details of their injuries.
- Names of others involved so that parents can be reassured.
- Action taken so far.
- Action yet to be taken (and by whom).

The base emergency contact should:

- Notify the headteacher or deputy headteacher; in the case of a serious incident, the CEO of Corvus Learning Trust should also be notified by the headteacher or deputy headteacher.
- Notify parents providing a full factual account of the incident.
- Notify insurers, especially if medical assistance is required.
- Ascertain phone numbers for future calls, try not to rely on mobile phones alone.
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep an incident log (see section 2.3) of all events, times and contacts after the incident.
- Report the incident to the BFC Health & Safety Team using their online incident report form at: <https://www.reportincident.co.uk/bracknell>.
- No-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause further distress to their families.
- In the case of a serious incident, media inquiries should be referred to the CEO of Corvus Learning Trust.
- No-one in the group should discuss legal liability with other parties; nothing should be signed relating to the accident liability without clear advice from the local authority.
- Keep receipts for any expenses incurred as insurers will require these.

6.19 Sexual Assault or Child Abuse

- Call first aider to the scene.
- Provide support in a private area with 2 familiar teachers present, taking into account their gender (do not leave the child with a lone adult).
- Secure scene/evidence.

Do not wash the victim's body or clothes as you may be destroying important evidence needed by the police. Refer also to the school's Safeguarding Policy for guidance.

6.20 Shots Fired

Note that, due to the proximity of the school to MoD training areas where live firing takes place, it is not unusual to hear the sound of gunfire in the distance, particularly when the wind is in the right direction.

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- If shots are heard **nearby**, instruct everyone to take appropriate cover, e.g. on the floor or under desks.
- Call the police.
- Assemble in a secure location or activate the shelter procedure (see section 5.2) if necessary.

6.21 Threatening Person Inside the Building

- Keep classroom/students secure.
- Initiate close down procedure (see section 5.1) if necessary.
- Assess threat.
- If no-one is in danger, observe the intruder until the police arrive.
- If people are threatened, staff should consider attempting to draw the attention of the intruder away from those affected.
- When appropriate, escape to a more secure area.

6.22 Threatening Person Outside the Building

- Ensure all children are moved into the building.
- Headteacher will initiate the shelter procedure (section 5.2) if necessary.
- Remain in classrooms until the all clear has been given, or evacuate as a result of instructions from the authorities.

6.23 Trespassers

Schools are not public places to which any member of the public is entitled to have access. There is an implied licence for parents and carers to come onto the premises to collect their child. However, access beyond this should be controlled, and the licence to enter the premises can be withdrawn if circumstances warrant this.

Any person who enters without permission is a trespasser. Trespassers may, therefore be asked to leave. Trespass is not generally a criminal offence, but a matter which may be pursued through the civil courts. However, if a person causes a nuisance or disturbance on premises that are used for education purposes, or enters after being required to leave, this behaviour can be a criminal offence under section 547 of the Education Act 1996.

6.23.1 Discouraging Trespass

Nobody (including governors, staff and pupils) has an unrestricted right of access to the school's premises. The only exceptions are those who have a statutory right to enter for certain purposes, e.g. Ofsted and Health and Safety Executive inspectors.

During the day, parents should act as visitors to the school, complying with appropriate school procedures. Visitors should present themselves at the reception window, following the indicated route. Where necessary, suppliers, contractors and commercial deliveries should follow separate arrangements.

Those who have a broad permission to enter (i.e. staff, pupils, parents, contractors, out-of-hours users) are informed of the limitations both in terms of time and place, as to their permission to enter the premises in writing, e.g. via the school website, school prospectus, staff handbook, lettings procedure. Such arrangements will not, of course, deter a determined intruder, but they should help ensure that those who do not follow visitor procedures are noticed. They also leave no doubt that the school's premises are private and

Emergency Management Plan

thus provide a clear basis for treating as a trespasser, any person who enters the premises without permission.

6.23.2 Power to Remove Intruders from Education Premises

Only certain people may remove from the school premises anyone whom they reasonably suspect is committing or has committed an offence under Section 547 of the Education Act. These are:

- A police officer
- A person authorised by Corvus Learning Trust. Headteachers are authorised to do so on behalf of the Corvus Learning Trust. In turn, Headteachers may formally authorise other staff to do so (this should be recorded). In practice, it will normally be appropriate for the police to be called and certainly where the individual poses a physical threat.

6.24 Unsafe Structures

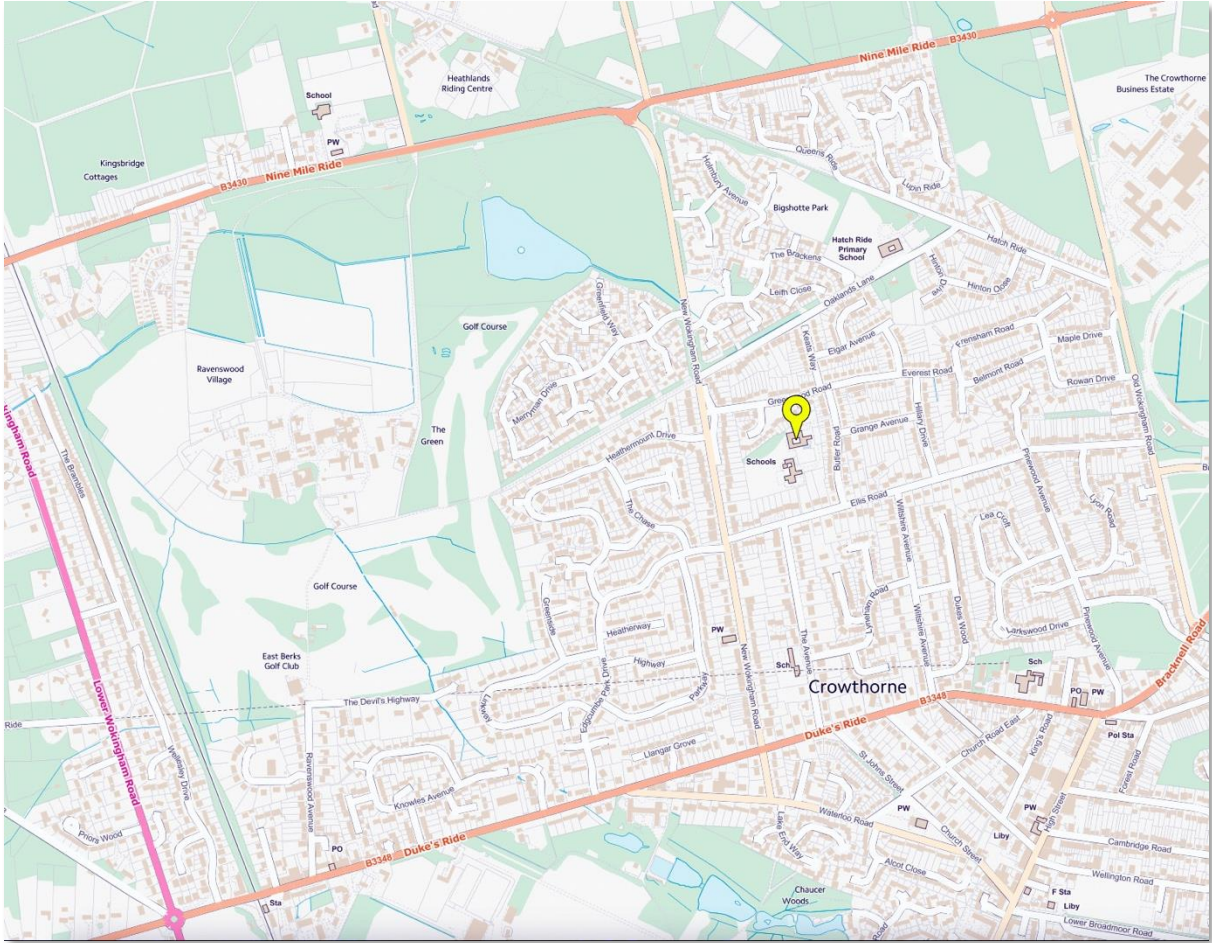
- Evacuate the school if necessary.
- Move away from the building if very serious.
- Call the Corvus Learning Trust's Facilities Lead (see section 4.1 for the number).

6.25 Utility Failure

- Teachers should stay in the classroom with the children until further instructions are given.
- Teachers who are not teaching should immediately report to the main office.
- The company providing the utility service must be telephoned and a time established for resolving the problem.
- Decisions need to be made about whether or not to close the school and for how long, e.g. for the day or longer.
- Follow the protocol in section 5.4 for consulting/informing the Corvus Learning Trust and WBC Services if the school has to be closed.

7 Risk Assessment & Business Continuity

7.1 School Map & Plan



Oaklands Junior School



LAYOUT OF THE SCHOOL

Key:

- 1 Disabled toilet
- 2 Medical room
- 3 Ladies toilet
- 4 Gents toilet
- T Pupil toilets

EXTINGUISHERS

CO2
FOAM
WET CHEMICAL
BLANKET



19th July 2019

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Utility Supply Shut Off		
Gas shut off	Outside cupboard next to cycle shed	Key in office key box
Electricity shut off	Electric cupboard by office	Key in office key box
Water shut off	Driveway – Butler Road side of the gates	

Keys		
Keys – to buildings	Mr Munson Mrs West Mr Holland Mr Lee Miss Noad Mrs Cooper	
Keys – to gates	Mr Munson Mrs West Mr Holland Mr Lee Mrs Cooper	

First Aid		
First Aid Kits	Hanging in the First Aid Room	Green Bags - Clearly marked

Fire control		
Fire extinguishers	As marked on map	
Fire exits	As marked on map	

Cleaning materials		
Clean up equipment	Cleaning cupboard	No specialist supplies

7.2 Hazard Map

The risk area which receives significant attention is a zone 200 metres from the school boundary. This area is indicated by the red ring on the satellite view below.



As shown, the school is located in the middle of a residential area, with no major roads nearby and no routes to or between industrial sites. There is no nearby industrial activity nor farming crop spraying activity. Commercial activity within the zone is limited to a parade of shops and a small restaurant in Greenwood Road.

In this context, the school is considered to be located in a **low risk environment** from a hazard point of view.

The Environment Agency designates the whole of the area within $\frac{1}{2}$ mile of the school be in Zone 1, i.e. Land having a less than 1 in 1,000 annual probability of river or sea flooding.

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7.3 Risk Assessment

The key inherent risks identified by the school are listed in the table below, and the risks are then scored after consideration of their likelihood and impact. The risks are then further assessed in the context of the relevant mitigation actions/plans that exist in the school.

Ref	Risk Title	Inherent Risk			Residual Risk <i>(after mitigation)</i>			Comment Mitigation Plan Focus Area(s)
		Likelihood (1 to 3)	Impact (1 to 3)	Gross Score	Likelihood (1 to 3)	Impact (1 to 3)	Net Score	
1	Flooding	1	1	1	1	1	1	See sections 6,7
2	Fire	1	3	3	1	3	3	Fire Drill, Fire Risk Assessments, H&S Inspections
3	Road Traffic Accident	1	3	3	1	3	3	First Aid, Parking Guidance, Road Safety
4	Heavy Snow	1	2	2	1	1	1	Snow Plan (see section 10)
5	Infectious Disease	2	2	4	2	1	2	Health Procedures, section 6
6	Bomb Threat	1	3	3	1	2	2	Site Security, Lock-Down Procedure (see section 5.1)
7	Kidnap	1	3	3	1	2	2	Site Security, Safeguarding Procedures
8	Threatening Person	1	2	2	1	1	1	Site Security, Lock-Down Procedure (see section 5.1)
9	Broadmoor Escape	1	2	2	1	1	1	Broadmoor Procedures (see section 5.5)
10	Pipe Burst	1	3	3	1	2	2	Inspections, Maintenance, Action Plan (see section 10)

Impact	High (3)	3	6	9
	Med (2)	2	4	6
	Low (1)	1	2	3
		Low (1)	Med (2)	High (3)
	Likelihood			

The resulting matrix reflects the fact that the school exists in an environment that is of generally low risk, although this is no cause for complacency.

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The majority of the risks that do exist are not readily amenable to action by the school to reduce their likelihood (with the exception of fire, where the focus is on constant vigilance to maintain a low risk environment). The focus is therefore on containing the impact should the risks materialise, via the emergency plan and the actions of the School Emergency Response Team.

7.4 Business Continuity

Business continuity planning is the process associated with ensuring that a business or organisation can continue to deliver its critical services during and after an emergency. In the case of schools, the critical service is to continue pupils' education. The school's Business Continuity Plan (BCP) therefore needs to consider what would be required in order to continue this function and what vital records or data may need to be duplicated or backed up to minimise any disruption.

As indicated by the risk assessment, the school exists in a mature low risk environment, well away from major roads or industry. As such, in business continuity terms, the ongoing delivery of education is most likely to be interrupted an emergency that affects the school building, requiring its closure for a period of time. Such an emergency could be anything from a boiler breakdown, to a fire or a flood. The duration of the emergency, in terms of the time taken to make the building available for re-occupation for the delivery of education, could range from days to weeks or even months.

The BCP is intended to address situations where the unavailability of the building is likely to be sustained, since other contingency measures can be used (e.g. the Snow Plan) for shorter periods.

7.4.1 Short Term Unavailability

Short term unavailability is where the school building is unavailable for up to a week. This will typically involve localised damage or widespread but less serious damage or temporary damage. This time of unavailability may be required for example:

- to re-commission failed heating systems and/or bring in alternative heating, or
- dry out the school to a suitable degree and safety test electrical installations and equipment, or
- restore and test disrupted utility services, or
- repair/isolate localised fire damage, and possibly prepare alternative teaching locations within the rest of the school.

In this situation, the Snow Plan (see section 10.2) will be activated. The children will work from home and will access the school's Virtual Learning Environment and (externally hosted) website. Communications with parents will be via the school website and email. If damaged, the school's server will be replaced and re-built from backups, with teachers using the school website to provide material for pupils in the interim.

If available and safe to occupy, the staff will organise work in/from the Terrapin building. Alternatively, if available at the time, space will be used in Oaklands Infant School or Hatch Ride School. If neither of these is viable, a local hotel meeting/conference room will be booked and utilised. Some staff may be able to work from home for some or all of the time; email communication with staff will continue via Office365 (cloud hosted); telephone will be used in addition or as an alternative, as appropriate.

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7.4.2 Medium Term Unavailability

Medium term unavailability is where the school building will be unavailable for 6-8 weeks of teaching time, or approximately half a term. This will typically be where fire or water (or other agent) has more extensively damaged the building but in a repairable way.

In this situation, the plan in 7.4.1 will be deployed initially while arrangements are made for the expected period of unavailability. Any essential replacement IT equipment will be acquired during this period, and remote access reconfigured.

The medium-term approach will be to use alternative teaching locations to house the pupils and teachers. The overall approach will be to deploy the children from each year group to a different school in the locality. For example, we will seek to locate Year 6 at Edgbarrow School, and Year 3 in Oaklands Infant school. It may be necessary for class sizes to increase temporarily, but staff:pupil ratios will be maintained. The catering facilities and IT connectivity of the “host” schools will be relied upon for the duration.

Communications with parents will continue via the school website and email. If damaged, the school’s server will be replaced and re-built from backups, hence making the lesson and pupil information available to teachers. Email communication with staff will continue via Office365 (cloud hosted).

7.4.3 Long Term Unavailability

Long term unavailability is where the school building will be unavailable for a substantial period of time, up to 12-18 months. This will typically be where fire has more extensively damaged the building to a degree that requires significant or total reconstruction.

In this situation, the plan in 7.4.2 will be deployed initially while the necessary arrangements are made for the expected period of unavailability.

The long-term approach will be for temporary buildings to be procured and located in the school grounds to accommodate all 8 classes, office staff and a hall – with the necessary washrooms. These buildings will be 2-storey (in order to retain the maximum use of the playing fields).

The assets identified in 7.4.5 will be used as the start point for the facilities required within the temporary buildings. In a situation of major fire damage, it has to be assumed that none of the existing assets will be available, and will hence need to be replaced with new.

7.4.4 Data Availability

The school’s policy is that no data used by staff is stored on desktop computers, laptop computers or tablets. Instead, these devices are used to access data held on the school’s server or on other remote third-party platforms in the cloud. The constant refreshment and re-build cycle of the IT facilities used by staff serves to reinforce adherence to this policy.

Curriculum plans and pupil data are stored on the school’s server. This server is backed up regularly via a grandfather/father/son cycle of hard disks; the disks are stored in a fire safe.

The core finance data and systems are held on remotely hosted servers.

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The school meals cash system is cloud based.

Information passed to/from/between staff via email is stored in the cloud on Office365.

Overall, the school has a robust approach in place for the storage, protection and access to the data that would be required to continue to support the school in its prime function in the event of a disaster affecting the school buildings.

7.4.5 Asset Availability

The school maintains an IT-based detailed asset register, managed by the school's Business Manager. The asset details are held remotely on a cloud server.

This asset list is useful for informing the activity of procuring replacement or temporary assets and/or for making insurance claims in the event of a disaster.

8 Support of People

The effects of a critical or traumatic incident on a child can be wide ranging and can impinge upon his or her family, other children (particularly those close to the child or the incident, or who may be emotionally vulnerable themselves), and upon the staff at the school.

8.1 People focus is the main priority

This involves:

- Honesty
- Sensitivity
- Giving people information and choice
- Not over-protecting parents/staff from facts
- Remembering the school doesn't own the pupils but the tragedy, parents and relatives do

8.2 During the event

Speeding recovery and minimising the impact of an event, begins at the time of the event.

At the time of the event the following should be endorsed:

- People focus criteria (above)
- Communications - set up communication lines as quickly as possible
- Do not leave a recorded message on the school phone unless it is directing parents to a help line where they can talk to someone
- Brief and inform staff as soon as possible
- Keep them informed

8.3 After the event

The successful management of critical incidents depends on the school taking appropriate action and providing support after as well as during a critical incident or emergency. The recovery timeline following a critical incident will vary depending on the circumstances; the school will use this a guideline.

Within 24-72 hours:

- Hold briefing meetings for staff/students/parents to keep them informed
- Arrange counselling as needed
- Provide opportunities for staff, pupils and parents to talk about the incident
- Provide support to staff, helpers and pupils (1-1 or group)
- Debrief all relevant persons
- Restore normal functioning and service delivery as soon as possible
- Plan reintegration of pupils/staff
- The headteacher should consider writing a letter to all parents and students from the heart, letting them know they can express emotions and asking what they need from the school, and will take appropriate action in response

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- Complete statutory reporting of accidents
- Identify and consider legal implications and seek legal advice appropriately
- Initiate a review of this Emergency Management Plan so that it can incorporate any relevant lessons learned

9 Other Users of the School Site

9.1 Emergency arrangements for other users of the school site

All clubs and bookings must comply with the Lettings Policy and sign a declaration which includes the following:

“I accept that I should familiarise myself with the position of telephones, escape routes, fire alarms and fire-fighting equipment. Notices regarding procedures in relation to action in the event of the fire will also be studied and the information passed on by me to the users and any other person concerned”.

Users may include, but are not limited to: Breakfast Club, After School Club, Crowthorne Symphony Orchestra and Holiday Camps. See details of other users in section 1.2.

10 Useful Information

10.1 Useful Websites & Helplines

Health & Safety

<http://www.teachernet.gov.uk/visits>

<http://www.hsedirect.gov.uk>

<http://www.the-fic.org.uk> (Fire Industry Confederation)

<http://www.standards.dfes.gov.uk>

<http://www.hpa.org.uk/topics/index.htm>

<https://schools.bracknell-forest.gov.uk/policies-guidance/health-safety/>

Emotional Support

Childline – is a confidential and private service for children and young people up to 19, you are able to speak with a counsellor. Telephone 0800 1111, option for online chat.

<https://www.childline.org.uk/pages/home.aspx>

The Samaritans - Voluntary agency providing 24-hour support for people feeling depressed, isolated, or in despair Telephone: 0345 90 90 90 (helpline).

Women's Aid Federation - Voluntary agency providing support and temporary refuge for people threatened by violence or abuse. Telephone: 08457 023 468 (helpline).

Men's Aid is a Registered Charity providing information and advice to all parents who are seeking to maintain a meaningful and responsible relationship with their children after family break down or divorce. Telephone: 0871 223 9986 (help line).

<http://www.mensaid.co.uk/index.html>

Mediation UK - Voluntary agency working to help individuals and organisations to resolve conflict. Telephone: 0117 904 6661.

Daisy's Dream – Child Bereavement Organisation: email at info@daisydream.org.uk or Telephone: 0118 934 2604.

Homicide

Cruse Bereavement Care - Voluntary agency providing a support service to anyone who has been bereaved Telephone: 0870 167 1677 (bereavement line).

The Compassionate Friends - Support for bereaved parents and their families by those similarly bereaved. Telephone: 0117 953 9639 (helpline).

Support after Murder and Manslaughter (SAMM) - Voluntary agency providing support to families bereaved by homicide. Telephone: 020 7735 3838.

Racist Crime

RaceActionNet Online - service providing contacts and knowledge to practitioners and policy makers for dealing with racial incidents, racial harassment and racist crimes in the home and neighbourhood.

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Reporting Hate Crime - <http://www.wokingham.gov.uk/community-and-safety/community-safety/hate-crime/> Contact Thames Valley Police to report for non-emergencies 101 or 0845 8505 505 or in emergency call 999.

Sexual Violence

Lifeline - Help for Victims of Violence in the Home, Sexual Abuse and Incest Voluntary agency providing support and advice for families experiencing violence within the home Telephone: 01262 469085. <http://www.innersanctuary.org.uk/>

Crimes Against Children

Contact your local children Safeguarding team.

Anti-Bullying Campaign - Voluntary agency working to help parents of children bullied at School. Telephone: 020 7378 1446.

Bullying Online - Help and advice for parents and children. <http://www.bullyonline.org/>

ChildLine - Voluntary agency providing a telephone counselling service for children and young people in danger and distress. Telephone: 0800 1111 (24-hour free helpline).

Kidscape - Voluntary agency working to promote children's safety and prevent child abuse and bullying. Telephone: 020 7730 3300.

NSPCC - Voluntary agency working to prevent child abuse and neglect. Telephone: 0800 800 500 (24-hour child protection helpline).

Reunite (National Council for Abducted Children) - Voluntary agency working to reunite abducted children with their custodial parent. Telephone: 020 7375 3440 (advice line).

10.2 Severe weather and flood warnings

Free Met office weather alerts and warnings are available via a subscription at:

<http://www.metoffice.gov.uk/about-us/guide-to-emails>

Alert information

The email alert service is designed to inform you of changes to published Met Office web pages. You need to be connected to the internet to view the alert information.

To view alert information, follow the hyperlink in the email body text.

Weather warnings - Multiple alerts for the same region

Warnings are issued and updated on a regular basis and cover a range of dates and times. During an active spell of severe weather, it is possible that you will receive a number of alerts on a daily basis which reflects the dynamic weather situation as it evolves.

Those in the school who are set up to receive weather warnings are:

<u>Name and Role</u>	<u>Alerts</u>	<u>Via</u>
<i>Paul Munson, Site Controller</i>	<i>Weather Alerts for London & SE England</i>	<i>Email</i>

Upon receipt of a severe weather warning affecting the school, the Headteacher/Site Controller will consider the following possible actions:

- Circulate the warning or situation to key staff including teachers
- Headteacher will decide to close the school in advance where this seems sensible in consultation with key personnel.
- Monitor the weather conditions
- Site Controller will ensure that salt bins/sand bags are fully stocked, shovels are available and working parties are notified, as appropriate
- The Headteacher, in consultation with the Chair of Governors if possible, will decide to close the school when the weather conditions make it dangerous or impossible for people to travel to school, at which point they will initiate the school closure procedures (see Closure of School Plan section 5.4).

The Environment Agency's website allows subscription to free flood alerts

<https://fwd.environment-agency.gov.uk/app/olr/register>

However, because the school is an area of very low likelihood of flooding, it does not currently subscribe to flood warnings.

10.3 Example Emergency Management Plan – Pipe Burst

This plan, as standardised and enhanced by the post-incident review, was used for an incident in February 2017 and has since been updated to reflect the changes for academisation. While the exact nature of the incident may not recur, it provides a useful practical and proven start point for managing similar incidents. The details have been updated to reflect the changed points of contact following academisation.

Nature of Incident: major central heating pipe burst in the Hall, identified by the Site Controller when opening the school for the day

- Site Controller contacted the Headteacher, who invoked the Emergency Management Plan (the fallback, if the headteacher is uncontactable, is to contact the deputy headteacher)
- Site Controller assessed the immediate risks and turned off the electrical power and the heating pumps
- Site Controller contacted contractors and Corvus Learning Trust's Facilities Lead to attend the school
- Site Controller notified other organisations planning to use the school that day (*the before-school Judo Club*)
- Headteacher called the Deputy Headteacher to request him to attend at school ASAP (since he lives closer to the school than the Headteacher)
- In view of the lack of heat and power, and water on the floor in the hall (where school meals are served), the Headteacher made the decision to close the school for the day, in accordance with the protocol
- Headteacher contacted Administrator to request that a Parent Mail be sent to parents to advise of school closure
- Headteacher phoned the Chair of Governors to notify him of the incident and school closure and requested a message to be displayed on the school website
- Headteacher gave Chair of Governors the numbers to ring (and the password) so that a message could be given out on local radio stations to alert parents to school closure
- Once in school, Headteacher requested Administrator notify the CEO of the Corvus Learning Trust of school closure
- As staff arrived at the school, they provided support to the Site Controller to mop up water and to advise parents of school closure as they arrived at the school gates
- CLT's Facilities Lead and contractors arrived at the school to restore power, rectify the leak, restore the heating and deploy dehumidifiers
- School staff used the morning to help mop up and move furniture; afternoon was given to teachers/TAs to take work home to work, as it was too cold in school (which was still without heating)
- The SERT monitored the situation
- In consultation with the Deputy Headteacher and the Chair of Governors, the Headteacher made the decision by the end of what would have been a normal school day (when most parents would need to know about the next day to be able to organise child care) that the school would be closed for a further day as there was still no heating in school

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- Headteacher requested Administrator send another Parent Mail home to notify parents of school closure for a further day, and to inform the CEO of the Corvus Learning Trust of a further day of closure
- The Headteacher requested the Chair of Governors update the message on the website and contact local radio stations to repeat school closure due to flooding and no heating
- Headteacher & SLT agreed an INSET day for staff training (teachers and TAs) on the second day of closure, with part of the day used to get the school back to normal and safe for the children, with PE equipment, mats, staging etc. being moved out of classrooms and corridors, back into the hall
- The SERT monitored the situation

- Based on advice received and restored heating, the Headteacher made the decision that the school could open normally next day but with the hall and IT Suite out of action for the rest of the week as the floors were still very wet and dehumidifiers were still in use in both rooms
- Parents notified of school re-opening via school website and by Parent Mail with a request to provide children with a packed lunch to eat in classrooms for the rest of the week, or order sandwiches from the school kitchen daily
- Staff notified of a return to school with the proviso that the hall and IT Suite would be out of action for the rest of the week (2 days) with packed lunches in classrooms

- Follow up actions managed by Site Controller and Corvus Learning Trust Facilities Lead: dehumidifiers required for many more days and subsequent remedial work required to repair the damaged pipework, and rectify the damage to the hall floor / equipment

- Post-incident review held by Finance and Premises Committee
- Remedial actions tracked by Finance and Premises Committee

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10.4 Example Emergency Management Plan – Snow Closure

The Snow Closure Plan is a document created by the Headteacher and updated annually to reflect staff changes and who informs who, depending upon which staff are in each year group and the line management arrangements. It provides details of the chain of phone calls/texts that are made to ensure that all staff and parents are aware of the closure, which may need to be notified at very short notice and typically out of normal school hours.

The plan uses the staff list of names and telephone numbers that the school's Business Manager updates annually in September and distributes to all staff.

Staff know that they need to prepare some work for English / Maths (including Mathematics) that children / parents can access on the learning platform, should the school be closed for several days, with examples of websites / games that they can use to practise skills. This work is only made 'live' by each year group when an emergency happens. The school cannot enforce this but it is the option available for those that want to do some school work, and mitigates some of the impact of the school closure.

The Snow Closure Plan is contained in section 10.4.1 and may be used for other events which require short-notice closure of the school for one or more days.

10.4.1 Current Snow Closure Plan

See below – updated annually and reviewed after each use.



Emergency Management Plan



SNOW PLAN - Phone Chain for School Closure

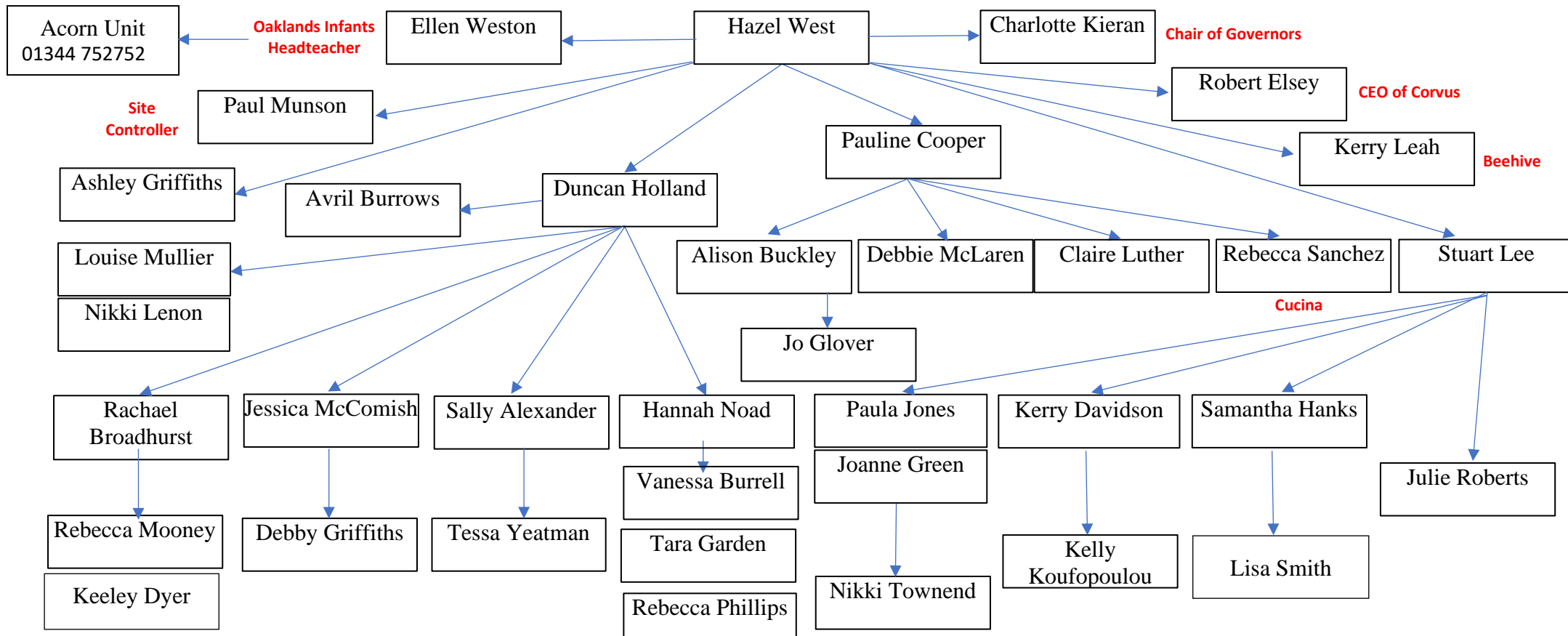
Hazel to liaise with Hannah O'Neill and Paul Munson by phone to make closure decision – 6.30am if on morning of concern

Schools to phone Radio Berkshire: 0118 946 4200 & Heart FM: 0845 270 2456 & Jack FM: 01865 575106

(giving DfE number: 872 2062, school name and giving password = CREATION), and advise WBC (see 5.4.3) and Corvus CEO.

Infant HT to phone Paul Munson who will put a message on the answerphones to say that the schools are closed due to snow.

Paul to place signs at both Butler Road and Ellis Road gates. Alison Buckley/Debbie McLaren to put a message on the school website.



10.5 Bomb Threat – Form for Recording the Details

Protective Marking: Restricted when Completed

Form 5474

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

- 1 Remain calm and talk to the caller
- 2 Note the caller's number if displayed on your phone
- 3 If the threat has been sent via email or social media see appropriate section below
- 4 If you are able to, record the call
- 5 Write down the exact wording of the threat:

When Where What How Who Why Time

ASK THESE QUESTIONS & RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?	
2. When is it going to explode?	
3. What does it look like?	
4. What does the bomb contain?	
5. How will it be detonated?	
6. Did you place the bomb? If not you, who did?	
7. What is your name?	
8. What is your address?	
9. What is your telephone number?	
10. Do you represent a group or are you acting alone?	
11. Why have you placed the bomb?	
Record time call completed:	

Emergency Management Plan

Protective Marking: Restricted when Completed

INFORM BUILDING SECURITY/ COORDINATING MANAGER

Name and telephone number of person informed:

DIAL 999 AND INFORM POLICE

Time informed:

This part should be completed once the caller has hung up and police/ building security/ coordinating manager have all been informed

Date and time of call:

Duration of call:

The telephone number that received the call:

ABOUT THE CALLER:

Male

Female

Nationality?

Age?

THREAT LANGUAGE:

Well-spoken

Irrational

Taped

Foul

Incoherent

CALLER'S VOICE:

Slurred

Excited

Calm

Crying

Clearing throat

Angry

Nasal

Rapid

Deep

Stutter

Disguised

Slow

Lisp

*Accent

Familiar

Laughter

Hoarse

Other (please specify)

*What accent?

If the voice sounded familiar, who did it sound like?

BACKGROUND SOUNDS:

Street noises

House noises

Animal noises

Crockery

Motor

Clear

Voice

Static

PA system

Booth

Music

Factory machinery

Office machinery

Other (please specify)

Emergency Management Plan

Protective Marking: Restricted when Completed

REMARKS:

ADDITIONAL NOTES:

Signature: Print Name: Date:

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA

- 1 DO NOT reply to, forward or delete the message
- 2 If sent via email note the address
- 3 If sent via social media what application has been used and what is the username/ID?
- 4 Dial 999 and follow police guidance
- 5 Preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Signature: Print Name: Date:

SAVE AND PRINT – HAND COPY TO POLICE AND SECURITY/ COORDINATING MANAGER

Retention Period: 7 years
MP 925/10

Emergency Management Plan

10.6 Acts of Terrorism

It is unfortunate that world events mean that schools must take note and be aware of the threat of terrorist acts. These should be kept in perspective; our school is in an inherently low threat setting. However, we must be mindful of the national situation, particularly when planning school trips.

The Government maintains an assessment of the current threat level. The latest guidance on recognising the terrorist threat and remaining vigilant can be accessed via:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

If you see anything that causes you concern, then let the police know immediately. If you have suspicions about someone's behaviour call the police on 101, the anti-terrorist hotline on 0800 789 321 or in an emergency you should always call 999.

For further information about reporting suspicious behaviour, visit

<https://act.campaign.gov.uk/>

If you get caught up in the (hopefully extremely unlikely) event of a weapons attack, you are urged to follow the “**Run, Hide, Tell**” advice.

Responding to children's questions and concerns on events like the one in Manchester in May 2017, require a high level of sensitivity. The Department of Education's Educate Against Hate website <http://educateagainsthate.com> has a range of resources, advice and practical guidance on how to speak to children and young people about acts of terrorism.