



# **BEECHWOOD PRIMARY ACADEMY EMERGENCY PLAN**

Approved and signed by the Board of Trustees

..... Dated .....

*Chair of the Trustees*

**RENEWAL DATE: SEPTEMBER 2021**

**To be agreed by the Board of Trustees**

**Copies of this plan are kept:** Academy Office (Red Box), Head of School Office, Assistant Head of School Office, Site Manager Office & Staffroom

**Person responsible for updating this plan:** Alison Nettleship (Chief Executive Officer)

March 2019:

Revised: September 20

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# **I INTRODUCTION**

This plan relates to:

- An event which threatens the safety of children and/or staff, or a crisis which might affect the public reputation of the academy.
- A situation where it has been decided by the Head of School, that the academy will benefit from receiving additional (external) support and advice.
- An emergency which has affected the community in which the academy is based.

The plan provides generic guides to actions which should be considered by the Head of School, Assistant Head of School and the Academy Emergency Management Team (AEMT) in case of an emergency either in the academy or the local community, or on an educational visit.

Emergency plans should cover the whole academy site and all activities taking place there, (including where the academy shares sites with other services, or hire out space to other organisations for out of hours activities).

## 2 EMERGENCIES IN ACADEMIES – ACTIVATION

Information about an incident may come from a staff member, pupil, parent, the emergency services or the Local Authority.

**WHOEVER RECEIVES THE ALERT SHOULD ASK FOR AND RECORD AS MUCH INFORMATION AS POSSIBLE:**

<b>Name of person informing of the incident:</b>	
<b>Details of the incident: (including actual words used by informant)</b>	
<b>Who else has been informed?</b>	
<b>Exact location of the incident:</b>	
<b>Casualties:</b>	
<b>Any action taken so far:</b>	
<b>Name of contact at the scene:</b>	

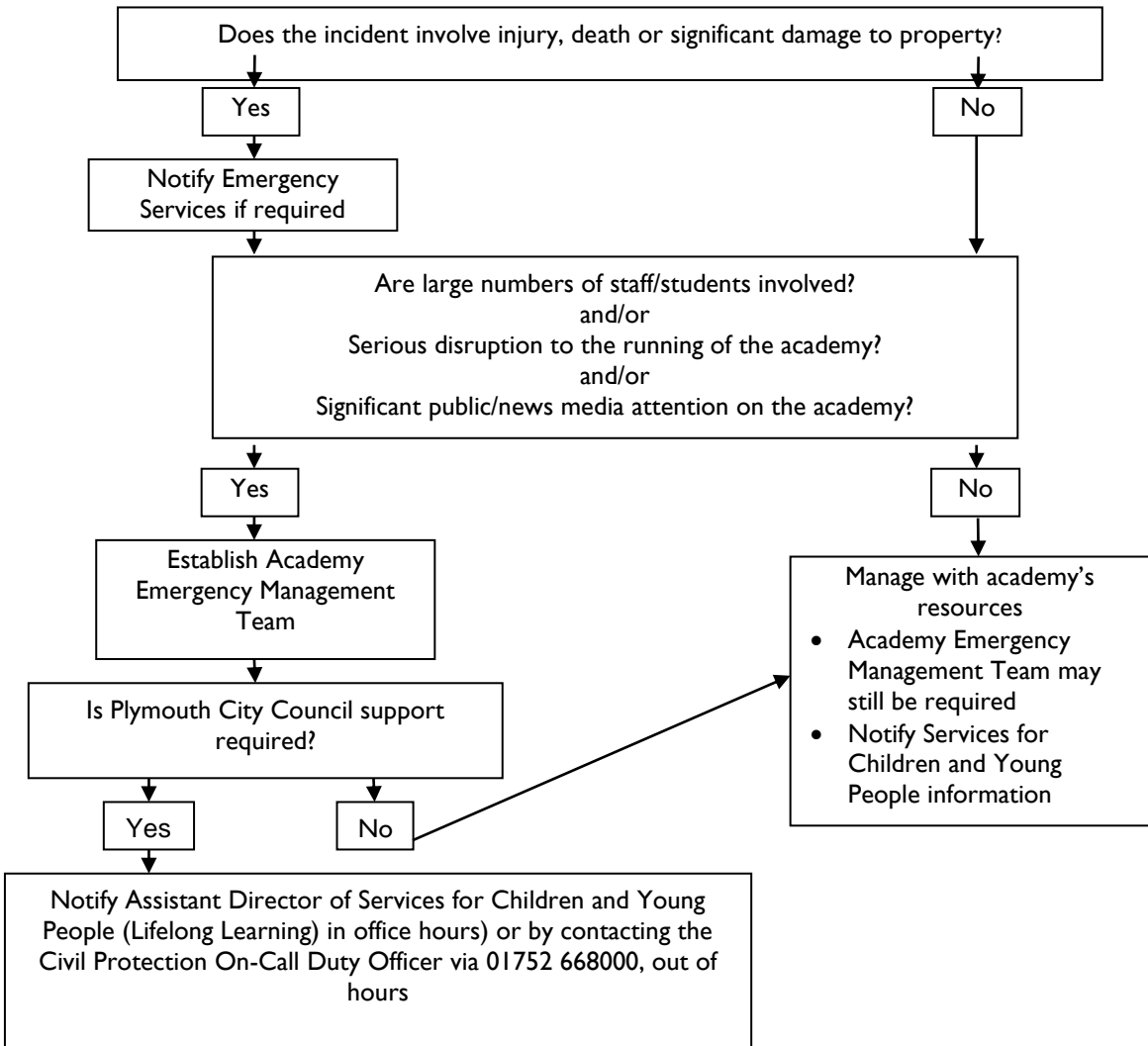
**If appropriate, they should call 999 for the police, fire and ambulance, giving the information above.**

**IF IN DOUBT – CALL 999**

**Then immediately inform Alison Nettleship (CEO)/Heads of School (HOS)**

If neither is able to respond (they may be involved in the incident), the senior person present must follow the instructions 1-4 on the checklist of Initial Action by Head of School/Assistant Head of School

## CHECKLIST OF INITIAL ACTION BY HEAD OF SCHOOL OR ASSISTANT HEAD OF SCHOOL

1.	<b>Assess the situation</b>	
2.	<b>Take immediate action to safeguard pupils and staff where necessary</b>	
3.	 <pre> graph TD     Q1[Does the incident involve injury, death or significant damage to property?] -- Yes --&gt; A1[Notify Emergency Services if required]     Q1 -- No --&gt; Q2[Are large numbers of staff/students involved? and/or Serious disruption to the running of the academy? and/or Significant public/news media attention on the academy?]     A1 --&gt; Q2     Q2 -- Yes --&gt; A2[Establish Academy Emergency Management Team]     Q2 -- No --&gt; A3[Manage with academy's resources • Academy Emergency Management Team may still be required • Notify Services for Children and Young People information]     A2 --&gt; Q3[Is Plymouth City Council support required?]     Q3 -- Yes --&gt; A4[Notify Assistant Director of Services for Children and Young People (Lifelong Learning) in office hours) or by contacting the Civil Protection On-Call Duty Officer via 01752 668000, out of hours]     Q3 -- No --&gt; A3                     </pre> <p style="text-align: center; color: red; font-weight: bold;">THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY DO NOT GIVE THEM TO THE MEDIA, PARENTS OR THE PUBLIC</p>	
4.	<b>Assemble Academy Emergency Management Team from pre-identified staff (see Appendix C) and relieve them of their normal duties.</b>	
5.	<b>Refer to the list of emergency contact numbers in Appendix C for additional support if required.</b>	
6.	<b>Where possible, avoid closing the academy and try to maintain normal routines.</b>	
7.	<b>Log all communications and actions.</b>	

Having activated this emergency plan, go on to the next stage – **IMPLEMENTATION**

### 3 EMERGENCIES IN ACADEMIES – IMPLEMENTATION

#### PHASE I – ESTABLISHING THE IMMEDIATE ACTIONS

##### ACTION LIST FOR HEAD OF SCHOOL OR ASSISTANT HEAD OF SCHOOL COORDINATING AEMT



Ensure that accurate, factual information is available for those arriving at the scene	
Liaise with the Police, Fire and Ambulance Services, Plymouth City Council and other agencies who may become involved. Act as the main contact to coordinate the response and give your contact details	
Inform the Chief Executive Officer	
Inform all staff and parents of injured pupils. Decide how to inform other parents	
Ensure all staff maintain a log of actions and decisions	
Allocate tasks below among AEMT as appropriate	

##### ACTION LIST FOR AEMT



<b>Welfare</b>	
Take actions to secure the immediate safety of pupils and staff – this may include evacuation or keeping pupils and staff inside the building (sheltering)	
Establish the whereabouts of all pupils, staff and visitors using timetables, registers and the visitor's book and make a list of those unaccounted for.	
<b>Communications</b>	
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception. If necessary, seek support from Plymouth City Council Civil Protection Unit, who can assist in setting up a public helpline for enquiries from the public in the event of a major emergency. Line to be used for incoming calls only – (01752) 706360  Lines to be used for outgoing calls only – (01752) 706360	
<b>Media Management</b>	
If possible, avoid responding to media enquiries and direct them to the Chief Executive Officer or Chair of Trustees (see Appendix C: Emergency Contacts List).	

Ensure that any media access to the site, staff and pupils is controlled. In a major emergency, the Police will deal with the media and prevent intrusion onto the site	
Be aware of the potential problems caused by the spread of misinformation through pupil and/or staff use of mobile phones	
<b>Resources</b>	
Ensure access to site for emergency services	
Open/close parts of the academy as required and turn off water, gas and electricity supplies if necessary	
Ensure the security of the academy premises	

## PHASE 2 – THE MANAGED RESPONSE

### ACTION LIST FOR HEAD OF SCHOOL OR ASSISTANT HEAD OF SCHOOL COORDINATING AEMT



Provide regular briefings for staff and continue to liaise with the emergency services and Education Department	
Try to maintain normal routines as far as possible	
Tell the staff involved to prepare a written report of their involvement, noting events and times. Inform Plymouth City Council's Corporate Health Safety and Wellbeing Team who will advise on reporting procedures and complete an Accident/Incident Report Form (AFI) on the academy's behalf. The Health and Safety Executive need to be informed in the event of serious injuries or a fatality within 24 hours and the Corporate Health Safety and Wellbeing Team can assist with this	
Inform the trade unions if necessary and staff may wish to submit draft reports to trade union legal officers	
Allocate tasks listed below among the AEMT	

### ACTION LIST FOR SEMT



<b>Welfare</b>	
Establish a staff rota and ensure that staff take regular rest periods	
Identify those pupils and/or staff who are badly affected and who may need extra support	
Make arrangements for reuniting pupils with their parents	



Take account of religious and cultural factors and consider contact with leaders of local faith communities (the Local Authority's Social Inclusion Unit may be able to assist). In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the academy, including pupils, to attend	
<b>Communications</b>	
Inform pupils, in groups as small as practicable, considering the best way to impart tragic news (advice is available from the Educational Psychology Service)	
Inform parents of children not directly involved in the incident, as decided by the Head of School or Assistant Head of School. Use any existing arrangements, such as a telephone tree, for contacting parents quickly and efficiently	
Receive visitors to the academy, ensuring they sign in and out and are issued with identification badges	
<b>Media Management</b>	
Head of School to liaise with Chief Executive Officer to prepare a press statement, to be agreed by the Chair of Trustees and Director of Services for Children and Young People, and to decide the ongoing strategy for dealing with the media	
Be prepared to be interviewed by the media if necessary	
<b>Resources</b>	
Establish a safe and secure base for the AEMT	
Arrange a place to receive parents and children involved	

## 4 EMERGENCIES ON EDUCATIONAL VISITS – ACTIVATION

The CEO and Head of School or Assistant Head of School should be immediately informed of any incident by the group leader.

### INITIAL ACTION BY HEAD OF SCHOOL OR ASSISTANT HEAD OF SCHOOL (1 – 7)

1.	Maintain a written record of your actions using this proforma and attached log sheet		
2.	Offer reassurance and support. Be aware that all involved in the incident, those at the academy and you, may be suffering from shock or may panic		
3.	Find out what has happened. Obtain as clear a picture as you can: Who informed you of the incident? (usually the group leader)		
Name:	Status:	Telephone Number:	Additional Telephone Number(s):
Where they now and where are they going?			
4.	Remind the group leader to follow the emergency procedure as per the agreed Risk Assessment for the trip.		
5.	Record the details of the off-site activity/visit during which the incident occurred		
Location and nature of activity/visit?			
Name of person in charge of activity/visit:		Telephone Number(s):	

Number of people on the visit	Pupils	Teachers	Other Adults
6. Record the details of the incident			
Date and time of incident:		Location:	
What has happened?			
People affected:	Name	Injury	Where they are/will be taken
Emergency Services involved and advice they have given?			
Names and locations of hospitals involved?			
Arrangements for pupils not directly involved in the incident			
Name of person in charge of your group at the incident		Telephone Number(s)	
7. Depending on the scale of the incident, consider assembling an Academy Emergency Management Team from the list of staff at Appendix C, to assist with the response.			

**Having activated this Emergency Plan, go on to the next stage - IMPLEMENTATION**

## SECTION 5 - EMERGENCIES ON EDUCATIONAL VISITS – IMPLEMENTATION

### ACTION LIST FOR HEAD OF SCHOOL OR ASSISTANT HEAD OF SCHOOL COORDINATING AEMT



<b>Communication</b>	
Inform academy staff as appropriate, depending on the time and scale of the incident	
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required. Line to be used for incoming calls only – (01752) 706360  Lines to be used for outgoing calls only – (01752) 706360	
Inform parents of any injured pupils – immediately inform parents of what has happened and where their son/daughter is. Record what their plans are, eg travel to their son/daughter, any assistance they may need and any means of communications with them (ie mobile phone number). In the event of a major incident, the Police may give advice regarding naming badly injured people or fatalities. You may also need to inform next of kin of any staff who have been involved	
Inform parents of any other pupils on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should first hear of the incident from the academy (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed	
Inform the Chief Executive Officer	
Refer to the list of emergency contacts at Appendix C	
Contact the Local Authority for any assistance required: <ul style="list-style-type: none"> <li>• During office hours, call the Assistant Director of Services for Children and Young People (Lifelong Learning): 01752 307400</li> <li>• Outside office hours, call the Local Authority Contact Centre: 01752 668000 and ask for the Assistant Director of Services for Children and Young People (Lifelong Learning) to be notified</li> </ul>	
If the visit is abroad and the incident results in substantial medical or other expense, the Risk Management and Insurance Department or any other insurers used should be informed as soon as possible	

Inform pupils and staff at academy and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed. In the event of a tragic incident, consider seeking support from the Educational Psychology Service about the best way to inform pupils and to support them afterwards. Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones)	
<b>Media Management</b>	
Introduce, if necessary, controls on academy entrances and telephones	
At least initially, the academy is advised to avoid responding to media enquiries and direct these to Plymouth City Council Corporate Communications Unit	
After Liaison with the Head of School or Assistant Head of School the CEO will contact the appropriate media as early as possible and work with them to prepare a press statement, to be agreed by the Director of Services for Children and Young People and the Chair of Trustee before release	
<b>Resources</b>	
Arrange a quiet space to receive parents of the children involved as they arrive at the academy	
<b>Reporting of Accidents</b>	
Tell the staff involved to prepare a written report noting events and times. Inform Plymouth City Council's Corporate Health Safety and Wellbeing Team who will advise on reporting procedures and complete an Accident/Incident Report Form (AFI) on the academy's behalf. The Health and Safety Executive need to be informed in the event of serious injuries or a fatality within 24 hours and the Corporate Health Safety and Wellbeing Team can assist with this	
Inform the trade unions if necessary and staff may wish to submit draft reports to trade union legal officers	

## 6 STAND-DOWN AND RECOVERY

When the emergency services have left the academy, or in the case of an incident on an academy trip, when pupils and staff have returned home and media interest has subsided, the academy can begin the recovery process.

Head of Schools should work with the Assistant Director of Services for Children and Young People (Lifelong Learning) to develop a recovery plan for the academy. A range of support will continue to be available from across the Local Authority.

There may be formal inquiries or even police investigations into the incident, which may continue for some time and require the cooperation and support of academy staff, pupils and parents.

### Recovery Plan Checklist

(Complete as soon as possible after the emergency)



Liaise with parents regarding plans for attendance at funerals	
Liaise with parents regarding plans for attendance/representation at memorial services	
Arrange debriefing meetings for staff and pupils	
Arrange debriefing meetings for the Head of School and AEMT	
Identify and support high-risk pupils and staff	
Promote discussion of the emergency in class	
Consider the need for individual or group support	
Help affected pupils and staff to come back into academy	
Seek advice on legal issues from academy solicitors as required.	
Initiate a review of the Emergency Plan, evaluating the academy's response and feeding in any lessons learnt	
<b>In the longer term:</b>	
Consult and decide on whether and how to mark anniversaries	
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the academy	
Remember to make any new staff aware of which pupils were involved and how they were affected	

## **7 ROLES AND RESPONSIBILITIES**

The Head of School or the Assistant Head of School will take charge of the incident on behalf of the academy. The Academy Emergency Management Team (AEMT) will assist the Head of School in managing the incident. They will be supported by the Chief Executive Officer, Board of Trustees and other emergency services as required.

The following agencies can provide support and assistance:

### **Plymouth City Council**

#### **Services for Children and Young People**

- Coordination of assistance throughout the Local Authority
- Administrative support
- Welfare services/emotional support via educational psychologists
- Additional accommodation via Asset Management
- Health and safety advice

#### **Civil Protection Unit**

- Operational support
- Planning support
- Communications support (including extra phones, radio communication and activation of emergency helpline)
- Structured debriefing

#### **Activation of Council's Emergency Response Plan**

- Transport
- Procurement
- Public information
- Media
- Care of victims (via outsourced Occupational Health)
- Other plans as appropriate

## **Community Services**

- Rest Centres for displaced students
- Continued welfare support where appropriate

## **Corporate Communications (Press Office)**

- Press Officers
- Advice and assistance with media management

## **Corporate Resources**

- Legal advice
- Financial advice

## **Devon and Cornwall Constabulary**

- Overall command, control and coordination of the emergency response
- Media relations
- Contact with bereaved families
- Criminal investigation
- Forensic identification

## **Devon and Somerset Fire and Rescue Service**

- Fire fighting
- Life saving and rescue
- Chemical spillage clean-up

## **South Western Ambulance Service Trust**

- Emergency medical response
- Transportation of casualties to hospitals
- Access to other health services

## **Trade Unions**

- Information resource and support services for members
- Health and safety responsibilities (consultation, investigation and joint inspection)
- Will be informed by the Health, Safety and Wellbeing Team of incidents causing injury or threat to staff



# CLOSING THE ACADEMY

## APPENDIX A

### (INCLUDING EXTREME WEATHER CONDITIONS)

This note offers advice to MAT leadership, premises and office staff on the actions needed in the case of academy closures, including shutdowns due to severe weather conditions. Decisions concerned with academy closures are made on an individual academy basis by the Chief Executive Officer (CEO), **Alison Nettleship**, to reflect local circumstances. If the CEO is not available, **Jackie Sparrow** (Head of School, Oakwood Primary Academy) can act on the academy's behalf.

#### **School closure (Including Severe Weather Conditions)**

In the event of **multiple** school closures across the city, the Assistant Director for Learning and Communities in Plymouth City Council will liaise with the Civil Protection Unit, Emergency Services and other Council departments to offer advice to Schools' Emergency Management Teams.

If this advice is to recommend that schools in general close, this will be given out by local radio stations and communicated via the council's official social media pages to help parents.

#### **Closure Assessment Criteria**

The CEO, in consultation with the Head of School(s) and if possible, the Board of Trustees should assess the situation when taking account of the following:

- The safety and accessibility of the site and surrounding area
- The availability of heat, light, power and water
- Availability of staff
- Availability of meals

#### **Communication of a decision**

The decision to close an academy should be taken at an appropriate time. This should allow for adequate communication to parents and pupils. **Parents should be asked not to call the media as this may impede communication between the academy and the radio stations.**

In the event that weather conditions deteriorate overnight, the CEO should liaise with the Facilities & ICT Manager to check the conditions against the above criteria.

#### **Distribution List**

The CEO has set up an email distribution list that includes all the relevant people to inform when a decision to close an academy is made (see table below). The nominated person to contact this distribution list in the event of an academy closure is **Helen Hawkes** (PA to the CEO/Business Support Officer) and placed on Discovery Mat Twitter page and Website.

**NB: This list should be saved by the following nominated persons, to ensure that it can be accessed either from the academy itself or from other locations if it is not possible to issue emails from the site itself:**

Name:	Post:
<b>Alison Nettleship</b>	Chief Executive Officer, Discovery MAT
<b>Leslie Rust</b>	Facilities & ICT Manager, Discovery MAT
<b>Helen Hawkes</b>	PA to the CEO/Business Support Officer, Discovery MAT
<b>Jackie Sparrow</b>	Head of School, Oakwood Primary Academy
<b>Lisa Evans</b>	Head of School, Beechwood Primary Academy
<b>Rachel Dinnis</b>	Head of School, Weston Mill Community Primary Academy
<b>Andrew Day</b>	Site Manager, Oakwood & Beechwood Primary Academies
<b>Mick Holt</b>	Caretaker, Beechwood Primary Academy
<b>Julia Guy</b>	Chair of the Trustees

**NB:** Remember to inform any scheduled visitors to the academy of the closure in addition to those on the distribution list.

#### Distribution List:

WHO	WHY	EMAIL
Education Team and Communication Team (Plymouth City Council)	This will be the main source of information for updating the Council website and ensuring accuracy	<a href="mailto:schools.closures@plymouth.gov.uk">schools.closures@plymouth.gov.uk</a>
School Transport Team (Plymouth City Council)	The team will inform transport operators	<a href="mailto:school.transport@plymouth.gov.uk">school.transport@plymouth.gov.uk</a>
CATER <sup>ed</sup> (school meals provider)	To inform staff that the academy will be closed	<a href="mailto:catering@catered.org.uk">catering@catered.org.uk</a>
Heart FM BBC Radio Devon Radio Plymouth Radio Cornwall	They will alert listeners about the academy closure	<a href="mailto:news.devon@heart.co.uk">news.devon@heart.co.uk</a> <a href="mailto:radio.devon@bbc.co.uk">radio.devon@bbc.co.uk</a> <a href="mailto:news@radioplymouth.com">news@radioplymouth.com</a> <a href="mailto:radio.cornwall@bbc.co.uk">radio.cornwall@bbc.co.uk</a>

Only in emergencies where emails are not available should the MAT call those on the distribution list. The numbers to use are listed below:

Name:	Post:
<b>Assistant Director for Learning and Communities.</b>	01752 307465
<b>Communications (Plymouth City Council)</b>	01752 307816
<b>Heart FM</b>	01392 354230
<b>BBC Radio Devon</b>	0845 301034
<b>Radio Plymouth</b>	01752 389539


When the email has been received, it will be broadcast on local radio and published by Plymouth City Council's corporate communication team at the website page address below:  
[www.plymouth.gov.uk/schoolclosures](http://www.plymouth.gov.uk/schoolclosures)

The MAT should ensure that parent/carers are aware of the Plymouth City Council's official social media channels, as information will also be provided on these.

Twitter: <http://twitter.com/plymouthcc>; Facebook: <http://facebook.com/PlymouthCityCouncil>

# ACADEMY CLOSURE

(Including extreme weather conditions)

	<b>Name and Address of Academy</b>	
	Beechwood Primary Academy Rockfield Avenue Southway Plymouth PL6 6DX	
<b>DCSF Academy Code Number</b>		879-3770
<b>Your Name and Contact Number</b>		
<b>Date:</b>		
<b>Brief Details of Closure</b>		
<b>Expected date of re-opening:</b>		
<b>Signature of person completing the form:</b>		
<b>Position held within academy:</b>		

## ACADEMY HAZARD ASSESSMENT AND SITE-SPECIFIC PLANS

### The location of chemical stores and any radioactive material stored on site

1. Each school is provided with a cleaning cupboard to be kept locked at all times and are opened only when in use.
2. Each cupboard/locker has to be clearly marked with the correct signage stating Hazardous Chemicals.
3. All chemical is to be returned to the correct stowage on completion of use.

### Cleaning Cupboards

- Hard Floor Cleaner
- Washroom Cleaner
- General Purpose Cleaner
- Disinfectant
- Liquid polish
- Glass cleaner and sanitizer
- General purpose cleaning items.
- Electrical Hoovers.

### Recording of COSHH items

- All COSHH items are to be recorded in the Site Control Log.
- COSHH folders should be held in the Site Managers/Caretakers Office and a copy held in the Art Room.
- Any items of COSHH are to be assessed of their suitability and must be thoroughly inspected and correctly stored on file before being used.

### Training

- All personnel required to use COSHH items are to ensure they have received the correct training in the use of chemicals.

### Boiler Room Arrangements

All boilers are located via outside access the houses the main switchboards, pump and isolations valves the are kept locked at all times.

- Access Keys are clearly marked and only to be used in an emergency.
- The Alarm Activation will automatically cause the boilers to shut down in an emergency, which is controlled by a BMS (Trend System)
- Boiler Contract is currently provided by Sherwoods Ltd.

## ACCIDENT EMERGENCY MANAGEMENT TEAM

### CONTACT LIST

**NB.** This should be updated in response to changes and reviewed annually

Academy Staff Identified For Incident Response				
Name	Position	Contact List:  Personal telephone numbers for the Accident Emergency Management Team are held on the schools' emergency mobile phone, held in reception, as part of the School's Emergency Box. (Only to be used in an Emergency).		Keyholder (✓)
Alison Nettleship	Chief Executive Officer			✓
Jackie Sparrow Rachel Dinnis Lisa Evans	Head of Schools'			✓
Simon Wilkins Tamsin Bailey Kathryn Catherwood	Asst Head of Schools'			✓
Leslie Rust	Facilities and ICT Manager			✓
Andrew Day Mick Holt	Site Manager Caretaker			✓
Other Academy Contacts				
Name	Company	Service Delivered	Office Telephone	Out of Hours Telephone
Bruce Harrison	Harrison Builders	F & M	01752 256767	07774167430
Jamie Bonner	Sherwoods	F & M	08452712782	07824595262
Gas	Laser (Total Gas & Power)	Gas		0800 111 999
Electricity	Laser (N Power)	Electricity		0800 111 999
Water	South West Water	Water Supply		0800 2300561

<b>EXTERNAL CONTACTS</b>	
Assistant Director of Services for Children and Young People (Lifelong Learning)	01752 307464
Building defects	01752 304588
Bus company used by academy	N/A
Catering	01752 307400
Health and Safety Executive Plymouth City Council Corporate Health & Safety	0845 345 0055 01752 312523
Local radio - Heart FM - Radio Devon	01752 275642 01752 229201
Met Office	0370 900 0100
Plymouth City Council Civil Protection Unit	01752 305536/307723
Plymouth City Council Civil Protection On-Call Duty Officer	Via 01752 668000
Plymouth City Council Corporate Communications Unit	01752 307898
Plymouth City Council Counselling Service Lily McConville school counselling service	0845 1558200 01752 664222
Plymouth City Council Education Enquiries	01752 307400
Plymouth City Council Education Welfare Service	01752 307405
Plymouth City Council Educational Psychology Service	01752 224962
Plymouth City Council Risk Management and Insurance	01752 307883
Plymouth City Council Academy Transport Service	01752 307537
Plymouth City Council Social Inclusion Unit	01752 304321
Academy insurance company - Zurich	0870 2418050
Teacher Support Network (trained support and counsellors available 24 hrs)	08000 562561
The Foreign and Commonwealth Office (links with the British Consulates etc)	0207 0081500
The Samaritans	08457 909090

# EVACUATION PLAN

## APPENDIX D

### BEECHWOOD PRIMARY ACADEMY EMERGENCY EVACUATION PROCEDURE

#### PLEASE NOTE:

- ALL EMERGENCY EVACUATION OF THE BUILDING MUST FOLLOW THIS PROCEDURE e.g. fire, gas leak, bomb alert
- Up to date fire routine notices are placed at every exit; designated fire exits are clearly marked
- Only attempt to tackle fire extinguishers on small fires if you are trained or confident to do so
- In the event of a missing person, report immediately to the Head of School or person in charge. **DO NOT GO BACK INTO THE BUILDING until the Fire Safety Manager or Fire Officer has given the all clear.**

### ACTION WHEN THE FIRE ALARM SOUNDS

Role	Action / Responsibility
<b>Class Teachers / TAs</b>	<ol style="list-style-type: none"><li>1. Instruct pupils to remain calm, to leave all personal belongings and to line up at the nearest / most appropriate exit</li><li>2. Immediately evacuate the building taking all children in your charge through the nearest / most appropriate exit</li><li>3. Close the doors and windows on leaving</li><li>4. Lead all pupils to the designated assembly point via the quickest / safest route and line up</li><li>5. Call the register, which the Office Staff will distribute (conduct a head count while registers are being distributed)</li><li>6. Notify Fire Safety Manager (Head of School) immediately of any missing children for a search to be initiated</li><li>7. Wait for further instruction</li></ol>
<b>Office Staff</b>	<ol style="list-style-type: none"><li>1. Call the Fire and Rescue Service (999), giving name and postcode of location</li><li>2. Pick up registers &amp; all signing in books</li><li>3. Leave the building through the nearest exit</li><li>4. Distribute registers to Class Teachers – ensure all classes present</li><li>5. Check visitors against visitors' book</li><li>6. Notify Fire Safety Manager (Head of School) immediately of any missing children / classes / staff / visitors for a search to be initiated</li><li>7. Wait for further instruction</li></ol>
<b>Fire Wardens</b>	<ol style="list-style-type: none"><li>1. Upon exiting the building, thoroughly check the areas you move through, ensuring all fire doors are closed</li><li>2. Checks on toilet areas should include a check on individual cubicles</li><li>3. If you encounter any persons present, they should be instructed to evacuate immediately. All visitors and members of academy should be ushered to an exit – not just pointed in the general direction of one</li><li>4. Never open a door if you suspect that there may be a fire beyond it</li></ol>
<b>Kitchen Staff</b>	<ol style="list-style-type: none"><li>1. Switch off power</li><li>2. Evacuate the building through the nearest / most appropriate exit</li><li>3. Go to the designated assembly point via the quickest / safest route</li></ol>
<b>Visitors</b>	<ol style="list-style-type: none"><li>1. Evacuate the building through the nearest / most appropriate exit</li><li>2. Go to the designated assembly point via the quickest route</li></ol>

### DESIGNATED FIRE ASSEMBLY POINTS

- Teaching staff are to ensure that they have recorded the pupil name daily on the fire rollcall as part of their registration process.
- All registration cards to be taken to the assembly point to carry out a register of their class.
- All pupils are to be lined up in their year group.
- When all personnel have been accounted for, the HOS must be informed of present and correct.
- At no time is anybody allowed back into the school unless approval has been given.
- Assembly Points as per the Fire Safety Plan.

#### Fire Safety Manager

- Liaise with Office Staff and Fire Wardens to establish that everyone is accounted for at assembly points
- Check that the building is secured from the outside
- In the event of a missing person, attempt to locate them from outside the building
- Meet Fire Brigade and appraise them of the situation

## Roles and Responsibilities in case of Emergency Evacuation

ROLE / RESPONSIBILITY	PERSON RESPONSIBLE	IN CASE OF ABSENCE (1)	IN CASE OF ABSENCE (2)
<b>Fire Safety Manager</b> <ul style="list-style-type: none"> <li>- Check with class teachers for missing children</li> <li>- Check with Office staff that visitors / contactors are all accounted for</li> <li>- Meet fire brigade</li> <li>- Report any missing children / staff / visitors so that a search may be initiated</li> </ul>	Head of School	Assistant Head of School	Site Caretaker
<b>Senior Fire Warden</b> <ul style="list-style-type: none"> <li>- Zone 1 (Upper part of academy)</li> <li>- Report to Fire Safety Manager / Deputy</li> </ul>	Head of School	Assistant Head of School	Site Caretaker
<b>Fire Warden</b> <ul style="list-style-type: none"> <li>- Zone 2 (Lower part of academy)</li> <li>- Report to Senior Fire Warden</li> </ul>	Assistant Head of School	Administrator	Site Caretaker
<b>Fire Warden</b> <ul style="list-style-type: none"> <li>- Zone 3 (PSA room and Dining room)</li> <li>- Report to Senior Fire Warden</li> </ul>	Administrator	Site Caretaker	
Calling the fire brigade: fire discovered by individual	Person discovering the fire, after breaking glass at nearest alarm point		
Calling the fire brigade: automated fire detection alarm	Administrator	Administrator	
Distributing Class registers	Administrator	Administrator	
Holding & checking visitors / contractors' book	Administrator	Administrator	
Meeting the fire brigade	Head of School	Assistant Head of School	Site Caretaker

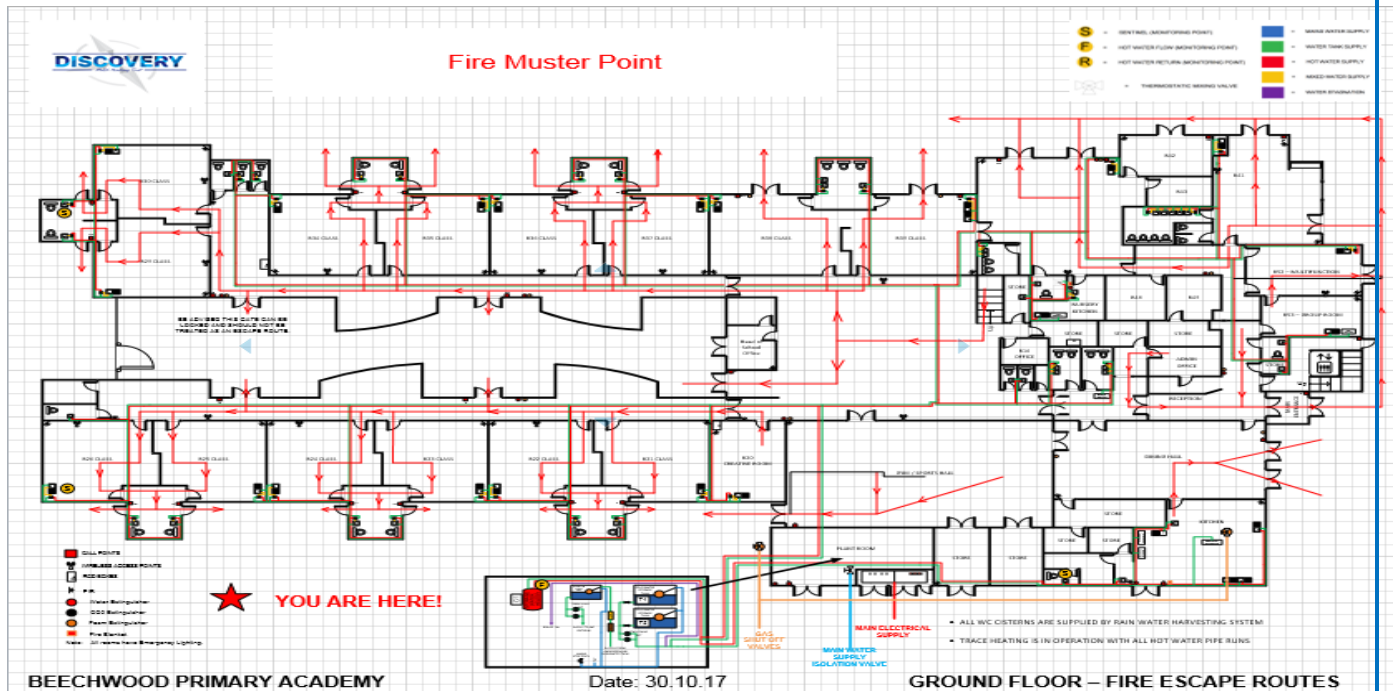
## POINTS TO NOTE

### Fire Arrangements

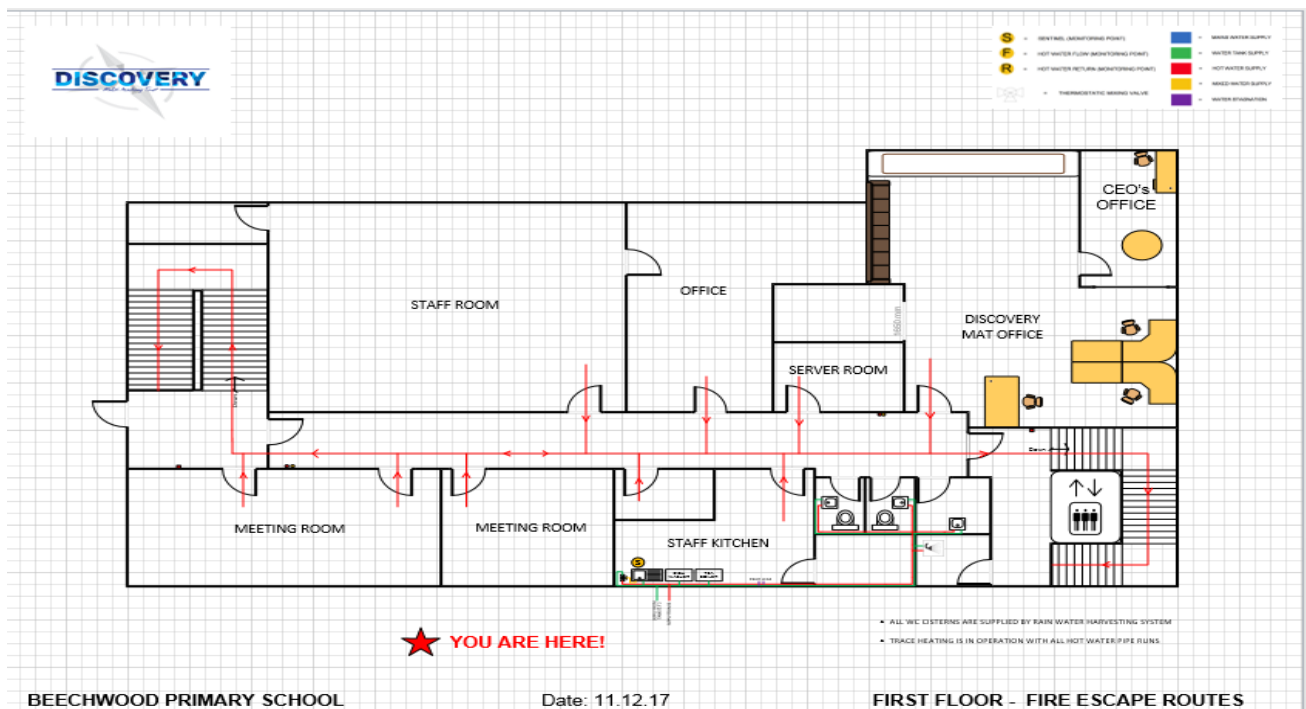
In the event of a fire, all staff, children and visitors will make their way out of the building in accordance with evacuation plans located by the doors of each room. All staff, children and visitors are to assemble in the Multi Use Games Area.



## Ground Floor



## First Floor



# FIRE ROUTINE

## IF YOU DISCOVER A FIRE:

1. Immediately operate the nearest Break Glass Fire Alarm Call Point
2. You should **ONLY** tackle a fire if you can do so without risk of injury to yourself. (The priority is to leave the building).

## ON HEARING THE FIRE ALARM:

1. Leave the building by the nearest available exit.
2. Make your way to the designated assembly point.

**DO NOT** use lifts.

**DO NOT** stop to collect personal belongings.

**DO NOT** re-enter the building until instructed by a member of staff.

## DESIGNATED STAFF MEMBERS WILL ENSURE THAT:

1. All occupants have left the room and any adjoining stores or toilet areas.
2. Doors and Windows are to be closed.
3. Evacuation check/Register is made at the Assembly Point.

**DO NOT PANIC  
STAY CALM**

## NaCTSO Guidance Notes 8/2016

### Updated Advice to Leaders of Schools and other Educational Establishments for Reviewing Protective Security.

Following a series of malicious hoax communications to schools across the UK, which are not being investigated as terrorism related offences, it is important that you are alert, but not alarmed. This is an opportunity for you to review your security plans to confirm that the arrangements you should already have in place are still current and have been tested to ensure staff and students are prepared and confident.

#### **Consider what steps you could take to: -**

- a) reassure your staff, students and parents
- b) review and implement proportionate protect and prepare security planning

#### **I. Bomb threats: Procedures for handling bomb threats.**

The vast majority of bomb threats are hoaxes designed to cause alarm and disruption. As well as the rare instances of valid bomb threats, terrorists may also make hoax bomb threat calls to intimidate the public, businesses and communities, to draw attention to their cause and to mislead police. While many bomb threats involve a person-to-person phone call, an increasing number are sent electronically using email or social media applications. No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999. It is important that potential recipients – either victims or third-parties used to pass the message - have plans that include how the information is recorded, acted upon and passed to police.

#### **The bomb threat message.**

Bomb threats containing accurate and precise information, and received well in advance of an actual attack, are exceptionally rare occurrences. Precise motives for hoaxing are difficult to determine but may include revenge, extortion, a desire to impress, or a combination of these and other less understandable motives. In the vast majority of cases are hoax and the intent is to socially engineer, provoke a response, cause disruption or inconvenience the victim.

#### **Communication of the threat.**

A bomb threat can be communicated in a number of different ways. The threat is likely to be made in person over the telephone; however, it may also be a recorded message, communicated in written form, delivered face-to-face or increasingly, sent electronically via email or a social media e.g. Twitter or Instagram. It should also be noted that a threat may be communicated via a third-party, i.e. a person or organisation unrelated to the intended victim. Any member of staff with a direct telephone line, mobile phone, computer or tablet etc., could conceivably receive a bomb threat.

#### **What you should do if you receive a bomb threat communication.**

All staff must understand the actions required of them as the potential first response to a threat call. If you receive a **telephone threat** you should:

- stay calm and listen carefully
- Immediately start recording details on a bomb threat checklist (hard copy attached to desk or diary) see annex
- if practical, keep the caller talking and alert a colleague to dial 999

- if displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended
- know who within your organisation to contact upon receipt of the threat, e.g. building security/senior manager
- if the threat is a recorded message write down as much detail as possible
- If the threat is received via text message do not reply to, forward or delete the message. Note the number of the sender and follow police advice

If the threat is delivered **face-to-face**:

- try to retain as many distinguishing characteristics of the threat-maker as possible

If discovered in a **written note, letter or as graffiti**:

- treat as police evidence and stop other people touching the item

If the threat is received via **email or social media application**:

- do not reply to, forward or delete the message
- note the sender's email address or username/user ID for social media applications
- 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)

**REMEMBER Dial 999** and follow police advice. Seek advice from the venue security/operations manager as soon as possible.

### **The Credibility of Bomb Threats.**

Evaluating the credibility of a threat is a critical task, particularly if the attack being threatened is imminent. This is a tactic used to place additional pressure on decision makers. When specific intelligence is known to police, advice will be issued accordingly; however, in the absence of information, it will be necessary to consider a number of factors-

- is the threat part of a series? If so, what has happened elsewhere or previously?
- can the location of the claimed bomb(s) be known with precision? If so, is a bomb visible at the location identified?
- considering the hoaxer's desire to influence behaviour, is there any reason to believe their words?
- if the threat is imprecise, could an external evacuation inadvertently move people closer to the hazard?

## **2. Evacuation considerations.**

Responsibility for the initial action taken at a venue subject to a bomb threat sits with the establishment, not police. However, all bomb threats should be reported to the police and their advice followed accordingly. Venue options include: -

- **No action.** This will be reasonable and proportionate if, after the evaluation by the venue, the threat is deemed implausible or a hoax. Police may provide additional advice and guidance. A proportionate search of the venue should be considered.
- **Internal or inwards evacuation** (invacuation). Staying in your venue but moving people away from external windows/walls and is relevant when it is known that a bomb is not within or immediately adjacent to your building. Also consider that if the location of the device is unknown, is an evacuation necessary. If a suspect device is outside your building it may put people in danger if the evacuation route takes them past the device. A safer alternative maybe the use of internal protected spaces. Inwards evacuation needs significant pre-planning and may benefit from expert advice to assist in identifying an internal safe area within your building.
- **External evacuation.** Leaving the venue will be appropriate when it has been directed by police and/or it is reasonable to assume the threat is credible and evacuation will move people towards a safer location. Appoint people, familiar with evacuation points and assembly (rendezvous) points, to act as marshals and assist with this procedure. At least two assembly points should be identified in opposing directions, and at least 500 metres from the suspicious item, incident or location. Where possible the assembly point should not be a car park. You may wish to seek specialist advice, which can help to identify suitable assembly points and alternative options as part of your planning. Where there are large numbers of people consider

a phased evacuation, initially from the immediate area of the device. This will avoid unnecessary alarm and promote a safer evacuation. Each venue is unique and should plan and exercise for different threat scenarios.

If a suspect device is found, keep people out until police establish safety cordons; do not assemble near them and follow police directions. Minimum cordon distances are: -

Minimum police cordon distances are: -

**100m** – small items e.g. rucksacks or briefcases

**200m** – medium items e.g. suitcases, wheelie bins or cars

**400m** – larger items e.g. vans or lorries

**Remember:** Fire and bomb drills are different and must be practised so all know what to do and where to go. Those with less mobility or awareness may need personal evacuation plans or escort.

### **3. Search Considerations.**

A strong site security culture and search regime proportionate to the risks faced by your site will reduce the opportunity to place a suspicious item, or it remaining unnoticed for long. Informing staff and older pupils how to recognise, report and respond to suspicious behaviour and items, will keep them safer and increase site security; this may be part of a site 'safety and security' induction in terms of searching: -

- ensure plans are in place to carry out an effective search in response to a bomb threat
- identify who in your site prepare a search process in advance and who will coordinate and take responsibility for conducting searches
- initiate a search by messaging over a public address system (coded messages avoid unnecessary disruption and alarm), by text message, personal radio or by telephone cascade
- print copies of building plans in advance, that divide the site into areas of a manageable size for 1 or 2 searchers. Ideally staff should search in pairs to ensure nothing is missed
- ensure those conducting searches are familiar with their areas of responsibility. Those who work regularly in an area are best placed to spot unusual or suspicious items
- focus on areas that are open to the public; enclosed areas (e.g. cloakrooms, stairs, corridors, lifts etc.) evacuation routes and assembly points; car parks, other external areas such as goods or loading bays
- develop appropriate techniques for staff to be able to routinely search public areas without alarming any visitors or customers present
- under no circumstances should a suspicious item found during a search be touched or moved in any way. Immediately clear people from that area dial 999 and alert others to support external or internal evacuation protocols.

### **4. Media and Communication.**

Staff, governors, parents and pupils should avoid revealing details about specific incidents to the media or through social media without prior consultation with police. Do not provide or give details of the threat or the decision-making process relating to evacuation, internal evacuation, or taking no action.

Releasing details of the circumstances may: -

- be the objective of the hoaxer, providing them with a perceived credibility
- cause unnecessary alarm to others
- be used by those planning to target other venues
- illicit copycat incidents
- impact upon a subsequent investigation.

### **5. RUN HIDE TELL to stay safe in a firearms and weapons attack.**

Are your staff, parents and pupils aware of this public safety guidance? Knowing what to do in a crisis at school, may also reduce for some, the fear of gang attacks or field trips abroad.

<https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat>

### **Stay Safe Film**

<https://www.gov.uk/government/publications/stay-safe-film>

### **Dynamic Lockdown Guidance.**

<https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures>

**6. Staff Awareness and Security Culture.** Have you briefed your staff on how they can recognise suspicious activity?

### **Employee Vigilance**

<http://www.cpni.gov.uk/advice/Personnel-security/Employee-vigilance/>

Are all aware of the procedures to follow should they suspect suspicious behaviour? (**Anti-Terrorist Hotline 0800 789 321**) If you require an immediate response call 999

**7. Preparedness:** Are your first aid kits and emergency grab bags checked regularly, complete and accessible?

**8. Physical Security.** Have you checked CCTV systems? Are they all working correctly? Are the date/time stamps accurate?

<http://www.cpni.gov.uk/advice/Physical-security/CCTV/>

**9. Mail Handling.** A threat may still exist from items delivered to your establishment by hand or by post. Are staff familiar with indicators for suspicious deliveries?

<http://www.cpni.gov.uk/advice/Physical-security/Screening/Mail-and-deliveries/>

There is no change to the UK terrorist threat level, which remains at **SEVERE**; meaning an attack is highly likely.

## What to do in an event of a Bomb Threat or Incident.

Below are NaCTSO guidance Notes 8/2016 which are the latest comprehensive notes given across UK to cover any potential threat or incident that may occur on site.

To differentiate between a threat and an incident, here are some simple guidelines:

**Threat:** can be passed over via the telephone, social media, a third party or letters. Hoax calls generally fall in this bracket.

**Incidents:** are IED's (Improvised Explosive Devices) can be sent via the postal services, placed on a vehicle, carried by persons or left in luggage.

The following procedure is to be used in event of a bomb threat:

- In receipt of a potential bomb threat, the person taking the call are to ensure Form 5474 is filled in with as much detail as possible of the caller. (Try to get a colleague to call Police 999)
- Call Police on 999 – pass as much detail as possible. The Police will carry out a grading assessment of the caller and respond within 20 minutes. Grading's fall in to three categories as follows:
  - **Standard** – No requirement to evacuate the building.
  - **Amber**-Must evacuate as a real threat is possible.
  - **RED**- Must evacuate as a real threat is possible.
- The Police will tell you to evacuate if Amber or Red grading's have been issued and issue a log number.
- The Police will send a local unit to carry out an assessment.
- It is the responsibility for the school to carry out the search of the building and report any findings.

### Procedure for finding an unidentified package:

- Carry out the following: (4C's)
  - Confirm- does the package look like an IED?
  - Clear – Clear the area, minimum police cordon distances are: -
    - 100m** – small items e.g. rucksacks or briefcases.
    - 200m** – medium items e.g. suitcases, wheelie bins or cars.
    - 400m** – larger items e.g. vans or lorries.
  - Communicate – Call Police on 999 and Management Team await response grading.
  - Control – Open all windows and doors if threat found internally. Isolate areas, ensuring procedures are followed to evacuate the building.

### To understand what is a potential threat:

- Using H.O.T as an abbreviation follow these simple guides:
  - H – Hidden – has it been placed in an unusual place or area?
  - O – Obviously suspicious – If it looks suspicious, treat it as suspicious.
  - T – Typical – Has it got bomb written on it?

### **Procedure for a Firearm Threat:**

- Carry out an invacuation drill that prevents putting lives in danger by exiting the building, the following procedure must be followed:
  - Inform Police on 999 and Management Team of the threat.
  - Isolate the lockdown key in reception to the lockdown position.
  - All staff and pupils to move from the ground floor to the first-floor classrooms via both end stairwells and are **NOT** to use the middle staircases.
  - The nominated STAY SAFE area is (all first-floor classrooms facing the rear of the school).
  - All members of staff are to ensure all pupils are to stay within the classrooms until the threat has been cleared.
  - Await Police response.

### **Notes:**

- Do not use the Alarm System as a tool to evacuate the building, this must be done verbally by members of the staff or nominated Fire Wardens.
- When searching the building, this must be carried out in pairs. Any findings must be reported immediately.



- 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:

**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:

### 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:

Calm

☐

Crying

☐

Clearing throat

☐

Angry

☐

Nasal

☐

Slurred

☐

Excited

☐

Stutter

☐

Disguised

☐

Slow

☐

Lisp

☐

\*Accent

☐

Rapid

☐

Deep

☐

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)*

**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)

## EMERGENCY ARRANGEMENTS FOR OTHER SERVICES USING THE ACADEMY SITE

### Checklist for Persons Hiring the Academy Premises:

Take the new *hirer* through the fire safety procedure as displayed at the fire alarm call points, in particular:

- Show them the location of the fire alarm call point and describe the way it operates. Emphasis that the first action on discovering a fire is to raise the alarm *even if the fire is small*.
- Describe the sound of the fire alarm and the action to be taken when it sounds, in particular leaving the building with any *persons for whom* the *hirer* is responsible and going to the assembly point.
- Describe and walk the escape routes and alternative escape routes that *the hirer* is likely to need to use and show the operation of any push bars or exit fittings.
- Show the new *hirer* the location of the fire extinguishers, but emphasis they should only be used if *he/she* has been previously trained, if it is safe to do so and the alarm has been raised first and after an evacuation has been started. Explain how to contact the fire brigade (whether or not an automatic call is made) and where the nearest telephone point can be found. Give clear instructions of location of academy, including postcode.

## INCIDENT LOG SHEET OF TELEPHONE CALLS, DECISIONS AND OTHER MATTERS

Nature of Incident ..... Name ..... Date ..... Sheet No .....

[illegible]