

WHAT IS A “MAJOR EMERGENCY”

A major emergency is defined as:

“when a member of a West Sussex County Council educational establishment or an affiliated group, in the course of officially recognised activities, has suffered life-threatening injury or fatality or is in peril including being missing from an off-site activity”.

The Emergency Plan

- A. Initial Communication
- B. Initial Response to the Emergency
- C. Allocation of tasks and responsibilities
- D. Setting up and operating the Emergency Centre including supportive Administration staff
- E. Information Management
- F. Managing the Media
- G. Resources
- H. Dealing with Post Traumatic Stress
- I. Training
- J. Basis of the Plan

APPENDIX

- 1. Psychological support
- 2. Stress reaction
- 3. Distribution
- 4. Event Log Form
- 5. Telephone Log Form and Caller Information sheet
- 6. Key Holders List
- 7. Staff Telephone Numbers

A. Initial Communication

1. On receipt of telephone call concerning a major emergency consider the following actions and ensure all the information given to you:

- Verify the name, status and location of the caller
- Establish the location of the emergency
- Brief description of the incident and the time that it occurred
- Names of individuals involved
- Condition and location of any injured
- Location and details of any deceased
- Details of any assistance required
- Who else has been informed of this incident?
- Obtain telephone numbers to re-establish contact or ask caller to ring back when contact number available

2. Make Initial Response to the Emergency (see B)

- Consider alerting other key members of staff and Chairman of Governing Body
- Consider mobilising staff to the establishment
- Consider implementing the Emergency Plan

EMERGENCY PLAN

B. Initial Response to the Emergency

| Prompts | On-Site Incident | Off-Site Incident |
|--|---|---|
| 1. Tel. Numbers you might need | <ul style="list-style-type: none"> • Emergency Services 999 • Area E. Office – during office hours 01243 642104 • Outside office hours 01243 792792 • School no 01903 785416 • Head’s Line 01903 856861 • Headteacher 01903 776060 • Deputy Headteacher 01903 207906 • Chairman of Governors, Chris Snell (h) 785053 (m) 07743724622 • Premises Manager (h) 01903 776559 (m) 07756172837 • Rector 01903 784979 See Keyholder list • Home Tel Nos. list in school office | <p><u>In school hours</u> Emergency services 999 St Margaret’s 01903 785416 Or Head’s line: 01903 856861</p> <p><u>Outside school hours</u> Emergency Services 999 Headteacher home no. 01903 776060 Mobile: 07731668314 Deputy Headteacher home no. 01903 207906 Premises Officer (as on-site incident list) County Hall emergency Duty Officer (as on-site incident list)</p> |
| 2. Action to be taken in case of: <ul style="list-style-type: none"> • Serious life-threatening injury of fatality, explosion, fire or chemical hazard • Building damage or destruction • Hostage taking/abduction • Serious health hazard | Most senior person on site to: <ul style="list-style-type: none"> (a) Dial emergency services (b) Inform Area Education Office saying “We need immediate assistance because The emergency services have been alerted” (c) Take a roll call/evacuate the building if appropriate | Most senior person on the off-site activity Dial emergency services <ul style="list-style-type: none"> (a) <u>In school hours:</u> <ul style="list-style-type: none"> • Contact the school • The responsible person at the school then to inform Area • Education Office to give on-site guidance (b) <u>Outside school hours:</u> <ul style="list-style-type: none"> • Contact the Head (or next responsible person) at home |
| 3. Action to be taken in case of: <ul style="list-style-type: none"> • Terrorist Incident | <ul style="list-style-type: none"> • Write down any warning message • (then as 2) | Same as 2. |
| 4. Action to be taken in case of environmental disaster e.g. severe flood or snow | <ul style="list-style-type: none"> • Make contact with local radio 01243 773600 – Spirit FM, Chichester 01483 734312 – BBC Southern Counties 01273 416541 – Southern Radio • Erect information boards outside school. (Then as 2 if appropriate). | Same as 2. |

C. Allocation of Tasks and Responsibilities

| Tasks | Designated Lead Person (Release from any other duties) | Deputy and/or Support Team |
|---|---|--|
| 1. Overall management of the incident <ul style="list-style-type: none"> • at school • off-site | Senior post-holder on site Senior Teacher (Nominated person to prepare to travel to off-site location) | Deputy Head Chair of Governors Premises Manager Other teaching staff at the incident or nominated to travel with the Senior Teacher |
| 2. Setting up Control Centre | Headteacher + Premises Manager | Deputy Head Governors |
| 3. Administrative support including telephone operations | Bursar or Secretary | Receptionist |
| 4. Evacuation | Headteacher + Premises Manager | All staff |
| 5. Staff and pupil welfare | Headteacher | All first-aiders |
| 6. Information to staff and parents | Headteacher | Governors Bursar or Secretary |
| 7. Media handling | Press Officer | Headteacher |
| 8. Catering – Pupils/emergency staff | Core Support/or Area Team | |

D. Setting up and operation the Emergency Centre including supportive administration staff

CONTROL AND CO-ORDINATION

The system of emergency control instigated must build upon normal arrangements. While those providing the emergency response will do so from their normal premises where they have access to their own data, there is a need to provide a focal point in our establishment where all aspects of the response can be co-ordinated and monitored. For simplicity, such a location can be called the Emergency Centre. Clearly it must be outside the potential hazard area and it may be desirable to have alternative locations surveyed and available. It may be necessary to remain in operation for many days, necessitating shift working and alternative facilities – again depending upon the scale of the major emergency.

Note – the support of the Education Department’s Emergency Core Support Group and an Area Team will be available for our establishment in the event of a major emergency.

The suggested likely issues of control and co-ordination have been grouped into

- the emergency centre
- information management.

The Emergency Centre

| Possible requirements | Comments |
|---|---|
| 1. Designated and trained staff | First Aiders H/T / Office Manager, support in office suite and main corridor. |
| 2. Comfortable premises with domestic arrangements | Classrooms and staffroom. |
| 3. Emergency procedures/plan | Plan held in main office. Senior staff and main keyholders and Chair of Governors to hold plan at home. |
| 4. Communications – Telephones/fax/mobile telephones | 2 phone lines. Keep main line for incoming calls. Use fax line and mobile (all mobiles) for out-going calls |
| 5. Office machinery and stationery. E.g. photocopier, maps, visual displays | Signage for information reports. Plans of building held in main office |
| 6. Media Facilities | School Hall or Drama Studio |

E. Information Management

| | |
|--|---|
| Gathering and logging information (a record time/date of action taken) | Bursar or Secretary Checklist of events with prepared blank pad/paper in Emergency pack. All events/times/people/telephone nos. logged |
| Displays (activities/tasks displayed on boards) | Staffroom noticeboard Entrances – whiteboards/parent information |
| Action taken and to be taken | Checklist – management Bulletins/sanctioned by Press Officer. TA’s to inform staff in classrooms of action taken and to be taken. |

F. Managing the Media

There should be no communication with the media other than through the nominated person.

| Tasks to Manage Media | Comments |
|--|---|
| Liaise with the Emergency Services prior to responding to the media | Press Officer [or Headteacher in their absence] |
| Identify and brief authorised spokesperson | Press Officer [or Headteacher in their absence] Chair of Governors |
| Agree timing of press conference/releases | Press Officer [or Headteacher in their absence] Chair of Governors |
| Agree press accreditation | Press Officer [or Headteacher in their absence] Chair of Governors |
| Consider availability of pupil photographs to the emergency services | Bursar Class photographs and individual ones to be retained each year on CD-ROM. |

G. Resources

Emergency first aid packs

Mobile telephones

Contact telephone numbers [Appendix 7 + Emergency Plan page 3]

Checklist pad to log events/time/people. (Appendix 4)

Prepared class/individual photographs

Mobile whiteboards

H. Dealing with Post Traumatic Stress

See Appendices 1 and 2

I. Training

Reviewed at the beginning of every school year

J. Basis of the Plan

- Agreements made

The first draft of the plan was agreed by the Governors' Policy and Curriculum Committee in March 2005 was amended and distributed to all staff.

Annual review and updates to information will be made at the beginning of each new school year.

The plan was distributed to all teaching staff and discussed with all other members of staff in their normal meeting forums.

APPENDIX 1

PSYCHOLOGICAL SUPPORT TO SCHOOLS FOLLOWING A MAJOR EMERGENCY

- There are a range of support services available following traumatic incidents, and to ensure clarity of responses, it has been agreed in West Sussex that the Educational Psychology Service will take the lead initially in providing psychological support in schools affected by a major emergency. The Educational Psychology Service will, where appropriate, ensure that there is follow-up by other service providers such as Social Services Departments, Health Trusts and voluntary bodies.
- LEA Psychological Services have provided effective support to schools following major emergencies. The County's Educational Psychological Service will prioritise support to West Sussex schools affected by a major emergency.
- Timely psychological support does help children and adults suffering post traumatic stress reactions – in the short term by support to diffuse reactions and in the longer term through debriefing.
- Post-traumatic stress reactions are normal reactions by children and adults to abnormal experiences – and the effects may last for some time. Appendix 2 contains notes provided by the Educational Psychological Service on post-traumatic stress reactions.
- “Wise Before the Event” – coping with crisis in schools’ by W. Yule and A. Gold (published by Calouste Gulberkian Foundation 1993) is a useful booklet that has been distributed to all schools. It is a practical resource that argues that developing a school action plan for major emergencies will lessens the impact when a crisis does occur.

APPENDIX 2

POST TRAUMATIC STRESS REACTIONS

The following notes may be of assistance in providing support to children, parents and staff, following a major emergency in a school.

The Educational Psychological Service has a leaflet, based upon these notes, available to schools involved in a major emergency.

COPING WITH YOUR FEELINGS AFTER A MAJOR EMERGENCY

- In the early stages you may have been in shock and felt confused and helpless. You may also have felt fear and sadness.
- As you thought about what happened you may have felt angry with yourself, with the school or with others. You may even have felt guilt and shame.
- Often physical reactions follow such events, e.g. tiredness, sleeplessness, bad dreams, headaches and short temper.
- Try not to bottle up your feelings. It is important to talk to others. Crying is natural and often gives relief.
- As well as talking, be ready to listen to others.
- You may need to have time on your own for private thoughts – explain to your family and friends, they will understand.
- Accidents are more likely to occur when you are under stress. Please be careful and take your time.

| BEHAVIOURS YOU MIGHT EXPECT IN YOUR CHILDREN | HOW YOU CAN HELP CHILDREN YOU KNOW |
|--|---|
| <p>In tragic situations, children and young people experience similar feelings to adults. They have a need for support in coming to terms with traumatic events, but they might not be able to express feelings when they cannot find the words. Children, particularly young children, often show their feelings through behaviour.</p> <p>These behaviours might include:</p> <ul style="list-style-type: none"> • Increased misbehaviour, aggression and ‘younger’ behaviour. • Children may become withdrawn. • Lots of ‘pretend’ play including a desire to act out details of what took place in the original incident. This may even involve the use of pretend swords or knives. • Sleep disturbance, including bad dreams, fear of being alone, fear of the dark. • Clinginess, including a desire to sleep with parents. • Difficulty concentrating, especially in school. Children might forget things or have toileting accidents. • Heightened alertness to danger, including sensitivity to loud noises. • Changes in appetite. • Fears for their own safety or the safety of family and friends. • Reluctance to talk. Children, particularly older children, may choose not to talk for fear of upsetting family or friends. • Being easily upset by everyday events. • Unwillingness to go to school. | <p>Here are some ideas that might be of help to you as a teacher, parent, relative or friend.</p> <ul style="list-style-type: none"> • Try to answer questions as honestly and accurately as you can in words your children will understand. • Maintain familiar routines and structures. These provide a sense of security. • Be patient and calm, if possible. Your child or children you have contact with, may behave in a ‘younger’ way and may become difficult to manage. This is natural. • Allow children opportunities to talk about their feelings and let them know that it is OK to cry. • Do not hide your feelings from your children. Its OK for children to see you are upset. Explain, in simple terms, that such events upset everyone. • Try to treat your children in your usual way. You may wish to be especially protective. This is a natural reaction but in the longer term being too protective can make a child feel insecure. • Be ready to LISTEN but do not be upset if your children choose not to talk. They might express their feelings in another way, through play or behaviour. <p>Make time for yourself and make sure that you have other adults to talk over your feelings and concerns. Your children will benefit from this.</p> |

APPENDIX 3

Distribution

- Implementation
1. **One plan to be held in main school office**, with
 - a prepared checklist pro-forma
 - blank A4 pad/ pens.
 - emergency first aid kits available [in office]
 - CD-ROM of all children in school
 - 6 extra copies of the plan to be distributed to key personnel by the Senior post-holder on site
 2. **Headteacher, Deputy Headteacher, Premises Manager and Chair of Governors to hold a copy of the plan at home**
 3. **All teaching and non-teaching staff to be made aware of the plan and to sign for ‘sight’ of the plan and knowledge of its implementation procedures.**

APPENDIX 4

EVENTS LOG

| TIME | EVENT | PEOPLE |
|------|-------|--------|
|------|-------|--------|

APPENDIX 5
TELEPHONE LOG

| TIME | MESSAGE | PERSON |
|-------------|----------------|---------------|
|-------------|----------------|---------------|

CALLER INFORMATION

About the Caller

Male Female.....
Nationality Age

Threat Language

Calm?..... Excited? Angry?
Slow? Stuttered? Rapid?
Laughing? ... Disguised? Crying?
Nasal? Lisp? Slurred?
Deep? Hoarse? Rambling?
Familiar?
 [If so, who did they sound like?]
Accent?
 [If so, where do you think it originates?]

Background Sounds

Traffic? House Noises?.....
Animal noises?..... Voices?
PA system? Music?
Machinery?
Other noises? ..[please specify].....

Any Other Information?

APPENDIX 6

KEYHOLDERS LIST

ALL MASTER KEYS HELD BY:

Premises Manager
Headteacher

STRONG ROOM KEYS HELD BY:

Premises Manager
Headteacher
Key safe in stock room by staff social area

FRONT DOOR KEYS HELD BY:

All teaching staff
Bursar
Premises Manager

APPENDIX 7

HOME TELEPHONE NUMBER LIST

STAFF HOME TELEPHONE NUMBERS

see 'STAFF EMERGENCY DETAILS' FILE, kept in School Office

TELEPHONE NUMBERS OF GOVERNING BODY

see LIST on board in Office