

**1.1 WHAT TO DO IN AN EMERGENCY**

**1. Gather Factual Information**

- See checklist at 1.2
- Get the facts right, otherwise your actions may be wrong

**2. Summon the Emergency Services - Call 999**

**3. Ensure the Safety and Welfare of Pupils and Staff**

- Stabilise the situation
- Ensure they are in a safe place
- Ensure their basic needs are met e.g. first aid & welfare

**4. Decide How Best to Handle the Situation**

- Guidance for specific situations is in Section 3

**5. Contact the Local Authority**

- Working hours: (09.00–17.00): 01344 352000
- Out of hours: Forestcare: 01344 786500

**6. Form the School Emergency Response Team**

- See Section 1.3
- Assign responsibilities and delegate actions

**7. Initiate Pre-Drafted Action Plans as Required**

- See Section 4

## 1.2 ASSESS THE SCALE OF THE EMERGENCY

The first task in the event of an emergency situation is therefore to gather relevant information in order to make an assessment of the situation before any decisions are made. Remember that information gathered should be verifiable, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed, based on hearsay or second hand. The following form will be used to record the initial contact information.

### Initial Contact – Information Gathering

What is the Source of the Information? (e.g. who contacted you, name, title, organisation, telephone number)
Date and Time:
What has happened?
Where did it happen? (e.g. location of the incident)
When did it happen? (e.g. how long ago)
Why did it happen? (N.B. caution – remember it may be too soon to establish the cause or blame at this stage)
Who was involved? (e.g. names and numbers of children, leaders and others)
How were they affected? (e.g. uninjured, casualties, fatalities, missing)
Where are they now? (e.g. where have the uninjured, casualties, fatalities been taken, who is with them, are they safe, how can they be contacted?)
What is their current Condition? (e.g. are they safe and well and being looked after?)
What is happening now? (e.g. is the emergency resolved or still ongoing, are those involved in transit, where to, when will they arrive?)

Relevant contact details: (e.g. who is in charge and how they can be contacted. Include school contacts and those from other relevant organisations or individuals)
Has anyone else been informed? (e.g. emergency services, Forestcare, LA, names and numbers, what were they told?)
What additional resources or assistance are required?
Person Completing, date and time:

The METHANE model is an established reporting framework used by the emergency services which provides a common structure for responders and their control rooms to share major incident information. It is recommended that M/ETHANE be used for all major incidents, and this may be a useful language to use when communicating with the emergency services:

- M** Major Incident declared?
- E** Exact Location
- T** Type of incident
- H** Hazards present or suspected
- A** Access - routes that are safe to use
- N** Number, type, severity of casualties
- E** Emergency services present and those required

### 1.3 FORM A TEAM TO DEAL WITH THE EMERGENCY

#### School Emergency Management Team

In an emergency situation there may be many things to think about and action simultaneously which might be beyond the capacity of one person.

The School Emergency Management Team (EMT) consists of a number of named individuals who will take control of different aspects of the schools response and work together under the direction of the Headteacher to resolve the incident. (See Primary Responsibilities table below)

The EMT roles may include the following depending on the seriousness of the incident:

- a. Headteacher or Deputy
  - Leads the group
  - Ensures other members are co-coordinating their efforts
  - Responsible for decision making unless areas of this are specifically devolved to others (include reference to any local arrangements for devolved decision making).
  
- b. Information and Response
  - Collect and maintaining up to date accurate information about the current situation
  - Ensure that the appropriate level of response is being made
  - Review/re-assess the situation as the incident unfolds
  
- c. Special Needs (see Section 4.14)
  - To identify those affected by the incident who have special needs
  - To understand how they have been affected by the incident
  - To identify what additional resources/communications/recovery action is required to meet their specific needs
  - To make the necessary arrangements for this to be provided
  - To Ensure these are administered/delivered to the point of need
  
- d. Communications (see Section 4.04)
  - Organise outgoing communication e.g. with offsite groups, governors, parents the LA
  - Organise incoming communications e.g. how calls from parents will be received
  - Be the point of contact for the Council's Communications Team
  - Media spokesperson
  - Emergency Services and LA
  
- e. Resources (see Section 6)
  - Establish needs
  - Make arrangements for appropriate resources to be provided
  - Liaison with the LA for appropriate support
  - Ensure these are administered/delivered to the point of need
  
- f. Facilities Management/Site Controller
  
- g. Recovery (see Section 5)
  - Identify how the School has/is being affected by the incident
  - Initiate relevant actions now to mitigate negative affects
  - Establish what areas of support will be required for short term
  - Liaison with the LA for appropriate support
  - Keep everyone focused on people issues
  
- g. Action Log (see 1.4)
  - Maintain the written action Log to protect the school's interests at any subsequent enquiry

It may also be appropriate for the LA to have a representative on the school EMT, particularly in the case of a serious incident

Stickers/vests/hats are available in this emergency list to be worn as name badges so that everyone knows everyone else's roles overleaf.

#### 1.4 BEGIN AN INCIDENT LOG

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 your school to provide detailed information should it be required at a later stage or if an inquiry or investigation takes place. This can be used for any incident.

#### INCIDENT/ACTION LOG

Date & Time	Information Received, Decisions Made, Actions Taken	By Whom/With Whom	Completed by (initial)

#### 1.5 RISK ASSESSMENT

Before planning for an Emergency, it is important to conduct an emergency focused Risk Assessment in order to highlight the “Key Risks” and allow subsequent planning effort to be channelled into the risks that are appropriate to your school.

The list below, whilst not exhaustive, should be used as an aide memoir of the risk topics to assess:

- Flooding
- Fire (within School)

- Fire (Around school and effecting school)
- Road traffic collision with children and young peoples
- Road traffic collision effecting school/grounds
- Industrial accident nearby that effects school
- Subsidence/Heave/Landslip
- Infectious Disease
- Pandemic Flu
- Bomb threat
- Kidnap/Hostage Situation
- Child abuse
- Threatening Person
- Loss of utilities i.e. Water/ Gas/ Electricity
- Temporary loss of key areas of the school due to fire/ flood
- Loss of access to the school buildings

You should use the Risk Assessment form and methodology found below to prepare a risk assessment. Planning effort should obviously focus on your highest risks but you should not neglect planning on the lower scoring risks.

## IMPACT CRITERIA

Description	Example Detail
High (3)	Death or life threatening Serious service failure impacts on vulnerable groups Negative national publicity or widespread adverse local publicity Legal action almost certain and difficult to defend Financial impact not manageable within existing funds or in excess of £250,000
Medium (2)	Extensive, permanent/long term injury or long term sick Service failure impacts on property or non-vulnerable groups Negative local publicity but not widespread Expected impact, but manageable within contingency plans Legal action expected Financial impact manageable within existing budget or impact between £50,000 and £250,000
Low (1)	Short term sick absence, first aid or medical treatment required Some risk to normal service but manageable within contingency arrangements Little if any scope for impact on vulnerable groups Negative customer complaints Possible financial impact manageable within service budget i.e. less than £50,000

### Likelihood

Following the identification of a Risk through looking at the impact of particular scenarios, the likelihood of the risk occurring is estimated on the basis of historic evidence or experience that such situations have materialized or are likely to. The likelihood table below gives example details of how the likelihood is assessed. The likelihood needs to be assessed in terms of has it happened before and is it expected to happen in the near future.

### Likelihood criteria

Description	Example Detail
High (3)	Has happened in the past year; or Is expected to happen in the next year More than 50% probability
Medium (2)	Has happened in the past 2 – 5 years; or Is expected to happen in the next 2 – 5 years Between 25% to 50% probability
Low (1)	Has not happened in the past 5 years or more; or Is not expected to happen in the next 5 years or more Between 1% to 25% probability

When assessing the likelihood and impact of each risk, the risk is plotted and prioritised using a simple 3 x 3 matrix shown in the risk matrix below. The matrix uses a “traffic light” approach to show high (red), medium (amber) and low (green) risks.

**Risk Matrix**

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

There may already be measures in place to minimise any identified risks – known as mitigating actions (existing controls).

However it is likely that for many of the emergency scenarios that you risk assess, it is impossible to reduce the likelihood (i.e. flooding), only the impact via an emergency plan.