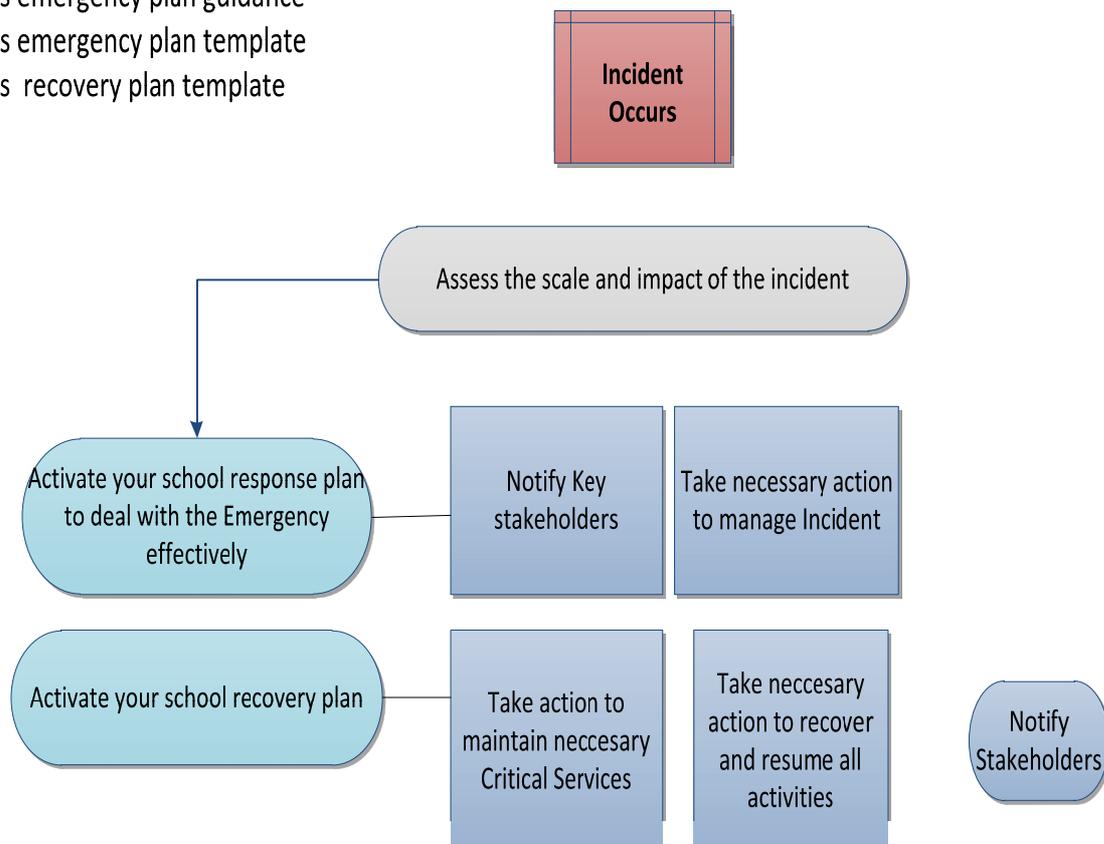


# Schools Emergency Guidance Pack

This pack Includes three enclosures

- Schools emergency plan guidance
- Schools emergency plan template
- Schools recovery plan template



# Schools Emergency Plan Guidance

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**Whilst the London Borough of Barnet with Cambridge Education has made every effort to compile information and advice relating to emergency occurrence/incidents and would recommend the school take note of it and use it as a guideline, we cannot guarantee its completeness. We cannot accept liability for any loss or damage caused as a result of reliance on such information/advice. You should at all times undertake appropriate investigations in order to consider what steps should prudently be undertaken.**

## 1. Introduction

The aim of this document is to help schools in Barnet be better prepared for a major incident. This can be described as a sudden and unexpected event, which is distressing to the school community and is on a scale or type that is beyond the normal coping capacity of the school and where outside specialist help will be needed to resolve the emergency.

Under the Health and Safety at Work Regulations 1989 each school has a responsibility to prepare for a major incident. Under the Regulatory Reform (fire safety order) order 2005 every workplace (this includes schools) must have an emergency plan. In addition to this parents will expect schools to have actions in place to make their children as safe as possible.

**This guidance is generic, and should be used to support schools in writing up their emergency response plan (template enclosed).**

## 2. Why is there a need for schools to have an Emergency Plan?

A School (i.e. the Governing Body) has a duty to provide a safe environment for all staff and pupils. The parents in turn entrust their children in the care of the school.

Events can happen which will have a major effect on a school for example:

- Serious injury or death of a pupil or staff member (in or out of school time)
- Serious injury or death of a pupil or staff member on a school trip
- Sexual assault on a child or staff member
- Serious injury and/or death of multiple children and staff (for example as a result of a bus crash or other catastrophic event)
- Denial of access to school buildings or site. For example, because of a fire or other emergency evacuation by the Emergency Services.
- The release of hazardous substances closes the school. For example the result of a chemical or fuel spillage or because of toxic fumes from a chemical or fuel fire adjacent to the school
- Extreme weather: stopping staff and/or pupils (and/or parents) getting to or leaving school. For example heavy rain or snow which results in transport disruption, or which makes normal road and public service transport travel unsafe
- Major incident in the immediate or wider area which prevents staff and pupils (and/or parents) attending school. For example a major terrorist incident, which causes massive disruption to transport. Parents may be unable to collect children on time. Alternative care arrangements will need to be provided for children concerned until they can be restored to their families/normal carers.
- Where the behaviour of a pupil or staff member brings unwanted media attention, resulting in severe disruption to school business.
- Higher than normal absence from school. For example as a result of infectious diseases such as Meningitis or Influenza.
- Attack on a pupil, member of staff, or visitor to school.

- Evacuation of the school site by the Emergency Services to a safe cordon distance of 200m to 600m. The size of the cordon depends on the incident. For example, a gas leak or a fire chemicals would require a 200m cordon. If the police suspected a terrorist bomb they could evacuate staff and pupils up to 400m from the suspect device.

Naturally, during the normal school day, a school has a large number of very vulnerable people located in one place - this can make them a at risk group. Efficient and practiced emergency planning will not prevent an incident but will make sure that the school can respond rapidly and effectively when it does happen – thereby, reducing the likelihood of harm to staff and pupils.

### 3. The School Emergency Management Team (EMT)

Key to the schools emergency planning and response is the School's Emergency Management Team (EMT). This group is made up of senior members of school staff. In the event of an incident the most senior member of staff available on the list will appoint main team roles. Below is a suggested list of EMT roles.

EMT Roles	
<b>Head of EMT</b>	Overall command of the school EMT
<b>Welfare</b>	Responsible for issues relating to the welfare of staff and students both their physical and psychological welfare during and post event
<b>Logistics</b>	Responsible for all logistical operations relating to the concerned incident. For example, finding emergency contractors (e.g. plumbers, electricians) or arranging alternative staff/pupil transport.
<b>Communications</b>	Responsible for compiling, clearing and delivering information on / communications re: the concerned incident and required actions, etc to pupils, parents and staff. This person should liaise with the Council's Corporate Communications Team to ensure effective media liaison
<b>Facilities</b>	Responsible for issues relating to school premises and buildings

## 4. Preparedness (i.e. implementing strategies and policies that you have outlined in your plan.)

Any emergency plan needs to be thought of as a live document. It will only work if all those involved are familiar with it and the training is in place to support it.

As well as putting the plan in place within your school there are other procedures that have to be developed to support your plan. One of the most useful items you can have is a grab bag.

### 4.1 Grab Bag

A grab bag is taken from the school during an evacuation or brought to site from another location. The school should ideally have more than 1 grab bag. These should be placed in secure locations, which are accessible to all staff (e.g. office, staff room, store cupboard, Head teacher's car). There should be enough grab bags, so if one is inaccessible due to the incident (e.g. a fire) you can access the other one. Therefore, they should not be placed close together.

#### All staff should know where the grab bags are.

The Grab bag comprises: (suggested contents)

- A bag
- Hi-visibility vests for School Emergency Management Team
- Emergency Plan (including floor plans of your school)
- Blank Event logs
- Blank Registers
- Full Contact details for all staff (as paper copies or on a USB key or CD)
- Full contact details for all pupils (as paper copies or on a USB key or CD)
- Useful LA and other agency/organisational contact numbers/names
- Copies of any key information i.e. details of insurance policy.
- First aid kit (stored near to or in the bag to be evacuated with the emergency bag)
- Consider having some sugery foods in your kit if any of the children have diabeties.
- Emergency contacts and medical details for all student and staff (these should be updated regularly)
- Individual care plans for children with medication, specialist medicines e.g. asthma inhaler, ADT meds etc (check with school nurse and ensure each medicine container is clearly marked with child's name) (as with first aid kit)
- Torch and spare bateries
- Foil blankets
- Copy of school emergency plan
- Paper copy of school restoration and recovery plan
- Pens, pencils

- Note pads
- Bin bags
- Loud Hailer (and spare batteries)

**Note: If information is stored in digital format you may not be able to assess it immediately. For example, during an evacuation – always ensure that up to date hard copy included in the bag**

## 4.2. School Security

Schools are required to manage risk to pupils, staff, visitors and those adjoining the property.

The Education (School Premises) Regulations 1999 prescribe minimum standards for both new and existing schools. They include a general requirement that every part of a school's premises must be such as to reasonably assure the health, safety and welfare of the occupants.

Security problems can arise as a result of schools having:

- Open sites with long insecure perimeters
- Multiple entrances (pedestrian and/or vehicular)
- Multiple dispersed sites
- Isolated buildings
- Temporary buildings
- A lot of glass
- Thick vegetation screening buildings and/or footpaths from main buildings
- Independent buildings spread out over a wide area.

The Met Police has produced guidance for schools to make use of when reviewing their security arrangements, this guidance manual is available via the below link.

<https://www.barnet.gov.uk/www-home/information-for-schools/health-and-safety-in-schools/local-codes-of-practise.html>

### 4.3 Evacuation plan

- The school may need to be evacuated when it is dangerous or potentially dangerous to remain in the building; circumstances include fire, gas or chemical leaks, bomb threats, explosions, and substantial damage to the building. An evacuation plan will include details of separate evacuation points. For example, with a bomb or a chemical threat the police and fire brigade could ask you to evacuate from between 200m and 400m. When designing your evacuation plan consider the following.
- Details of how the activation will be activated (i.e. using fire alarm, tannoy, or a staff member with a loud hailer). In which order will the sites be used? E.g. School playground 1) public park 2).
- An up-to-date, detailed plan of school showing evacuation routes and assembly points (this should include at least one alternative in case the emergency affects the main route or assembly point) one of the evacuation points needs to be at least 200m away with consideration for a location 400m away is necessary.
- Copies of the evacuation points and routes can be displayed in each classroom
- Any identified 'place of safety' nearby where pupils and staff can be taken if unable to return to the school for some time – this could be a village hall, leisure centre, buddy school or similar. Arrangements to use such buildings are best made in advance.
- Information on how staff will ensure that all pupils and people visiting the site are accounted for – procedures for use of registers, visitors books etc
- Procedure for sending pupils home if the situation becomes prolonged, taking account of the need to track who has left/been collected.
- Consider electing fire wardens, who would check toilets and non-teaching spaces as necessary
- Evacuation is occurring. You should try to minimise the risk of re-entering the building
- Once evacuated staff should not re-enter the building. If all children and staff are not accounted for, take details of the missing and inform the emergency services of their last known location.
- Take the Grab bag with you plus mobile phones and radio.
- Do not use lifts
- Pupils can be asked to buddy up.
- Escort pupils with disabilities.
- Form the Emergency Response Team and assign roles
- Administer first aid if needed. Must be done by trained individuals.
- Ensure easy access for emergency vehicles.
- Keep pupils calm and if possible occupied
- Do not re-enter the buildings until they have been checked by emergency personnel and declared safe.

#### 4.4 A Buddy

A buddy is a school or other establishment that you have a pre-arranged agreement with. Your buddy can offer shelter under a number of circumstances. This could also be one of your evacuation points.

Name and address of Buddy school	Telephone number	How will your pupils get there?
		<p><u>EXAMPLE</u>            Having a haven is not enough; you must consider how to get pupils there safely. For example if the police have evacuated your whole school can you walk to you buddy school?</p> <p>Has the whole process been risk assessed?</p> <p>Thought needs to be given to what route you would you use?</p> <p>Which staff would you have available?</p> <p>If you can't walk the whole school to another location can certain pupils be sent home? Use your excising policy for sending children home early.</p>

#### 4.5 Shelter in Place.

Emergencies may very occasionally arise when it is safer for the members of a school to remain within the school building beyond normal school hours. These would be very rare indeed e.g. a factory fire with hazardous fumes, or severe weather, following major transport disruption where it has become difficult/impossible for parent/carers to travel to school to collect their children. The emergency services would give direction depending on the circumstances.

In the case of chemical or other fires on sites adjacent to the school site it will be essential that all doors and windows be kept shut and for all pupils and staff to be moved to rooms away from the incident. Also, all air circulation appliances, such as extractor fans and air conditioning units, should be switched off.

In a major incident, senior school staff should wait for the all clear from the Emergency Services or Council Incident Officer / Controller. If telephone lines / mobile phone services are out of action or busy, a member of the EMT should be assigned to listen to the local radio or TV, and relay any relevant information to the EMT Lead / Head. It may be necessary to maintain this situation for several hours or even overnight. In very extreme circumstances it will be safer for children to be kept in the school for a long period even without food and blankets. **However - working with the Emergency Services / Council Incident Controller - every effort should be made to move children / staff etc to a place of safety / get them home at the earliest possible opportunity.**

A different method of signalling shelter in place would need to be developed. In some cases a different bell or PA system could be used. A simple yet effective method of alerting pupils and staff can be by using an air horn, tannoy message or whistle to signal the start and end of the procedure. Please consider the how you would do the following when deciding on a shelter in place procedure.

- Decide on the method you will use for activating a shelter in place procedure (i.e. a member of staff with a loud hailer)
- Check all external and internal public areas (i.e. playgrounds, sports facilities, corridors etc) and get all pupils and staff into secure classrooms or safe areas.
- Keep all pupils in secure classrooms until given the all clear
- Consider locking or wedging your doors shut if possible, shut windows and blinds. Turn off lights if necessary.
- Keep pupils seated and away from doors and windows. There may be circumstances when it is best to sit on the floor or under desks and/or move to rooms away from the incident (i.e. on the other side of the building).
- Teachers and Teaching/Classroom Assistants will maintain (as best they can) a calm atmosphere in the classroom and keep alert to the emotional needs and other of pupils.
- Try and keep pupils engaged in quiet classroom based activities or games.
- Do **not** allow anyone out of the classroom during a shelter in place procedure under any circumstances.
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times.
- If the teacher/teaching/classroom are out of class at the time of the incident then they should attempt to go back to the classroom **IF SAFE** to do so. However, if this is too risky or dangerous then they must try and make contact with the children as soon as possible.
- Head teacher, office staff and other non-teaching staff who can be safely assembled, should form a School Emergency Management team.
- If the children are outside, teachers/supervisors should, depending on the situation, either move them to the nearest hall or building that can be secured and that has an alternative escape route, or ask them to hide, disperse or take cover.

## 5. Response and Recovery (Dealing with an Incident)

Hopefully you will never have to deal with a major incident; if you do it's only then that the need for sound preparation will become clear. Response and recovery are very much linked. Even though initially you will be very busy dealing with the emergency very soon you will need to consider how you will return things back to normal. The school plan has two sections: the Emergency Plan and, the Response Plan.

### 5.1 The Emergency Plan (See Emergency Response Plan Template)

The Emergency Plan is focused on the immediate issues such as getting everyone to a place of safety and liaising with the emergency services. Once the event has been stabilised thought can be given to restoration.

### 5.2 The Recovery Plan (See Recovery Plan Template)

The recovery plan focuses on restoring the school back to normality. It will contain for example - alternative suppliers for key services such as transport and catering. It also examines the amount of staff needed to run the school. As soon as possible recovery issues should be considered and the recovery plan activated.

## 6. Major incident roles

During a major incident the school and other key players have different roles to play in supporting the school, a brief outline of these is shown below:

### THE SCHOOL'S ROLE

- To contact Education and Skills/Head of School Improvement (for all critical incidents ) before communicating the incident to parents, the local community or the press.
- To work with the Local Authority (LA)
- To seek to reduce the risk of incidents escalating or actual situation(s) deteriorating further.
- To maintain a school emergency plan and procedures and, to implement and follow these in the event of an incident.
- To ensure all staff are aware of and follow the school's emergency plan and procedures.
- To contact and liaise with the Emergency Services where required, both during and post incident.
- Where the Emergency Services take over control of any school- based or related incident, the School's Emergency Management Team is to ensure that all school staff and pupils follow the directions of the Emergency Services.
- In the case of smaller incidents, wherever possible the School should try to maintain the normal routine of staff and students not directly involved.
- Bring about a swift return to normality.
- To support staff, pupils, and parents in the aftermath of an accident.

## THE LOCAL AUTHORITY'S ROLE

- Seek to reduce, through the exercise of its powers and functions, the risk of a major emergency arising.
- To seek to reduce the risk of live incidents escalating / situations deteriorating further.
- To act as point of communication in accessing support services e.g. Barnet press office, health and safety, Educational Welfare Team, HR, legal ect.
- To provide support in the event of a critical incident, for example Psychological support ect.
- Alert schools to a potential or emerging local emergency situation. For example: **flooding** following **heavy rain / major water leak; pollution** and/or **transport disruption** resulting from a **chemical spill** or **fuel spill; extreme weather** conditions (**heavy winds, rain, snowfall, freezing temperatures**); **major train** or **road crash; major incident at Heathrow Airport; terrorist bomb threat/incident; etc.**
- Support schools, in the aftermath of an incident facilitating a swift return to normality, and providing support and counselling for the victims and their families. This support would be delivered by the educational psychologists in association with social services and other external groups.

## THE EMERGENCY SERVICE'S ROLE

- To prevent and minimise loss of life and personal injury.
- Seek to reduce, through the exercise of its powers and functions, the risk of a major emergency arising.
- To seek to reduce the risk of live incidents escalating/situations deteriorating further.
- If contacted and deployed the Emergency Services will first carry out a risk assessment of all reported incidents and/or emerging threats. Depending upon the situation they will either take over control of the management of the situation or provide advice. Where they are advisory it will be the schools responsibility to manage the incident, with support from the LA
- The police will deal with the collection and distribution of casualty information

## 7. Emergency school closure – during the school day

If you want advice about whether closure of the school is appropriate please contact your Learning Network Inspector (the decision for temporary school closure rests with the Headteacher in consultation with the Chair of Governors). The Local Authority can advise with regards to this decision.

Should you decide to close the school, please email [Support.Education@barnet.gov.uk](mailto:Support.Education@barnet.gov.uk) immediately in order that all relevant Barnet Officers and other schools can be informed. If you don't receive a response to this e mail please follow up the e mail with a phone call to the Business Support and Communications Team on 020 8359 7288 or to your LNI.

Please note the following general advice about school closures:

- schools should stay open for all term dates wherever possible and only consider closure in exceptional circumstances when the health and safety of pupils or staff is at risk
- schools should review their Emergency response plan to ensure that it identifies foreseeable activities and events that may result in school closure and that appropriate plans are in place to manage the situation
- the decision to close the school is taken by the headteacher and chair of governors
- in the event of a closure, schools should re-open as soon as possible and have systems in place to communicate with parents

## 8. Action on specific threats

Your plan is designed to deal with most emergencies putting command in the hands of EMT. Below is a list of some of the events that could happen and suggested procedures for these incidents. If you feel that any of these threats require specific guidance you can add it to your response plan.

### **CHEMICAL / TOXIC / HAZARDOUS MATERIAL SPILL:**

- If you know what is spilled and are trained to take the necessary action, then do so (BUT DO NOT PLACE YOURSELF OR OTHERS AT RISK)
- If spill is inside and severe, evacuate the building using fire drill procedures, move all persons to a safe location, call the emergency services.
- If severe spill is outside the building follow contamination procedures, keeping all pupils inside and all doors and windows locked. Switch off fans or air conditioning and avoid using electrical equipment in case sparks are produced. Do not smoke. (In an incident like this you will be advised by the London Fire Brigade who respond to chemical spills.
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times

### **FLOODING IN BUILDING:**

- If necessary evacuate the affected area
- Switch off mains water stop cock (this should be made on a map contained in your emergency plan).
- Switch off/isolate electrical supply to affected area
- Call Water Supplier (Number should be in your call out list)
- Monitor the situation.
- If flooding worsens, evacuate the whole building. During heavy rain find a suitable building to accommodate displaced staff and pupils - if major incident implement relevant parts of School Emergency Plan.
- In situations of major flooding the LA will provide guidance and assistance.
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times.

### **FIRE:**

- Activate fire alarm / raise the alarm.
- Follow fire drill and school evacuation procedures as normal; evacuate to a safe and secure area remote from the affected area; take the school register.
- Ensure Emergency Service (Fire, Police and if required Ambulance called / en route)
- Report any missing persons to EMT or the most senior teacher. They will in turn inform the emergency services
- Keep the children in line at the assembly point and as reassured as possible; and await the arrival of the Emergency Services
- If the fire worsens remove the children immediately to a place of safety (i.e. as far away as logistically possible)
- If given the all clear check nobody is missing on re-entering the building. **NO ONE SHOULD RE-ENTER THE SCHOOL BUILDING/S UNTIL THE ALL CLEAR IS GIVEN BY THE HEAD / EMT LEAD FOLLOWING CLEARANCE FROM THE FIRE SERVICE INCIDENT COMMANDER**
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times.

### **GAS LEAK:**

- Evacuate the school using the fire drill procedures. Use the bomb threat assembly point i.e. the furthest secure point in the school grounds.
- Do not switch on or off any electrical equipment.
- Do not use mobile phones or radios in the vicinity of the leak.
- Do not smoke or use naked flames within 400m of the suspected leak site.
- Turn off gas, shut off main gas supply valve if possible.
- Call the gas provider.

- If in any doubt about extent / nature of the leak call 999 and ask for the Fire Brigade and Police.
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times.

### ***HOSTAGE SITUATION IN SCHOOL:***

- Do not try to intervene.
- If taken hostage - co-operate and follow the instructions of the hostage taker; if safe try to build rapport with hostage taker.
- If safe to do so alert the Emergency Services (call 999 as soon as possible) and alert the LA – outline details of what has happened and any details known to aid response.
- Try to remain calm and maintain/spread calmness. In most situations children will mimic your behaviour.
- Isolate hostage area by evacuating other pupils and staff or through shelter procedure.
- On arrival of Emergency Services, provide them with a map of the school and exact details of nature of incident (e.g. location, number children, number and behaviour of hostage taker/s, any details re: weapons, etc).
- Teacher and Teaching/Classroom Assistants of those groups / classes not directly involved in the hostage situation should remain with their pupils at all times.

### ***INDUSTRIAL INCIDENT NEAR SCHOOL:***

- Pupils and staff should remain in the school building and await further instruction from the LA and Council Emergency Teams and/or Emergency Services.
- If risk of explosion keep children and staff away from windows; preferably locate children and staff in rooms on opposite side of building from the scene of the incident
- This may include closing all doors and windows to minimise inhalation of fumes or smoke or evacuation. (see shelter in place)
- NO ONE SHOULD LEAVE THE SCHOOL BUILDING/S UNTIL THE ALL CLEAR IS GIVEN BY THE HEAD / EMT LEAD FOLLOWING CLEARANCE WITH THE FIRE OR OTHER EMERGENCY SERVICE INCIDENT COMMANDER
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times.

### ***PHYSICAL OR SEXUAL ASSAULT OF A CHILD OR ADULT***

- Call Police/Ambulance Immediately
- Call first aider to the scene.
- Provide support in a private area (e.g. School Medical Room or Heads Office) with two familiar teachers present taking into account their gender (do not leave the child/adult victim alone with a lone adult).
- Secure scene/evidence – do not touch anything (if possible lock the room and prohibit access until the Police arrive).

- Do not wash the victims body or clothes (this sounds awful but you may be destroying important evidence needed by the Police). However, in circumstances where the victim requires first aid this should take precedence.
- If it is suspected that the assailant is still on-site keep children in classrooms and if possible lock classroom doors.
- Unless it is safe to do so do not attempt to restrain the assailant; however try to capture a full description and record name and details (e.g. appearance; what they said etc).
- Follow school safe-guarding procedures.
- Teacher and Teaching/Classroom Assistants of those groups / classes not directly involved in the incident should remain with their pupils at all times.

### **SHOOTINGS:**

- If shots are heard instruct everyone to take cover if appropriate (i.e. on the floor or under desks).
- Call the Police immediately.
- Assemble in a secure location (locking doors etc) or activate the shelter in place procedure if necessary .
- DO NOT IN ANY CIRCUMSTANCES ATTEMPT TO APPROACH OR DISARM THE GUNMAN.
- Check for injuries and missing pupils/staff.
- Remain in safety until Police give all clear / evacuate the scene.
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times.

### **THREATENING PERSON IN THE SCHOOL BUILDING:**

- Keep classroom/students secure. (call 999) ask for Police.
- EMT or Headteacher can initiate shelter in place procedure if necessary (under police guidance).
- Assess threat.
- If no one is in danger observe the intruder until the police arrive. DO NOT IN ANY CIRCUMSTANCES ATTEMPT TO RESTRAIN THE INTRUDER.
- If people are threatened, staff should consider attempting to draw the attention of the intruder away from those affected. HOWEVER, AGAIN DO NOT IN ANY CIRCUMSTANCES ATTEMPT TO RESTRAIN THE INTRUDER.
- When appropriate escape to a more secure area.
- Teacher and Teaching/Classroom Assistants should remain with their pupils at all times.

### **THREATENING PERSON IN SCHOOL GROUNDS:**

- Keep classroom/students secure. (call 999)
- Ensure all children are moved inside to a place of safety within the school building.
- Headteacher can shelter in place (seek guidance from Police immediately)
- If no one is in danger observe the intruder until the police arrive. DO NOT IN ANY CIRCUMSTANCES ATTEMPT TO RESTRAIN THE INTRUDER
- If people are threatened, staff should consider attempting to draw the attention of the intruder away from those affected. HOWEVER, AGAIN DO NOT IN ANY CIRCUMSTANCES ATTEMPT TO RESTRAIN THE INTRUDER
- Teacher and Teaching/Classroom Assistants should ensure that both they and pupils remain in classrooms until the all clear has been given or evacuate as a result of instructions from the authorities.
- If possible lock/secure school entrances and remove keys from doors

### **Dynamic Lockdown**

#### **What is dynamic lockdown?**

Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers accessing a site (or part of). It is recognised that due to their nature some sites may not be able to physically achieve lockdown.

The National Counter Terrorism Security Office (NaCTSO) has developed guidance to assist in planning for and responding to fast moving firearms or weapon including bomb threats.

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

Most bomb threats are made over the phone and the overwhelming majority are hoaxes, made with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, must be reported to the police.

Dial 999 and police will respond. You should always consider their advice before a decision is taken to close or evacuate.

#### **Guidance on receipt of a bomb threat**

<http://www.cpni.gov.uk/security-planning/business-continuity-plan/bomb-threats/>

#### **Bomb threat checklist**

<http://www.cpni.gov.uk/documents/posters%20and%20checklists/bomb-threat-checklist.pdf?epslanguage=en-gb>

#### **If this prompts you to review your emergency planning, consider the following:**

**Search Planning:** Do you have plans to search your site to deal effectively with either bomb threats or for secreted threat items; are your staff and students familiar with those plans and what to do if they find a suspicious item?

Good housekeeping reduces the opportunity for suspicious items to be placed and assists effective search.

**Security guidance for educational establishments**

<https://www.gov.uk/government/publications/counter-terrorism-protective-security-advice-for-higher-and-further-education>

**Search planning guidance**

<http://www.cpni.gov.uk/Security-Planning/Business-continuity-plan/Search-premises/>

**2. Evacuation/Invacuation planning:**

It is vital that you are able to move your staff and students away from danger in a controlled way. Ensure you have a number of options available, well sign- posted and notified to people on your site. Keep routes clear.

Sometimes it may be safer to remain inside a building; identify the most suitable internal spaces that staff and students can move to.

**Evacuation Planning**

<http://www.cpni.gov.uk/Security-Planning/Business-continuity-plan/Evacuation-planning/>

**3. STAY SAFE Guidance for firearms and weapons attacks (Run, Hide Tell):**

<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>

**Employee vigilance**

<http://www.cpni.gov.uk/advice/Personnel-security1/Employee-vigilance/>

<https://www.gov.uk/government/publications/counter-terrorism-protective-security-advice-for-higher-and-further-education>

**Mail handling:** a threat may still exist from items delivered to your establishment by hand or by post.

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

**Further advice:** is available at:

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

## 8.1 Incident Review

Once your plan has been used it is vital to review the procedures and see what worked and more importantly were there are areas for improvement. A post incident review will highlight lessons learned and highlight areas for the recovery. The plan must be reviewed at least annually. It's only through updating the plan regularly that it will keep its effectiveness.

## 9. The Emergency plan template checklist

After this guidance there are the templates for emergency planning and response. There is also a checklist below to guide you through completed tasks

***Note: In the Template all examples in green bold italics are only examples of what could be placed in suggested columns. It is down to individual school planning teams to enter the relevant details for their school in the given section.***

### The Emergency plan template checklist

Planning action:	Completed		Comments (details)
	YES	NO	
Decide which members of staff will form the EMT (consider whether deputies need to be identified to cover leave / other absence)			
Are they familiar with the Role of EMT? (Do any members of the team have particular / specialist training needs?)			
Are the other members of staff aware as to who form the School EMT?			
Is there a system in place for updating the plan?			
Has the school got Grab Bags? (i.e. <i>bags containing things that would be useful during an evacuation</i> )			
Have you found a buddy school and made arrangements with them? Has consideration been given as to how you would get your school there?			

Planning action:	Completed		Comments (details)
	YES	NO	
Have extra assembly points been established 200m and 400m away from site?			
Has it been considered how the whole school would move safely to this site? This will need to be risk assessed. Do you need keys for second site?			
Have you decided how you would activate a shelter in place procedure? IE, PA system or using a loud haler.			
Is there/has there been an activation test to see how easily EMT can be established?			
Make sure all of the emergency (i.e. utility companies etc) phone numbers are up-to-date			
Have all staff been made aware of the “Run, Hide, Tell Procedure? And Video on “Stay Safe” shown?			
Have EMT and Governors discussed Dynamic lockdown in relation Firearms/Knife attacks, and actions agreed?			
Has the plan been tested or is there a plan to test it?			
Does someone have the responsibility for keeping the records up to date?			

## Key contacts

Health and Safety (SHAW Team)	020 8359 7955
Education and Skills	0208 359 7288/ 5345
Head of School Improvement	02083597725, 07961081977
Press Media	0208 359 7039/5313
Insurance services	020 8359 7198

**Thank you to London Borough of Islington for sharing guidance on Emergency Planning.**

**Barnet Educational Psychology Service**  
**Critical Incident Policy**

**Date: May 2016**

## 1 - Introduction:

As part of Barnet's Educational Psychology Service's ongoing commitment to providing support to Barnet's educational settings and young people, we offer psychological support to settings in the event of a critical incident. This support is available to all Barnet's schools and is a free service.

A critical incident is an event, usually sudden, that has the potential to cause high levels of distress and which may be overwhelming. Fortunately, such events are relatively rare and unpredictable, but they do occur intermittently and it is important for the service to be prepared to respond.

Such critical incidents may include:

- The death of a member of the school community (usually, but not always sudden)
- Traumatic incidents in the local community affecting the school

A flexible and sensitive range of responses is required based on sound psychological understanding of the variety of reactions and needs of both children and adults at such times. The service should aim to ensure sensitivity to and awareness of the diversity of the community.

This document outlines the role that Barnet Educational Psychology Service may take in supporting those having important responsibilities and those directly experiencing such incidents.

## 2 - How Barnet Educational Psychology Service will respond in the event of a critical incident.

Barnet EPS critical incident work will be coordinated by the critical incident team (senior EP leadership team) and may involve the link EP who has an allocation for the particular setting / provision / school. Critical incident work should take priority over other arrangements made by the Educational Psychology Service. Accordingly, it is the service's expectation that individual Educational Psychologists will re-arrange most commitments if they are required to provide support following a critical incident (an example of an appropriate exception may include having to attend a tribunal, an important Social Care Case Conference etc – but this will be in negotiation with and at the discretion of the Educational Psychology Service management).

When alerted to a possible incident, the EPS will assess the nature of the incident, advise on the right level of response, and offer appropriate support to the school. The EPS will try to assist in the process helping the school to recover.

### *2.1 – Communication between EPS and school:*

Direct requests for involvement related to bereavement or trauma are made by schools, either to the Head of Specialist Inclusion Services & Principal Educational Psychologist, Phil Stock ([Philip.stock@barnet.gov.uk](mailto:Philip.stock@barnet.gov.uk) 020 8359 2681), to a Senior Educational Psychologist (as below) or to your 'link' Educational Psychologist. There will be an initial response as soon as possible, with further work planned as required. Involvement is likely to be time limited.

Contact details for network Senior EPs are as follows:

Marina Costa	(020 8359 7661, <a href="mailto:marina.costa@barnet.gov.uk">marina.costa@barnet.gov.uk</a> )
Sarah Geiger	(020 8359 7662, <a href="mailto:sarah.geiger@barnet.gov.uk">sarah.geiger@barnet.gov.uk</a> )
Amanda Ryzman	(02083597153, <a href="mailto:amanda.ryzman@barnet.gov.uk">amanda.ryzman@barnet.gov.uk</a> )

This initial communication should gather important information as to the nature of the events, respond to any immediate questions that the school may have, and to arrange a convenient time for the identified educational psychologist(s) to attend the school (this would be prioritised and be as soon as possible).

### *2.2 – Who will provide the follow up?*

The follow up to the critical incident would normally be provided by two members of the EP team, with the school 'link EP' being one of the two. Depending on timeframes and capacity, if these persons are unavailable then other EPs would be expected to provide the support.

### *2.3 – How the service will support the school:*

It is important to have a clear sense of what response the EPS can provide to schools. The exact nature of the support needs to be flexible and responsive – and negotiated individually with schools in respect to the details of the incident, and the individual and institutional needs of the situation.

This support may consist of:

- **Consultation** to school staff and other professional colleagues working with children and young people, which may lead to joining colleagues for particular pieces of work with staff groups or pupil groups.
- **Individual consultation** with staff or professional colleagues who work directly with children and young people.
- **Staff development** sessions can be offered, to schools and other organisations, regarding information and strategies for coping prior to or as a result of bereavement or trauma.
- Occasionally the EP may work with individual or groups of children (the aim is to support the adults to manage the school response) and this support will be negotiated with individual schools and agreed following a specific request for involvement at this level.
- EPs maintain close liaison with Child and Adolescent Mental Health Services (**CAMHS**), particularly the Primary and Secondary Project and can undertake joint work following incidents where appropriate. EPs may also make a referral on to the CAMHS Teams where this is needed and where parents are in agreement.

While our immediate aim is to help people to come to terms with the initial and sometimes overwhelming feeling of shock, distress, disbelief and grief and to support school responses, a longer term objective is to reduce the likelihood of Post Traumatic Stress Syndrome.

Forward planning may help a school community cope better if a crisis occurs, and this could help to reduce the distress for pupils and staff. EPs can help schools to develop a school plan to deal with critical incidents.

All schools have received a copy of the practical and concise guide “Wise Before the Event” by William Yule and Ann Gold, which remains an excellent reference.

## 3 – The setting for support

Psychological support involves providing a safe space for the people involved to talk about their feelings and experiences.

It is important that a setting is provided that can enable the above. This will be:

- A place that is pleasant and comfortable
- A place that is quiet and free from interruption
- A place that offers privacy

#### 4 –Support for Educational Psychologists involved in critical incidents

It is acknowledged within our service that involvement in critical incidents work may provoke a variety of emotional responses. We will therefore endeavour to ensure that:

- After each piece of work a debriefing session will be available if required with an experienced colleague to explore any issues that have arisen and reflect on the process.
- There will be sensitivity towards colleagues who feel they are not in a position to partake in critical incident work and therefore there will be a 'right to withdraw' (this would need to be discussed with service management).

#### **Helpful Publications and Resources:**

Smith, S. (1999). *The Forgotten Mourners: Guidelines for Working with Bereaved Children*. London: Jessica Kingsley Publishers. ISBN 1853027588

Ward, B. (1995). *Good Grief: Exploring Feelings, Loss and Death with Under 11s*. London: Jessica Kingsley Publishers. ISBN 1853023248

Ward, B. (1995). *Good Grief: Exploring Feelings, Loss and Death with Over 11s and Adults*. London: Jessica Kingsley Publishers. ISBN 185302340X

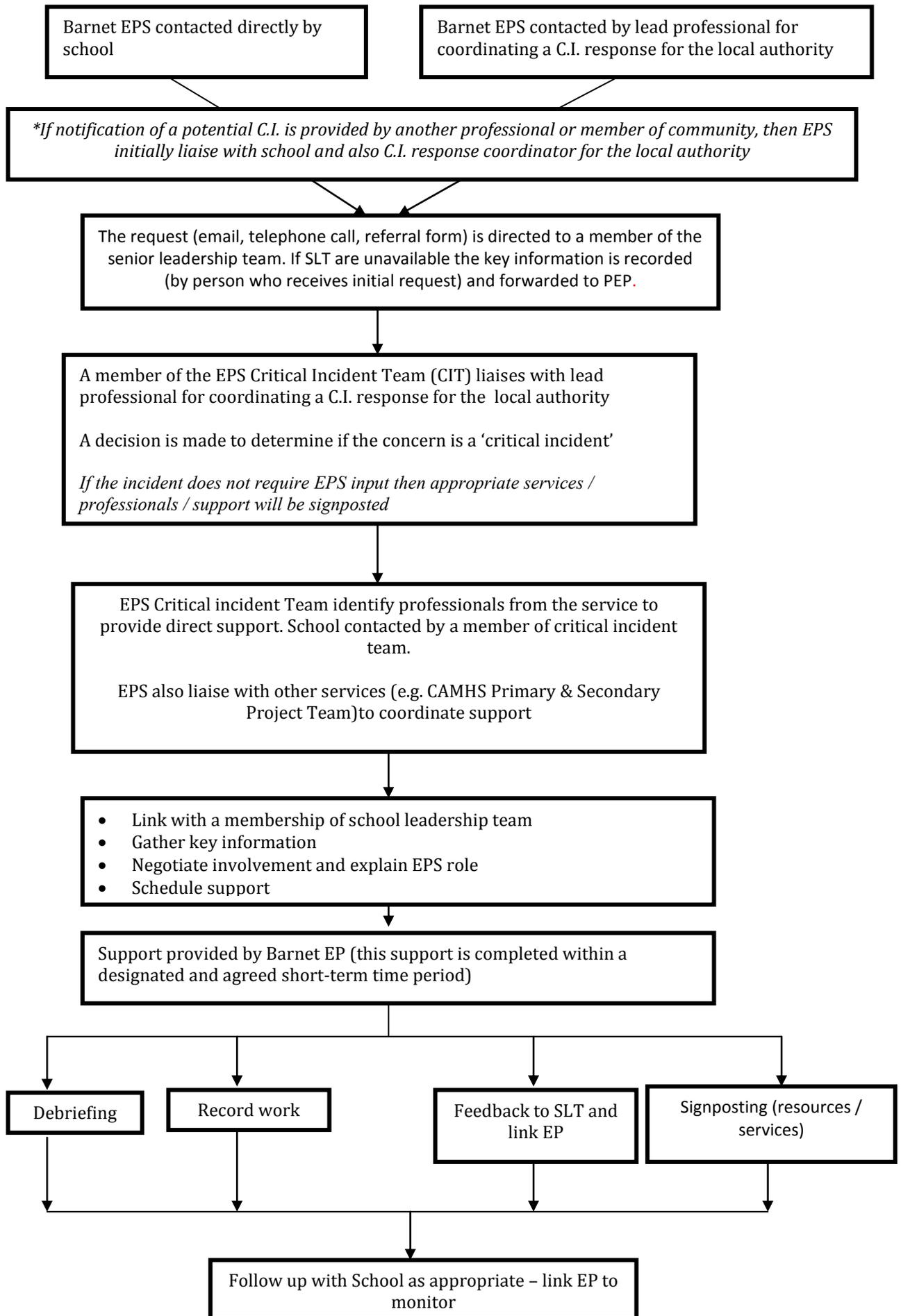
*Barnet Bereavement Project*, 177 Leicester Road, New Barnet, EN5 5EB (020 8441 3572.) Free bereavement counselling service for adults. No referral necessary.

*Child Death Helpline* (0800 282 986) For anyone affected by the death of a child.

*Grief Encounter Project*, PO Box 49701, London N20 8XJ (020 8446 7452, [www.griefencounter.com](http://www.griefencounter.com)). Helping children through bereavement.

The response that the service makes will follow the steps outlined in the diagram below:

Assistant Director and lead coordinator for CI responses kept updated throughout process



## Appendix 10.2

### Schoolsafe Advice

Schoolsafe is a system that enables schools to share information regarding student safety in the school's vicinity. Education and Skills have created a generic inbox, [schoolsafe@barnet.gov.uk](mailto:schoolsafe@barnet.gov.uk), which we will use to monitor incidents/concerns relating to school safety and where applicable offer support and advice.

In the event of an incident please follow these instructions:

1. The school must report any incident to the Safer Schools Team (please e-mail both addresses)

Schools Office - 020 8733 5857

[SX-Schools@met.pnn.police.uk](mailto: SX-Schools@met.pnn.police.uk)

[SXMailbox-.Schools@met.pnn.police.uk](mailto: SXMailbox-.Schools@met.pnn.police.uk)

You will need to give police:

- A full description of the incident
- The name and contact details of the person who alerted the school
- The name of the school, who the Lead in the school is for this incident and their contact details

NB If you are unable to raise the Safer Schools Team please contact and report the incident to telephone number 101 where you will receive a CAD number.

2. After contacting the police the school should then send an e-mail to [Schoolsafe@barnet.gov.uk](mailto:Schoolsafe@barnet.gov.uk). This e-mail to Schoolsafe must contain:
  - The police incident number or CAD number
  - The name and contact details of the Police Officer involved
  - A description of the incident
  - Your preferred method of communicating with parents regarding this issue e.g. text/letter
  - The contact details for the person dealing with the incident at the school for Barnet Schoolsafe to liaise with
3. On receiving a Schoolsafe message, the Schoolsafe Team will contact the Safer Schools Team and the Council Press Office to ensure clarity and consistency of information sharing.
4. You will then receive a statement from Schoolsafe that can be distributed to your school's parents.