



We are a Christian school that serves a diverse community and works in partnership with parents to develop the whole child.

St. Luke's CEVA Critical Incident (CI) & Business Continuity (BC) Plan



November 2020
To be reviewed in November 2022

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Introduction

This document outlines the purpose, nature and operational management of the Critical Incident Plan for St. Luke’s CEVA Primary School. For the purpose of this document the term ‘school’ will include all business practiced at the establishment address of; **St. Luke’s CEVA Primary School, Ruscoe Road, Canning Town E16 1JB.**

The handling of a crisis is a normal part of school life, but some incidents are of a critical, more overwhelming nature, and sadly in recent years, incidents previously deemed unthinkable, have occurred in and around schools in the UK.

This policy is our school’s contingency plan designed to provide a framework for handling a critical incident and how we recover from any potential incident/disaster.

The formulation of this policy is intended to clearly define the roles, responsibilities and procedures to follow, for school staff dealing with such an incident. Each critical incident is unique and it is not possible to plan for every eventuality, but similarly each critical incident

can be shocking and disorientating so a prepared procedure is essential to ensure that the school's reaction is effective and efficient.

The details contained in this document will form the basis of the school's approach to such a crisis.

Aims

The Critical Incident plan is designed to:

- Adopt the Guidance and Policies of the London Borough of Newham without reservation.
- Provide a quick reference guide for staff and governors.

Linked Policy Documents.

This policy is written with reference to London Borough of Newham's guidance documents pertaining to the management of Critical Incidents in schools. The Critical Incidents folder is held in the Headteacher's office.

A full list of linked policy documents and location can be found in Appendix 5 of this document.

The Critical Incident Management Team

The Critical Incident Management Team will consist of;

- The Headteacher
- The Chair of Governors
- The Senior Leadership Team
- Site supervisor
- Amy Stott as head of St. Luke's Church under shared use agreement

Appendix 1 of this document contains a full list of contacts. This will be reviewed at the end of every academic year.

What is deemed a Critical Incident?

Potential incidents which could affect the school are considered to be;

- Serious injury within the school.
- Serious injury on an Educational Visit.
- Death of a pupil or member of staff
- Fire/flood
- Health risk – outbreak of contagious illness/disease e.g meningitis.
- Major arson attack

- Fatal road traffic accident
- Natural disaster within the community
- Consequences of terrorist or criminal activity either on site or during educational visit.
- Loss of sensitive data through breakdown or intrusion of I.T system
- Incident requiring lockdown of school

Reaction to a Critical Incident.

We, the school, divide our reactions to a critical incident into the following categories;

1. Immediate action
2. Short term action
3. Medium term action
4. Longer term action.

1. Immediate Action – i.e within hours of the incident occurring.

Headteacher or representative obtains and collates information relating to the incident –

*Decision to be made on impact of incident (who, why & when)

- *accurate information is essential;*

- I. The headteacher decides if the CIMT (Critical Incident Management Team) needs to be gathered together or contacted – brief the team, allocate roles and responsibilities.
- II. Trigger support from the LA and other contacts on the emergency list – establish clearly who is going to contact whom;
- III. If required – set up an incident management area (HT office), CIMT should agree a factual statement and avoid speculation when speaking to anxious parents;
- IV. Inform other school staff – staff need to be cautioned about talking to parents, and if necessary be advised about talking to the media or responding to any questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling questions and comments from pupils.
- V. Contact families that are affected – must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility.

- VI. Make arrangements to inform other parents – may need to take advice from Local Authority, especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents, or prepare a leaflet.
- VII. Inform pupils – can be done in small or large groups depending on which is most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand.
- VIII. Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults.
- IX. Deal with the media – most important to seek advice from the London Borough of Newham before agreeing to speak to or be interviewed by the media. If this is not an option then an agreed text for release should be prepared by the CIMT and Headteacher who will be briefed and prepared to respond on the school's behalf.
- X. Devise a plan for handling the reactions and feelings of people affected – the most common reactions will include denial, distress, guilt, anger and helplessness. CIMT need to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support. At this point the CIMT will need to plan their short term reaction to the incident.

2. Short Term Action – the next stage

- I. Reunion of children with their families – especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how to deal with repercussions in terms of children's fears etc.
- II. Managing staff – support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CIMT. If a crisis persists over many hours staff become tired, weary and upset and this affects their powers to make sensible decisions.
- III. Encourage pupils to talk – activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc...
- IV. Debriefing meeting – it may be appropriate to hold a debriefing meeting for staff, children and parents to:
 - 1) Clarify what has happened.
 - 2) Allow for sharing reactions
 - 3) Reassure people that reactions are normal.

4) Mobilise resources e.g. parental support groups.

An experienced person, possibly someone from outside the school community should lead this meeting.

- V. Formal and informal recognition of rituals – it is important to remember to express sympathy to families of the hurt of bereaved. Visits to children/staff in hospital. Pupils may wish to send cards or letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.
- VI. Re-establishing routines – every attempt should be made to provide continuity for the children. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery

3. Medium Term Action

- I. Return to school for staff or children after long absence – re-integration will need to be planned carefully and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.
- II. Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.
- III. Keeping parents informed – it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of children to an incident and making suggestions to help them deal with these.
- IV. Support for staff – on-going monitoring and support for staff is a major consideration. CIMT especially will not be immune to reaction from their ordeal.

4. Long Term Action

- I. Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and children are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.
- II. Marking anniversaries – these difficult times need to be treated with sensitivity. Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc.
- III. Legal processes – the length of time taken over some legal processes can prolong the recovery process following a critical incident. CIMT may need to plan for this

especially where staff may be involved attending legal processes, and facing extended emotional trauma.

- IV. Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

Bomb Threats/ Terrorist Threats

And any other critical incident that may happen during the active school day on the school premises.

In line with the local authority procedure SP093 the school has the following procedures in place;

Suspicious Packages.

A suspicious package is delivered to the school, centre or day care, the headteacher or member of the Senior Management Team should be informed immediately; this person will then put in place the following actions;

- Do not touch or interfere with the object or package.
- Clear people away from the immediate vicinity and secure the area
- Consider evacuation of the premises
- Inform the police
- Inform Newham Emergency Services
- Inform all members of staff

On the advice of the Emergency Services the Headteacher or member of the Senior Management team will then decide the next procedural task ;

1. Full evacuation – (appendix 5)
2. Partial evacuation (appendix 6), or
3. Return to normal duties

Threats received via a telephone call.

There are a number of ways the school, centre or day care could be threatened via the telephone;

1. Bomb threat.
2. Threat to someone's life or well-being

What to do if this occurs?

1. Bomb Threat.

Anyone who receives a telephone threat or warning must remain calm and try to obtain as much information as possible. This will also help the Headteacher/SLT to assess the threat and perhaps, ultimately help to locate and identify the device. Whoever receives a telephone threat should also attempt to gain any information that will help them detect the caller, even if the person has hung up immediately after giving the message it is important to note as much detail as is possible;

- Where is the bomb?
- What time will it go off?
- What does it look like?
- What kind of bomb is it?
- Why are you doing it?

It is also good to be aware of any other factors that may help to identify the caller;

- Is it a man or a woman?
- Has their number appeared on the screen identity window?
- What time did they call?
- Could you hear any back ground noise, cars, dogs, other people?
- Was the person's speech intoxicated, rambling or irrational?
- Did they have a distinctive accent or any other distinctive features?

2. Threat to someone's life or well-being.

This will become a critical incident if this threat is;

- a) Made against a member of the school staff regardless of whether it will happen on the school premises or outside of school hours.
- b) Made against a child or a member of that child's family.

The reason that this is deemed a critical incident is because of the impact it could have on the school. As with the procedure for a bomb threat, any calls of this nature must be taken seriously and information gained by asking the correct questions and noting as much information as is possible.

In both cases, the headteacher or member of SLT should be notified immediately and they will notify the police and Newham's emergency services promptly with all of the information that has been gained. The procedure for notification and evacuation remains the same as for **suspicious packages** on page 7 of this document.

3. Arson Attack

In the event that the school is targeted in an arson attack, the school will follow the usual evacuation procedures until it is deemed necessary to fully evacuate the grounds.

(appendices 2 & 3)

4. Threats received by person(s) – known/unknown – coming onto the school grounds.

The HT or deputising school lead will make a decision whether to order a 'lock down' which would involve all children returning to their classroom immediately and the exterior door being locked and the internal door being locked from the inside – keys are on hook on top of door frame

- Staff should remain calm and try to remove the person(s) to an area, away from public view ***NOTE:** *this should be more than one member of staff for personal safety reasons* – other members of staff who are within the vicinity should notify the Headteacher or member of SLT immediately.
- Police and Newham Emergency Services should be alerted.
- Staff members dealing with person(s) making threat, should try and calm the situation and take notes of what is happening, what is being said and what the person making the threats wants!
- Once Police and/or Newham Emergency Services arrive they will take over the situation and all information taken will be passed to them.

Educational Visits – Emergency Procedures

(In accordance with the L.B Newham EVC guidance) – full copy to be found Google Drive.

A serious accident or incident could be defined as a bone fracture or any other illness or injury requiring medical intervention and /or hospitalisation. A non-medical serious incident could vary from a complete breakdown in transport arrangements to terrorist action or a natural disaster. This may or may not have resulted in a loss of life.

Many visits, such as adventurous activities will, by their very nature, demand detailed emergency arrangements to be in place as the risk of injury or incident is increased.

EHC (Emergency Home Contact)

Part of planning for an educational visit is to establish one or more EHC's. This person or people hold/s a complete copy of all the visit paperwork. Their role is to provide a single point of contact for the visit leader (or other participant in an emergency) throughout the duration of the visit for updates, advice and guidance and general support. In an emergency this contact plays a vital role in managing the situation at base.

Because this role may necessitate high level decision making it is essential that the EHC:

- Is an employee of the school, setting or service.

- Has sufficient seniority to act on behalf of the headteacher or equivalent and/or senior management.
- Is in the UK during the visit, preferably near the school, setting or service.
- Has sufficient knowledge about the visit and the arrangements and has been briefed in advance by the visit leader.
- Is mature, responsible and able to cope competently and calmly in a crisis.
- Communicates well with others.
- Is sensitive and diplomatic
- Has been fully briefed to know what to do in the event of an emergency.
- Understands that this role can be somewhat restrictive.
- Is available and accessible throughout the duration of the visit.

The EHC should remain in place until contact is received from the visit leader saying that all young people have been returned to the school, setting or service or have been safely returned to the care of their parent/carer or the supervision of another family member or appropriate adult. At this point the EHC can be stood down. Appropriate arrangements should be in place for this to happen.

For information please look at Appendix 3.4 of the full EVC guidance.

Visit Leaders

Visit leaders must give careful consideration to an emergency plan for the visit so that:

- o Leaders and group members know immediately what is required, and can act calmly and efficiently, following a clearly laid-out plan.
- o There is less panic and more clarity of thought, allowing for sensible judgements to be made.
- o Any casualties are dealt with quickly and effectively.
- o No further accidents or incidents occur.
- o External help is accessed quickly.
- o Only essential and factually correct information is passed on, to the right people.
- o Parents/carers and other key personnel are informed at the correct time, and by appropriate staff.
- o The initial shock and trauma experienced by the rest of the group and staff is kept to a minimum.
- o The long-term impact of the incident may be softened for all

- o Any later investigation into the incident would clearly demonstrate the preparedness and foresight of leaders and their effective management of the incident.

Visit Leaders – procedure to follow.

Before Visit – ensure that;

- o A clear and accurate risk assessment has been completed, acknowledging the known risks and also what could go wrong.
- o Identify who is the E.H.C (Emergency Home Contact) in case of a critical Incident
- o A clear plan on prevention of known risk and what needs to be done in the case of an emergency (critical incident).
- o Contingency planning for example, if the vehicle breaks down, if a pupil or member of staff faints en route.
- o Visit leaders are given a briefing about what to do in the case of a critical incident and are given a copy of the accident and emergency procedure flow chart and emergency contact list. – (appendices 1 & 4).

Managing an Emergency on a visit, areas of responsibility.

In an emergency, the visit leader is the person ‘on the ground’ who will normally take charge and ensure that emergency procedures are in place and that back up cover is arranged. Clearly other staff who can be expected to support, taking responsibility as designated by the visit leader. For this reason all staff (and volunteers as appropriate) should be expected to familiarise themselves with this document.

It is expected that, owing to their competence (as assessed by the EVC in advance of the visit) visit leaders will control the management of the incident and make other key decisions. Other staff are expected to follow these reasonable management instructions.

NB if the visit leader is a casualty of the incident and unable to assume control it is essential that another adult assumes the leadership role.

a) Taking responsibility

The visit leader should assess the situation and decide the level of seriousness. If their assessment suggests that additional support is required they should contact the EHC at the earliest opportunity. Once this has been done the visit leader’s responsibility is solely for matters at the scene, while other actions and support become the responsibility of the EHC. As far as possible the visit leader should be able to make one phone call back to base then deal with the incident in situ. The visit leader must keep in touch with the EHC at appropriate intervals so that the flow of communication supports a speedy resolution of the situation.

In line with the Accident and Emergency flow chart, the visit leader should ensure that the following actions are taken;

- o Establish the nature and extent of the emergency as quickly as possible.
- o Ensure that all the group are accounted for, safe and looked after
- o Administer emergency first aid if required.
- o If emergency services are not needed, manage the situation and make a decision whether or not to continue the visit.

If a more serious incident:

- o Contact the emergency services and the EHC
- o Establish the names of any casualties and get immediate medical attention for them.
- o Telephone or send for external assistance (eg ambulance) if required.
- o Assign roles and responsibilities, including those of the visit leader so that staff and other adults are appropriately deployed to manage the situation until its resolution. If the group needs to be separated assign a lead adult in each location and maintain regular telephone contact.
- o Ensure that adequate supervision is in place for all young people and, if the group is to be separated (e.g. one or more people need hospital treatment) adequate levels of supervision are maintained for all.
- o Ensure that an adult (known to the casualty if possible) accompanies casualties to hospital and that contact can be maintained easily with the adult.
- o Inform young people as appropriate ensuring that the flow of information is well managed in the best interests of everyone involved.
- o Maintain regular communication with the EHC, sharing details and information.
- o Monitor accessibility of telephone contact especially in a remote area and reliant on mobile telephone coverage.
- o Make notes as soon as possible including all relevant facts and witness details and preserve vital evidence.
- o Consider the implications for the rest of the visit and make decisions accordingly in discussion with the EHC.

Note that:

- o No-one in the group should speak to the media, unless specifically authorised to do so.
- o No specific or personal details can be given to the media
- o Media enquiries should be referred to the EHC or the Local Authority

- o No-one in the group should admit or discuss legal liability with other parties.

For all other procedures please refer to the full EVC policy document.

Health Risk – Outbreak of contagious illness/disease

Please refer to SP092 and SP050 for further information on this topic;

In the event that there is a severe outbreak of a contagious disease the school will;

- Gather all information pertaining to the illness and how many have been infected.
- Inform Alan Merry at LBN immediately for guidance and plan of action.

Incidents that may occur outside of the active school day but may cause an impact on the daily routine.

On occasion, although very rare, there may be incidents that happen outside of normal school hours that may affect the daily routine of the school; (please also refer to SP036 guidance)

- Flood
 - *Either as a direct result of burst pipes within the school or
 - *The Thames Barrier breaking down and flooding East London, therefore we may become a venue for people to find refuge until the problem is sorted.
- Death of a member of staff.
- Death of a child
- Arson/Fire
- Extreme Snow

The procedure for notification with regards to these incidents is as follows;

- Headteacher will notify SLT and begin plan of action – (please see immediate action – pg 5 of this document)
- SBM & HT have access to text2parents and automatic SMS for all pupils/parents within the school. This can be done from home via a secure site. All parents/carers will immediately be sent a text message to let them know whether or not the school is open.
- Plan is followed as per Headteacher, SLT, Governing Body and L.B Newham instruction.
- Parents/Carers kept informed at all times.

o

Loss of sensitive data due to breakdown of services or intrusion by malicious perpetrator.

The school has received assurance from the Local Authority Provider/NPW and LGFL that our system cannot be infiltrated and there should not be a breakdown in services for a period that would have detrimental effect on the running of the day to day school business, however;

- If data is lost or corrupted through no fault of the school, NPW should be contacted immediately and their critical incident plan involving the recovery of data sensitive or otherwise will be followed.
- On a yearly basis the school acknowledges to parents/carers that we comply with data protection rulings via a standard letter compiled by NPW.

Business Continuity Plan (BC)

Aim

The school Business Continuity Plan (BCP) will be used during any incident within the school, which threatens to disrupt education at the school on a long term basis. What is the purpose of this plan? A business continuity or disaster recovery plan sets out how the school would cope if a disaster happened – for example, the premises burning down or flooding, a large scale theft of equipment or a total failure of the school's IT system. The plan will document how it addresses the following issues: premises not available, asset management, insurance cover and IT failure.

Premises no longer available due to a significant emergency

St. Luke's CEVA Primary School has established with Hallsville Primary School, Radland Rd. (200m away) mutual provision for a space where children and staff could be taken to in the immediate aftermath of an evacuation being required.

Asset Management

The asset register of all resources is held by a remote cloud based system. All resources of £500 or more are placed on this asset register. The spreadsheet can be accessed on the cloud anywhere with internet access.

Insurance

Insurance of premises and resources The insurance held by the school is London Borough of Newham. The insurance covers the total cost of buildings and contents. Insurer: AIG Insurance. Policy number 0010626971. The Principle Insurance Officer at LBN will be a point of contact in the event of an incident.

Daily backing up of resources

All non-curriculum Information and Technology data is backed up both by the school's inhouse server as well as remotely on a daily basis as part of an ICT system using LGFL and monitored by the Adept ICT maintenance strategy. Senior Admin and Head Teacher documents are stored on a mix of the Admin server and the Google Drive for security. Most staff keep documents stored on the cloud. Photographs are currently stored on the cloud.

Significant shortage of staff

In the event of an unusual lack of permanent staff, the school will utilise its recognised supply agencies to service its needs, such as Engage and Sanza teaching agencies.

Senior Leadership Team

The Business continuity plan will be held both by the Head Teacher and Deputy Head Teacher. The Head Teacher will inform staff of the plan of action as outlined in summary below. Copies of this plan are available on the Google Drive and Amin server.

Appendix 1 Action Plan

If children are required to be evacuated from the school immediately, they will be gathered in class groups in the garden, as per our Fire Evacuation plan, registered and led to Hallsville School as a group via the back gate or the School Main Entrance.

The Parent Emergency Contact File and Staff Contact File will be brought from the school office to contact families. Both these files are updated at least annually. And it is the responsibility of the families and staff to update any contact details. We also have contacts for all families on the Schooling APP based system

HT or DHT to Contact: Anita Stewart, Director of Education LBN

Inform of scale of incident: what has happened, what is not available and why.
Information to be established from emergency/support/utility services
HT to also contact CEO of Hallsville School who is the contingent 'rest' school in the e
Work number: 0207 476 2355

HT to inform chair of Governors: Margaret Wright

Office Manager will ensure all relevant officers from the Local Authority are informed.

HT and DHT will ensure an attempt to contact all families is made through Schooling

Notices will also be posted around the perimeter of the school at the earliest convenience detailing the reason for closure, possible date for re-opening (if known), information providing advice to parents, carers and pupils on how they will be kept informed of progress regarding re-opening of the school e.g., School Website and on Schooling.

HT to discuss short term provision of resources with Director of Education and introduce remote learning in keeping with policy and provision from recent Co-Vid lockdowns.

HT & DHT will hold Zoom/Google Meets meeting with staff and parents to discuss short term provision within 24 hrs.

HT will liaise with regarding long term solution, should disaster require significant time before children, families and staff can return.

In the event of lockdown due to pandemic, please see Pandemic Policy.

If closure is Co-vid related we will respond to government guidance and begin our support for critical workers and vulnerable families as well as remote learning immediately

Appendix 2 ; Emergency Contact. – In the Event of a Critical Incident.

Name	Role
Matt Hipperson	HT
Fiona Norcross	DH
Helen Tarbuck	AH
Dean Scott	Senior Teacher
Charlie Bonner	Site Supervisor
Margaret Wright	CoG
Amy Stott	Rev.

Appendix 3: Full Evacuation Model

Emergency Evacuation Plan.

In accordance with the individual room plans and our Health and Safety policy the Emergency Evacuation Plan is as follows;

If you discover a fire: Please raise the alarm immediately.

If you hear the fire alarm:

- ✓ If you are a teacher, please ask your children to quietly line up and then evacuate the building at the nearest available exit into the playground. Please ensure that the door is shut behind you.
- ✓ If you are a visitor or occupying one of the offices, please exit the school at the nearest available exit, please do not stop to pick up valuables. Please make your way to either the front of the building and meet with a designated member of staff or walk into the playground and stay within the caged area.
- ✓ All staff, students and visitors should meet at their designated place on the playground. Registers will be delivered to you by a member of the admin team. A head count should then take place and the register held high when the numbers have been confirmed. If there are any problems please inform a member of the Senior Leadership team.
- ✓ In the event that a return to the school building is not viable, the school may have to evacuate to **Hallsville School Radland Rd E16** and will make contact with parents/carers via the secure network as soon as is possible. No child will be given to anybody other than the parent/carer or an individual nominated by the parent/carer during this phone call.

Fire Marshalls

- ✓ On hearing the fire alarm, you should encourage everybody to leave the building.
- ✓ Check all of the rooms are empty. (Individual Fire Marshals responsibilities have been set).
- ✓ SBM & HT to confirm that school has been successfully evacuated.

Assisted Evacuation

Any pupil who is unable to vacate the building is to congregate at the nominated fire exit with their responsible adult and wait until help arrives. Each pupil and member of staff who has difficulties moving around the building especially in an emergency situation will be evacuated according to their PEEP (personal emergency exit plan).

Fire Alarm Status:

Headteacher/Office Manager and Site Supervisor will ascertain immediately if the alarm is genuine or a false alarm.

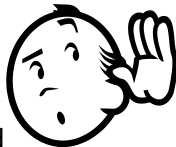
Alarm is directly linked to the London Fire Brigade so they will arrive unless told otherwise.

Appendix 3: Partial Evacuation – Fire drill procedures.



When the fire alarm sounds please:



1. what you are doing – and  to all instructions.



2. Calmly and quietly towards the room door and line up.
3. Leave the building and assemble in the designated gathering area in the **playground** area. Line up quietly beside your year group area without making a fuss. **Pupils & Staff** should exit the school immediately – PLEASE SEE BELOW.



4. The exit may be blocked! – Have an alternative route pre-planned – through an adjoining classroom.
5. Children who are unable to evacuate on their own must have designated carers to take them to the designated area in the playground.
6. Remember to close the door behind you.
7. When in the playground please call your register. When all are present and accounted for please hold up your registration sheet. **ANY PROBLEMS NOTIFY A MEMBER OF SLT IMMEDIATELY.**

8. Children who have been split should stay with the class they have been with (please do head count)

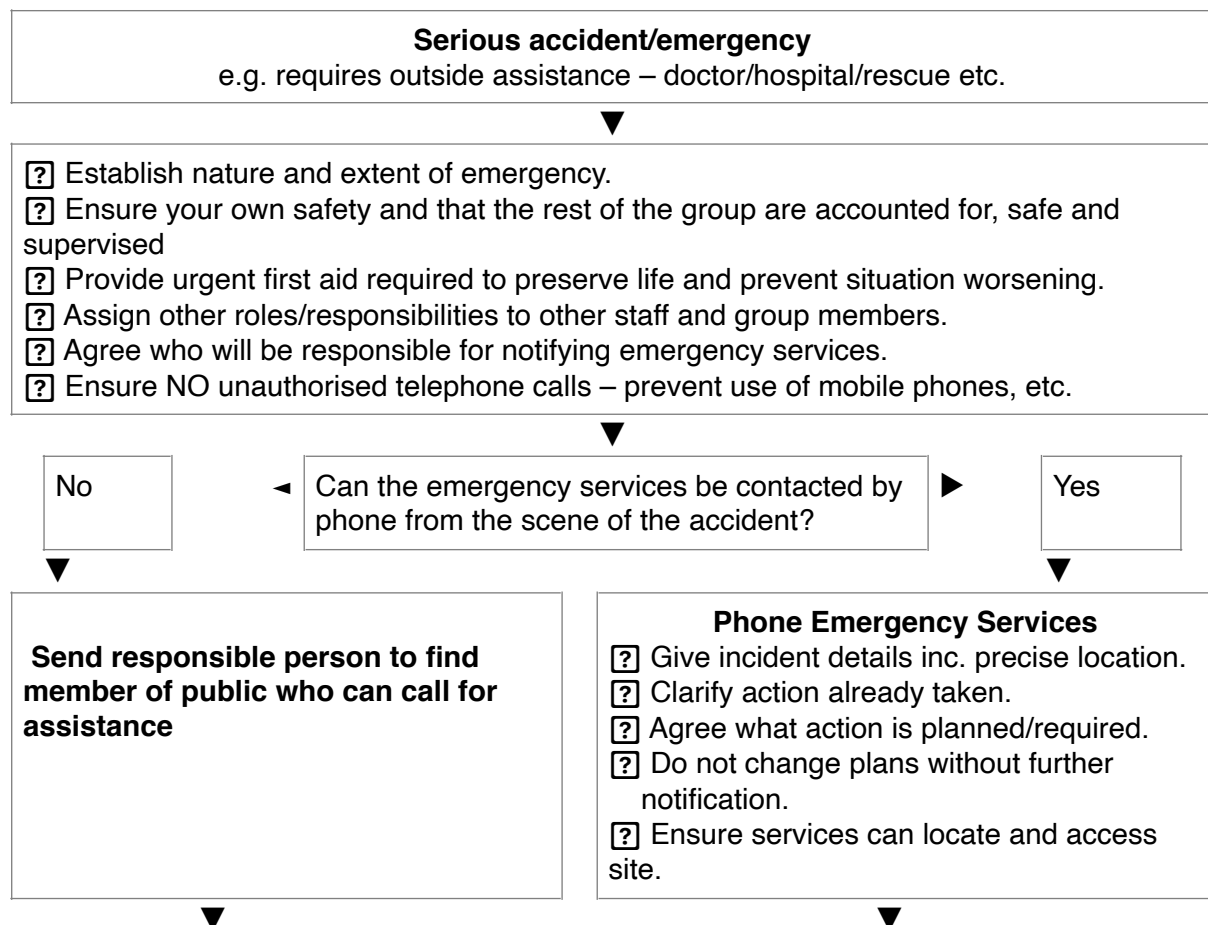
Fire Marshalls.

- ✓ Designated Fire Marshals will sweep the building according to the schools procedure and locate themselves in areas designated once sweep has taken place.
- ✓ Fire Marshals to notify Headteacher/SLT that evacuation of children/visitors with disabilities has taken place and that they are in a safe area.
- ✓ Designated Officer for that area will bring out copies of registers and visitors/staff signing in books.



- ✓ Everybody **MUST** evacuate the building when the sounds.

Appendix 4 – Accident and Emergency Flow chart. - Educational Visits.



Phone school and speak to HT or member of SLT in charge and brief them on situation



Ensure any casualty evacuated to/handed over to a doctor/hospital, accompanied by responsible adult.
Ensure accompanying adult has money, and can contact and be contacted (e.g. check mobiles).



Ensure continued supervision, support and reassurance for all group members.
Abort activity if appropriate, and return to base with rest of group.



Do not allow anyone in the group to contact or give statements to the Media

Do not divulge name of casualty.

Do not give interviews/statements – refer all enquiries to the Press Office



The visit leader (or delegate) should notify the following a.s.a.p. (in an order appropriate to the circumstances – keep a record of the time contact is made):

Other leaders involved on the visit

Emergency contact (school) - 02074763559

The Local Authority - 020 8249 6900



Appendix 5: Linked Policy and Procedure Documents.

School policies

- ✓ Health & Safety Policy 2020
- ✓ Educational Visits Policy 2019
- ✓ Safeguarding Policy 2019
- ✓ Special Educational Needs Policy 2019

London Borough of Newham Procedural Documents.

- SP036 – Dealing with Emergencies in Schools
- SP043 – Means of Escape for Disabled People

- SPO50 – Guidance on Infection Control
- SPO54 – Educational Visits Guidance
- SP092 – Reporting of Communicable Diseases in Schools and other Educational establishments.
- SP093 – Guidance for Schools and other Educational Establishments on dealing with Bomb Threats and other emergencies.

Signed by

_____ **Chair of governors** **Date: 11/11/20**

_____ **Headteacher** **Date: 11/11/20**

