



**KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL**

<b>Name of Policy:</b>	<b>Critical Incidents and Emergency Policy V4</b>	
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<b>Policy Originated from:</b>	Kingsnorth Primary School / Aquila	
<b>Date To Be Reviewed:</b>	September 2022	
<b>Policy Approved By:</b>	SLT:	
	Staff:	
	Governors:	

**Our Vision Statement:**

**Kingsnorth...the best days of OUR lives!**

**Kingsnorth Values Statement**

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

**Our 5 Key Christian Values are:**

Thankfulness, Friendship, Trust, Compassion and Endurance

**Statement of Intent**

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

**Inclusion and Equal Opportunities** All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.

### Emergency and Critical Incident Procedures

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## 1. PROCEDURE

- Aims**
- to enable educational establishments to deal with the initial shock of crisis situations
  - to support the senior management of the school/institution with re-establishing normal routines
  - to mobilise individual and collective resources for dealing with trauma
  - to use psychological support to reduce the incidence of post traumatic distress
  - to identify vulnerable individuals who need more intensive psychological or psychiatric support.

- Objectives**
- normalisation – helping those involved to realise that their physical, mental and emotional reactions are entirely normal, and that it is the incident that is abnormal
  - reduction of tension – through the airing of feelings and sharing of information
  - cognitive organisation – making sense of the experience and incorporating it into the frame of reference and meaning with which they understand the world
  - validation and enhancement of existing ways of coping
  - mobilisation of inner resources to develop new ways of coping
  - the overriding objective being to prevent post traumatic stress syndrome which can have such a debilitating effect on individual lives.

**When will we be involved?**

A crisis is seen as a situation, which is outside the range of normal human experience, which would be markedly distressing to anyone. The death of a colleague (or colleagues), a child (or children), or a traumatic incident which resulted in a near death experience for a member (or members) of staff and/or a child (or children).

In the event of a crisis or an emergency situation being reported to the education psychology service, the service will contact the school(s) whose pupils are affected, or who are likely to be affected by the event to arrange for appropriate support to be made available to the school.

**What sort of things  
will the support  
include?**

- an audit of the needs of the children and staff
- an audit of the skills and resources available in the school
- advice/information for parents and staff on how to handle children who have experienced a traumatic event
- advice/information for teachers on strategies which are helpful to colleagues who have been traumatized
- advice on the management of grief and loss in school, including coping with strong emotions such as anger, and providing sympathetic and effective pastoral care
- support for senior staff who are dealing directly with the media or distressed parents or governors.

In a large scale incident the service may need to draw on colleagues in other areas of the county and to work closely with other agencies.

**What action does  
the school need to  
take?**

Schools can contact the psychological service during working hours. **03000 41 01 00**  
**Out of Hours 03000 41 01 01**

Once the psychological service has been informed of an incident, a decision will be made as quickly as possible about the level of support that can be offered to the school and who is likely to be coming along to the school to see them. Telephone contact will be established the same day and whenever possible, the psychologist will co-ordinate the service response and will visit the school to plan what happens next. The psychologist normally assigned to the school may not be part of the team that works directly on the traumatic incident, but he/she will always be kept informed and will usually be involved in planning the response with the school.

The person taking the initial referral will need to know:

Your name and position  
Which school you are from  
The nature of the incident  
Where it happened  
The people involved  
A call back telephone number

## EMERGENCY PROCEDURE CHECKLIST

### A Emergency Procedures

- Directed Response
- Room Clear
- Secured Room
- Directed Evacuation

### D School Closure

- Bad Weather
- Heating Failure
- Power Failure
- No Water
- School Journey
- Other Emergency

### B Immediate Threat of Injury or Death

- Suspicious/Dangerous Person/event on School Grounds
- Suicide Threat or Attempt
- Death, Serious Injury or Mental Condition on School Grounds

### E Information Resources

- Child Abuse
- Medical Assessment Procedures
- Communicating with the Media

### C Possible Treat of Injury or Death

- Fire or Explosion
- Hazardous Spillage
- Bomb or Suspicious Device
- Bomb Threat
- Structural Damage
- Community Disturbance

### 3 DIRECTED RESPONSE

#### BACKGROUND

**What:** **Directed Response** is used to move pupils and staff to a specific location inside the building when it is safer to remain in the building than to leave.

**When:** **Directed Response** is used when the location of an actual or potential threat:

- Is known and can be confined to a specific area. (likely to be hall in each building/classrooms)
- Is far enough from the designated area that safety is ensured.

**Example:** A potentially violent disturbance is occurring outside the building.

#### PROCEDURES

**Teacher or**

**Supervising Adult**

- 1 Go immediately, in a calm orderly fashion, to the area designated by the SLT.
- 2 Follow route indicated.
- 3 Stay with pupils, keeping them in a group.
- 4 Account for all pupils and remain in designated area until contacted. Follow school procedures for reporting information.
- 5 Report information to SLT
- 6 Office Manager/Office receptionist will ask staff if all present, issue staff with attendance registers/staff sign in register to check off names in the event of a child/adult being unaccounted for.

#### *Directed Response*

**Signal for Fire:** continuous siren and flashing fire point on ceilings.

**Signal for Intruder:** 3 short rings repeated – office staff signal and secure entry

**Signal for Gas:** Air Horn

4.

### ROOM CLEAR

#### BACKGROUND

**What:** **Room Clear**, issued by the teacher or supervising adult, is used to send pupils **away from a potential threat**, such as a violent dispute or ceiling collapse.

Successful use of **Room Clear** requires:

- That there be a designated safe area.-initially hall or partner class
- That pupils understand they must go directly to the designated area when a **Room Clear** is issued.

- That there be an established procedure to ensure that the office is notified - **Emergency Card.**

**When:** **Room Clear** is used when there is a high risk of remaining in the room and pupils can be sent to a designated safe area.

**Example:** A violent situation arises in the classroom; collapsed ceiling.

### PROCEDURES

**Teacher or**

**Supervising Adult**

1 Take pupils directly, in a calm orderly fashion, to the agreed-upon designated area.

2 Notify SLT immediately. Consider response to situation as appropriate, i.e. violent situation may require phone call to Police, collapsed ceiling will need urgent call to Building Surveyor.

3 Remain with the children, working to defuse the crisis by remaining calm. Reassure everyone involved that everything possible is being done to return the situation to normal.

**The designated safe area for my class is the hall.**

**An alternate safe area for my class is School field.**

### *Room Clear*

**Signal – Fire Alarm** Where room clear required for all classes the Fire Alarm signal will be used. Individual classes may be evacuated on command from the senior adult in class.

## 5. SECURED ROOM

### BACKGROUND

**What:**

**Secured Room** protects staff and pupils from a **threat inside the building**, such as an intruder, when it may be more dangerous to leave the building by directed evacuation than to stay in a secured room.

**When:**

**Secured Room** is used when:

- It is safer to stay in an area that can be secured than to move through the building where the potential threat may be encountered.
- There is no possibility of uncontrolled fire or explosion.

**Example:**

An intruder is in the building.

### PROCEDURES

**Teacher or**

**Supervising Adult**

1 Lock/close classroom doors and windows and pull blinds or curtains immediately. Position a desk across each door. Tell pupils to sit quietly under their desks.

2 Keep pupils away from doors and windows.

3 Maintain calm environment by remaining calm yourself and reassuring pupils that everything possible is being done to return the situation to normal.

4 If gunshot or an explosion is heard, get everyone on the floor.

5 Remain in secured classrooms until notified to release class.

### **Secured Room**

**Signal – Secure Room 3 bells repeated**

## **6. DIRECTED EVACUATION**

### **BACKGROUND**

**What:**

**Directed evacuation** is used to get pupils, staff and visitors **out of the building** by a route designated to avoid contact with a potential threat, such as a suspicious package in the hall or a bomb threat or Gas leak

**When:**

**Directed evacuation** is used when the location of a potential threat is known, allowing:

- An evacuation route away from the threat.
- An assembly point outside the building that is as far as possible from the threat.

**Example:**

### **Suspected Gas Leak**

**In the event of a Gas Leak leave the building immediately. If you know how to switch off the mains gas do it. Do not turn on any switches, use phones or touch electrical items.**

**Call the Gas emergency number from outside. 0800 111 999**

**Phone 999**

**Inform SLT Mr Witts 07793821100 /S Sullivan 07912865146 / A Love 07946202001**

**Inform Aquila main office Folkestone 01303 297202**

### **PROCEDURES**

**Teacher or**

**Supervising Adult**

**1** Leave building immediately, in a calm orderly manner, using only the exit and directions given.

**2** Get to and remain at your designated area away from the building.

**3** Stay with pupils, keeping them in a group.

**4** Account for all pupils and remain on the same side of the building to which you were evacuated. Follow school procedures for reporting information and evacuation.

**5** Wait to be contacted. Do not return to or move to another side of the building unless told to do so.

**6** Office Manager/Office receptionist will issue staff with attendance registers to check off names.

**First aid emergency supplies are located in the School Office and Medical Room (a basic first aid kit available in classrooms)**

**The classroom's designated area is on the school playground**

**The emergency 'Place of Safety' is the school field and then Furley Park Primary Academy.**

### ***Directed Evacuation***

**Signal: Fire Alarm (unless Gas)**

**Signal – GAS Use The AIR HORN Kept in the office the other in the boiler room.**

## **7. SUSPICIOUS/DANGEROUS PERSON in SCHOOL GROUNDS**

### **BACKGROUND**

A **suspicious person** could be someone on school grounds who does not appear to have a legitimate purpose.

To deal with suspicious persons on school grounds:

- Direct all strangers or visitors to the office for registration.
- Notify the office immediately of suspicious persons or behaviour.

The Police have power to intervene through the Kent Act 1981 and subsequent legislation.

A **dangerous person** is someone whose behaviour suggests a possible threat to safety. Escalation of aggressive behaviour can often be avoided by careful management of the situation.

To deal with a dangerous person follow the procedures below.

### **PROCEDURES**

#### **Teacher or**

#### **Supervising Adult**

- 1 Notify school office/SLT immediately of a suspicious or aggressive person.
- 2 Stay with pupils, keeping them together.
- 3 Account for all pupils and remain in the area to which you were sent.

#### **Administrative**

#### **and Support Staff**

- Issue appropriate emergency procedures.
- Call police.
- Notify all staff of the potential danger.
- Inform local education office as considered appropriate.

### ***Suspicious/Dangerous person on School Grounds***

**Signal - 3 short rings repeated - office staff secure entry**

## **8. SUICIDE THREAT OR ATTEMPT**

### **BACKGROUND**

Teachers should make every effort to:

- Protect pupils from witnessing a traumatic event.
- Prevent a suicide by calling for assistance immediately and remaining calm when communicating with the person.

## PROCEDURES

### Teacher or

### Supervising Adult

1 Notify SLT immediately. (Provide the person's name if known).

2 Issue **Room Clear** to remove pupils from scene.

3 Remain calm and reassure pupils that everything possible is being done to return the situation to normal.

4 When the Headteacher, senior member of staff, police and/or medical personnel have arrived, re-join your pupils in the designated **Room Clear** area.

### Administrative

### and Support Staff

Call emergency services and notify the local education office.

Ensure that an adult who can supervise pupils is in the designated **Room Clear** area.

Contact the local education office to arrange for post-trauma assistance and counselling if needed.

Seek advice from Aquila 01303 297202 in relation to any media enquiries.

**First aid designated staff person will be sent immediately to your location by the Headteacher.**

### *Suicide Threat or Attempt*

**Signal – SLT to deal with as appropriate or Room Clear - Fire Alarm continuous siren and flashing fire point on ceilings.**

9.

## ABDUCTION

### BACKGROUND

To avoid abductions:

- Do not release a child to anyone other than the designated parent/guardian.
- Do not accept substitutes for the designated parent/guardian without proof of prior approval from the parent/guardian.

### Example:

A parent attempts to pick up a child in contravention of a court order.

## PROCEDURES

### Teacher or

### Supervising Adult

1 Report abduction, or attempted abduction, to the SLT immediately.

2 Note the person's appearance and any other information about him or her (voice, clothing, vehicle type, car registration number etc) that might be helpful to police.

**Administrative and Support Staff**

- Call police.
- Seek advice from Press Office to any media enquiries as appropriate.

**Suspicious Person Alert**

If children, staff or parents express concern about a stranger loitering on or near school property or following students between home and school, the SLT will report it immediately to the police and notify the local education office so that other schools can be warned.

**10. DEATH, SERIOUS INJURY or MEDICAL CONDITION**

**BACKGROUND**

The cause of a possible death or injury (natural or unnatural) and the circumstances surrounding the incident (violent or not) will affect your behaviour during the event and during post-trauma procedures.

If the death or injury is the result of aggressive behaviour by a pupil or intruder, protection of pupils and staff becomes a key issue in how the event is handled.

Never assume someone is dead until certified by appropriate medical personnel. Provide all possible medical support until that time.

**PROCEDURES**

**Teacher or Supervising Adult**

- 1 Notify emergency services and SLT immediately.
- 2 Issue appropriate emergency procedures to ensure that pupils are not unnecessarily exposed to trauma (e.g. **Room Clear** if in the classroom).
- 3 Remain calm and reassure pupils that all possible actions are being taken to care for the injured or ill person and to protect others.
- 4 Rejoin your pupils as soon as possible.
- 5 Account for all pupils and remain with them. Office Manager/Office receptionist will issue staff with attendance registers to check off names.

**Administrative and Support Staff**

- Issue appropriate emergency procedures.
- Notify emergency services.
- Inform local education office.
- Notify Health & Safety Executive (form HSE 2508).
- First aid certified staff person to be called to problem location immediately.
- ALL members of staff with a 'medical' condition will be asked to file an 'In a Medical emergency instructions' These instructions will help inform the medical services as to

their condition, medication, who their Dr or specialist is and any other information that the staff member feels would be appropriate to ensure their safety.

- Ensure that pupils have adult supervision.
- Call family members of the injured person.
- Seek advice from Press Office in respect of media enquiries as appropriate.

**First aid designated staff person will be sent immediately to your location by the Headteacher.**

### ***Death, Serious Injury or Medical Condition***

**Signal – SLT to deal with as appropriate or Room Clear -Fire Alarm continuous siren and flashing fire point on ceilings.**

## **11. FIRE or EXPLOSION**

### **BACKGROUND**

There is a fire or explosion in the building.

Reminder:

If a pupil or staff member's clothing catches on fire, do not allow him or her to run. Try to smother the fire by wrapping the person in heavy fabric (coat, rug, curtain etc) and rolling the person on the ground. If fabric is not available, roll the person on the ground unwrapped.

A fire or potential explosion in the vicinity of the school may require the implementation of specific school plans for the emergency evacuation to assembly point/another location.

### **PROCEDURES**

#### **Teacher or Supervising Adult**

**1** Follow instructions for school's fire drill/emergency procedures which are in all classrooms and in each school corridor.

**2** Account for all pupils, staff and visitors and remain in designated area. Office Manager/Office receptionist will issue staff with attendance registers to check off names.

#### **Administrative and Support Staff**

- Follow emergency evacuation procedures.
- Notify emergency service(s).
- Notify Aquila Estates and Management
- Notify all pupils and staff of the potential danger.
- Close doors to fire or explosion area as soon as all pupils and staff are out of the area.
- Provide any other necessary support to ensure pupil safety.
- Do not allow re-entry to building until authorised by fire/safety officials.
- Inform local education office.

- Refer all media enquiries to the Press Office.

***Fire or Explosion***

**Signal – Fire Alarm continuous siren and flashing fire point on ceilings.**

12.

**HAZARDOUS SPILLAGE**

**BACKGROUND**

It is expected that any hazardous liquids and materials will be kept to an absolute minimum and properly stored and handled and conform to COSHH Regulations.

The first priority is pupil and staff safety.

Location, quantity, concentration and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.

There may be a major hazardous material spill or potential explosion in the vicinity of the school; this may require the implementation of specific school plans for an emergency evacuation to another site.

**PROCEDURES**

**Teacher or Supervising Adult**

- 1 Notify office immediately.
- 2 Issue a **Room Clear** for appropriate emergency procedures.
  - Check for adverse medical symptoms (loss of breath, fainting etc) and request immediate medical attention.
  - Attempt to contain the material if possible when leaving the areas by covering with sand, shutting doors, windows etc.
  - Consult Health & Safety Framework.
  - Seek any further advice from District Schools Officer.
- 3 Follow **Directed Evacuation** procedures – same as fire drill.

**Administrative and Support Staff**

- Issue appropriate emergency procedures.
- Notify all occupants of the potential danger.

***Hazardous Spillage***

**Signal – Fire Alarm to evacuate continuous siren and flashing fire point on ceilings or SLT to deal with as appropriate**

13.

**BOMB or SUSPICIOUS DEVICE**

**BACKGROUND**

A bomb threat could be written, recorded or communicated orally. Most bomb threats, however, are delivered by telephone. Generally, a bomb threat call is made for one of two reasons.

**1** The caller knows or believes an explosive or incendiary device has been or will be placed and wants to minimise personal injuries and/or property damage (the caller may or may not be the person who placed the device); or

**2** The caller wants to disrupt normal activities by creating anxiety and panic.

The call recipient must remember to do many things, all of which will aid in the search for the device (unless the threat is unfounded) and provide authorities with as much information as possible for their later investigation. An outline of the **Bomb Threat Phone Checklist** should be kept by each phone in the office to guide the call recipient. (See next page).

## PROCEDURES

### Teacher or

### Supervising Adult

- 1** Do not touch or approach a bomb or suspicious device.
- 2** Notify SLT /school office immediately (use Emergency Card).
- 3** Avoid use of two-way radios and mobile phones.
- 4** Avoid causing vibrations (e.g. from running, fire alarms and other movement) since they can detonate some devices.
- 5** Get pupils out of the immediate area and wait for directions from the office.
- 6** Follow Headteacher's instructions for appropriate emergency procedures.
- 7** Account for all pupils and remain in designated area. Office Manager/Office receptionist will issue staff with attendance registers to check off names.

### Administrative

### and Support Staff

- Follow school emergency evacuation procedures.
- Notify all occupants of the potential danger.
- Work with police and fire officials to determine nature of the device.
- Respond to all media enquiries referring to Press Office for advice, as appropriate.

### ***Bomb or Suspicious Device***

**Signal – Fire Alarm to evacuate continuous siren and flashing fire point on ceilings or SLT to deal with as appropriate**

14.

### **BOMB THREAT**

### **BOMB THREAT PHONE CHECKLIST**

- 1** Write down the time of the call.

2 Write down the time the call was terminated.

3 Write down exact words of the caller if possible.

**Questions to Ask**

- What time is the bomb set to explode?
- Where is the bomb located? Floor? Area?
- Is it in the open? Concealed? Disguised?
- What kind of bomb is it?
- What does it look like?
- Why was it placed in the school?
- How did it get in the school?

**Description of Caller**

- Is the caller:  
Male or female? Calm? Frightened? Young? Middle-aged? Old?

Does the caller speak with an accent? What type?

Does the caller use slang expressions? If so, what are they?

Does the caller sound educated?

Is there background noise? What does it sound like?

Note any other clues.

**Use this checklist page to record information if a notepad is not available.**

**PROCEDURES**

**Teacher or**

**Supervising Adult**

1 Follow instructions for appropriate bomb threat emergency evacuation procedures.

2 If told to evacuate, try to get at least 100 metres from the building if possible the school field.

3 Account for all occupants and remain in designated area. Office Manager/Office receptionist will issue staff with attendance registers to check off names.

**Administrative**

**and Support Staff**

- Report threat to police.
- Do Threat/Risk Analysis:
- How much time to make your decision to evacuate or not?
- Do you have time to wait for the Police to arrive?
- Can the pupils remain in the classrooms while a reasonable search is made?

SLT will decide to either evacuate or not, if possible with the advice of the Police assisting at the scene. (**Directed Evacuation**)

Search decisions to be made with the advice of the Police at the scene include:

- who will do the search.
- what procedures to follow when doing the search.
- If suspect device is discovered - what procedures are to be followed? The Police then will determine if specialists are needed.
- Re-entry authorisation.
- Post incident analysis.

**Use this checklist to determine procedure.**

**Bomb Threat**

**Signal – Fire Alarm to evacuate continuous siren and flashing fire point on ceilings  
or SLT to deal with as appropriate**

15.

## **STRUCTURAL DAMAGE**

### **BACKGROUND**

Structural damage may occur without warning, e.g. collapsed ceiling or may be foreseen storm damage, so you must be prepared to begin appropriate protective action immediately.

Since structural damage could disable communications systems, be prepared to take alternative action.

### **PROCEDURES**

**Teacher or  
Supervising Adult  
If Indoors:**

- 1 Remain calm, reassuring pupils by speaking and giving instructions in a firm calm voice.
- 2 Move occupants to a safe room or ensure full evacuation depending on the scale of the damage and cause.
- 3 Remain outside the building until it has been inspected and declared safe by authorized personnel.

**If Outdoors:**

- 1 Move away from the building if the SLT sounds an emergency signal.
- 2 Go to a clear open space if possible, such as a playing field.
- 3 Avoid trees and overhead wires.
- 4 Remain calm, reassuring pupils by giving instructions in a firm calm voice.
- 5 Account for all children. Remain outside the building until authorised to re-enter.  
Follow school procedures for reporting information. Office Manager/Office receptionist will issue staff with attendance registers to check off names.

**Administrative  
and Support Staff**

- Issue appropriate emergency procedures.
- Call police.
- Notify Building Surveyor.
- Do not allow anyone to re-enter the building/room until it has been inspected for safety by Kent Property Services.

Office Manager/Office receptionist will issue staff with attendance registers to check off names.

**The designated safe outdoor area is the school playground/field.**

### ***Structural Damage***

**Signal – Fire Alarm to evacuate continuous siren and flashing fire point on ceilings  
or SLT to deal with as appropriate**

16. **COMMUNITY DISTURBANCE  
BACKGROUND**

A demonstration on school grounds can:

- Disrupt school activities.
- Cause injury to staff and pupils.
- Damage property.

**PROCEDURES**

**Teacher or**

**Supervising Adult**

1 Issue a **Secured Room** directive, unless SLT indicates use of an alternative procedure.

2 Account for all children and remain in classroom or designated area until contacted.

**Administrative  
and Support Staff**

**In an Emergency**

Issue appropriate emergency procedures.

Call police if violent or uncontrolled behaviour is occurring or probable.

Notify staff of the potential danger.

**In a Non-  
Emergency**

Inform the local education office.

***Community Disturbance***

**Signal – 'Secure Room' lockdown. 3 short bells Repeated**

17. **EMERGENCY CLOSING  
BACKGROUND**

**General**

1 A decision to close the school should be a last resort and will ordinarily be made on health and safety

grounds, e.g. hazardous on-site conditions, no heating, boiler failure.

2 For purposes of announcing emergency closures, the following radio stations will be contacted (using current passwords):

Radio Kent 96.7 + 104.2 FM

Invicta Radio 102.8 + 103.1 FM

3 The school may be closed for the balance of the day or for a period when it is believed that the health and/or safety needs of pupils and staff are or will be endangered by further attendance at school.

4 When a school is affected by a power failure or boiler breakdown, pupils, with the consent of the headteacher, may be dismissed for a specific period of time. Staff should report to the school.

**PROCEDURES**

## **Consideration for Closure**

In conjunction with your school plan:

- 1 Determine that the method each pupil will use to get home is safe and reliable (school bus, walking short distances, pick up by parent).
- 2 If pupils are being picked up by parents, keep them with you until the parent arrives.
- 3 Account for all children, keeping a record of how and when they left school.

### ***Emergency Closing***

**Signal** – Message on Radio Kent and KMFM Ashford radio stations

- Notification to both parent body and staff by text messaging system
- Possible Answer phone message on school telephone system

## **18. POWER FAILURE**

### **BACKGROUND**

This may present a number of situations which may include loss of light, heat and water; an appropriate response will depend on the circumstances at each school; cause, and expected restoration of power.

### **PROCEDURES**

#### **Teacher or Supervising Adult**

- 1 Remain where you were when the power went out or return to assigned class-room or work area and remain there.
- 2 If moved to another area, account for all pupils again.

#### **Administrative and Support Staff**

- Determine why power is out and plan accordingly. For example a brief power cut may require a wait in the building. Failure as a result of electrical problems may require an evacuation.
- Direct staff to locate all pupils and teachers as appropriate.
- Contact Electricity Board to establish whether a power cut. Report to Kent Property Services if not.

### ***Power Failure***

**Signal** – SLT to inform staff accordingly

## **19. SCHOOL JOURNEY EMERGENCY**

### **BACKGROUND**

Consideration of the following questions will serve to prepare you in case of an emergency.

- 1 Ensure that itinerary, how they will get there, who will supervise, when the group will arrive, when the group will leave, and how they may be contacted in an emergency, is held in school. Also does the leader of the trip have emergency school management phone numbers in case of contact outside school hours?

- 2 Does the journey conform to the requirements and advice given in the Management and Leadership of off-site work booklet e.g. insurance cover, pupil/adult ratio etc.
- 3 Have rules for pupil conduct on the field trip been established and communicated to pupils and parents/guardians in advance of the trip?
- 4 Is there a roster of all participating children and adults? Has each teacher been instructed to bring the class roster with him or her?
- 5 Have identification badges been made for all school staff and adult helpers who are involved in supervising pupils?
- 6 Has emergency medical information been gathered on each pupil, staff member, and adult volunteer?
- 7 Have parental/guardian release forms been obtained?
- 8 Have police checks on adult volunteers been completed?
- 9 Is there a first-aider among the supervisory adults?
- 10 If the field trip is a beach or water outing, will there be sufficient qualified life saving staff?
- 11 Is a first-aid kit available for the trip?
- 12 Is there access to a mobile phone?
- 13 What arrangements have been made for pupil supervision and for parents or guardians to pick up pupils after the journey?

## **PROCEDURES**

In the event that an accident or emergency occurs:

Clearly the reaction to an emergency will depend upon the scale and type. Examples could be:

\* Road accident \* Fatality \* Activity Casualty \* Missing pupil/abduction \* Illness \* Intruder

In the event of a road accident the following checklist may be helpful:

- 1 Remain with the bus/van.
- 2 Secure bus in a safe location, turning off power, ignition and lights.
- 3 Account for all students and evaluate first aid needs and make appropriate notes.
- 4 Evaluate need for evacuation, if need to evacuate, move the pupils at least 100 feet away from the bus. Staff to wear Yellow Jackets
- 5 Place triangle reflectors.
- 6 Contact emergency service/recovery service. Provide following information:
  - Bus number/Route number
  - School
  - Location of the accident and intersecting street
  - Pupils on board
  - Injuries, if any? Ambulance required?
  - Have the police been called?
  - Can the bus be driven?
  - Is a back-up bus needed to take the pupils to school?
- 7 Notify school management. SLT at the first opportunity.
- 8 At the scene, do not discuss the accident with any onlookers. Never speculate about what happened. Never accept or place blame.
- 9 If necessary, complete written account of accident.

### **Serious Incidents**

After taking immediate action to respond to emergency e.g. notify emergency services, contact school management and the local education office to inform and to see advice as necessary.

### **Administrative and Support Staff**

- Contact local education office
- Co-ordinate appropriate assistance
- Refer media enquiries to Aquila Press Office

20. **CHILD ABUSE See Safeguarding Policy and Procedures**

**BACKGROUND**

**What is Abuse?**

- Physical abuse
- Emotional abuse
- Neglect
- Sexual abuse

**Reporting Suspected Child Abuse**

- Any school employee who suspects an adult of child abuse must report to the designated teacher or whoever else has been assigned the responsibility for child protection in school by filling 'My Concern' for to DSL (HOS)
- Refer to the school child protection policy

**Investigating Suspected Abuse**

- Investigations and follow-up actions must conform with the County Council's Child Protection Procedure Manual.

21. **MEDICAL ASSESSMENT PROCEDURE**

**BACKGROUND**

If a pupil, volunteer, staff member or visitor has a serious injury or medical condition, use the following procedure to analyse the type of assistance needed.

**PROCEDURES**

**1 Assess the Scene**

Is it safe for staff or victim? **NO** → **Call Emergency Service(s) 999**

**YES**



**2 Assess the Victim**

- Does there appear to be a life-threatening condition? **If YES to any items:**
- Does there appear to be breathing difficulty? **YES \*\* Get first-aid person to Call 999**
- Is there severe bleeding? **and begin** → **the scene**  
**First aid**
- Is there severe bleeding?
- \* **Send someone to direct ambulance to the scene**
- Is victim unable to walk?

**If NO to all of the above**



If 999 call is not needed and staff do not feel the person needs to see a doctor, ensure someone is responsible to advise teacher and family of the incident. Complete accident/incident report form H&S 157 and consider whether reportable to Health and

Safety Executive. Accident reporting procedures are set out in the Aquila /Ellis Whittam Health and Safety Framework.

### 3 Prepare

ahead of time by identifying:

- Location of the first aid kit(s):- Office, Medical Room (basic first aid kit in each classroom)
- Designated rest area:- Medical Room
- First-aid trained personnel

**See: School Health & Safety Policy**

**See: Reporting Accident in school policy**

22.

## COMMUNICATING WITH THE MEDIA

### BACKGROUND

An emergency or a crisis will result in media attention.

An important component of working with the media would include:

- seeking advice and guidance from your CEO Aquila
- identifying a spokesperson
- providing appropriate space to the media for interviews
- recognising that an interview is not simply a discussion between two people but is a communication with a wide listening or viewing audience

### PROCEDURES

We will let the CEO handle media enquiries.

- Request assistance from Aquila Press Office to handle all media enquiries.
- Continue to solve or defuse the crisis, referring all media enquiries as appropriate.
- Internal communications will be used to share information between staff members and to help you prepare accurate communications for parents and family members.

If in the unusual circumstance the SLT has no option but to talk to the press:

- Provide accurate information; we want to be the reliable source of information in crisis situations.
- Speak conversationally, otherwise your voice will go up in pitch and sound strained. (Do not repeat the reporters questions when answering, just provide a quick clear answer).
- Answer each question succinctly and then stop speaking. Do not embellish, elaborate or change your statements. Don't let a reporter's friendly sympathetic manner lead you to provide additional information or assume that your comments are off the record.
- If you do not know the answer, say so. If appropriate, indicate when you would be able to supply the information.
- If the information is known, but you cannot supply it, say so and explain why (e.g. an injured student's parents have not been contacted yet and you do not want to release the name). It is best not to say "no comment". This phrase makes you sound evasive.
- If a reporter interrupts you, stop speaking, wait for him or her to finish and then continue with what you were saying.

- If a reporter asks more than one question at a time, ask which question you should answer first. This will help you avoid sounding confused or rattled.
- Staff will not talk to the media and will seek advice from the SLT if approached.