Education, Childcare, and Children's Social Care setting Emergency Planning Guidance

Version Number	1
Author	Resilience and Emergencies Unit North Yorkshire Council emergency@northyorks.gov.uk
Date of Issue	September 2023
Date for Review	September 2026

Contents

1 Introduction

This guidance provides generic advice on preparing for emergencies alongside notes to take into account when completing the Emergency Plan template. Please note that the responsibility in whether to undertake this guidance remains the responsibility of the setting.

Appendices can also be found which provide additional guidance and support.

The Department for Education states that when dealing with incidents in an education, childcare, and children's social setting;

> *You should do your best to minimise the amount and length of any disruption to education or childcare. This includes maximising the number of children, pupils and students who are in face-to-face provision.*
>
> *Safeguarding and promoting the welfare of children remains of paramount importance. You must continue to follow any statutory safeguarding guidance that applies to you and your setting.*

The general term 'Setting' is used throughout this guidance and incorporates;
- early years providers;
- wraparound childcare and out of school settings;
- children's social care residential providers;
- schools;
- further education;
- higher education;
- Special Educational Needs and Disabilities (SEND) and specialist settings.

Planning for emergencies can save lives. It can prevent an incident getting worse, provide confidence to those who may be required to respond and impacted by response, and enhance your organisation's reputation as a safe place to learn and work.

This document and its associated resources have been designed to help:
- Develop and embed an emergency plan;
- Outline an approach to training staff on incident response;
- Organise emergency planning exercises;
- Identify lessons following an incident; and
- Review an emergency plan.

The amount of support the Local Authority can provide, before and during an incident, will depend on your type of Setting and the services which are procured. This guidance should be read in line with the guidance provided by Department for Education on Emergency planning and response for education, childcare, and children's social care settings.

2 General Guidance on Preparing for Emergencies

When we think about emergencies we tend to picture big disasters such as the Boxing Day floods which impacted across North Yorkshire and York, Covid-19 pandemic response or incidents which have happened abroad including major earthquakes.

However, your Setting may already be planning for emergencies which may impact you on a daily basis. Many policies, procedures and processes you undertake for your Setting will link in with emergency planning. Examples include but are not limited to:

- First aid arrangements;
- Evacuation procedures;
- Personal Emergency Evacuation Plans (PEEPs);
- Fire safety management procedures;
- Procedures for educational visits;
- Security procedures;
- Health and safety documentation (e.g. risk assessments, asbestos management);
- Pandemic planning (e.g. covid-19 planning);
- Remote education arrangements;
- Business Continuity;
- Grief and bereavement guidance.

Steps in preparing how to respond and recover from an incident include:

- Undertaking a risk assessment to understand what emergencies may impact your Setting;
- Developing an Emergency Plan using the template provided;
- Training and exercising the Emergency Plan;
- Thinking about how your Setting could recover if an incident were to happen;
- Creating a procedure for Business Continuity arrangements where an incident may impact your critical functions and potentially for a prolonged period.

OFFICIAL - SENSITIVE

Risk Assessment

The Emergency Plan template includes a Risk Assessment which can be used to create a risk assessment specific to emergencies which may impact your Setting. Within your risk assessment consider the following (though note this list is not exhaustive):

- Security breach from intruder/terrorism – invacuation/evacuation
- Flood
- Sewage leak
- failure of utilities
- failure of heating system for more than 24 hours in extreme weather with no contingency available or vulnerable persons present eg portable heaters
- Outbreak of infectious diseases affecting more than 2 people e.g. viral gastroenteritis
- Fire affecting business for over 24 hours or permanent
- Gas leak/explosion – Liquified Petroleum Gas – propane and butane (LPG), bio fuel, Gas cylinders e.g. acetylene
- Collapse of structure
- Asbestos requiring closure of building
- Chemical release affecting others e.g. from the water treatment chemicals at a swimming pool

When identifying risks to your Setting it may be useful to obtain a copy of the community risk register; this is available on the North Yorkshire Resilience Forum [website](#).

Closing the Setting

Settings are expected to remain open in all but the most extreme circumstances as disruptions to lessons and routines can have an adverse effect on pupils' education, welfare and ability to maintain safeguarding procedures.

The decision to close will lie solely with the Head Teacher, Governing Board or equivalent apart from when informed otherwise by the emergency services. Occasionally local and central government may also recommend this course of action (e.g. in the event of a public health incident).

When to take the decision to close is important; it must balance the benefits of an early decision (avoiding unnecessary journeys and providing parents / caregivers with enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared).

Head Teachers are best able to judge the severity of the incident but should always consider the safety and welfare of pupils and staff.

Where the Setting is to close pupils and parents / caregivers should be notified of a closure at the earliest possible opportunity.

Prioritisation should be provided to supporting vulnerable pupils, pupils with exams and to the children of critical workers. Definitions of pupils whom come under the aforementioned categories can be found within the [Department for Education guidance](#).

Suitable processes should be put in place to ensure the welfare of pupils (such as provision of alternative to free school meals) and implementation of the Safeguarding policies.

Remote Education plans should be adhered to (guidance can be found in p.23).

Emergencies on Offsite Visits

Leaders of offsite visits have a legal duty of care for pupils under their care. Your Setting will have procedures in place for educational visits and staff should refer to these arrangements when planning an event.

Prior to a visit at least one member of staff should be identified who can be contacted in the event of an emergency. It is important to ensure these arrangements will work outside of normal hours and during holidays for when activities are taking place at these times. A back-up contact should also be identified.

- Staff may wish to take a copy of the emergency plan and a grab bag when on an educational visit.
- When taking pupils on an educational visit abroad it is recommended that details of the trip are provided to the Foreign & Commonwealth Office prior to travelling.

Welfare and Safeguarding

Throughout all stages of preparing for an incident or emergency, your Setting should ensure that the welfare of all pupils, staff and those connected to the setting are at the centre of your plans and procedures.

In the terms of protecting pupils, safeguarding is of upmost importance and all relevant Safeguarding policies and processes should be followed.

3 Completing the Emergency Plan Template

The information within this section relates directly to the Emergency Plan template. There are also pointers to help your Setting in the case of responding to an incident.

The Emergency Plan template has been designed to respond to a variety of risks with some specific action cards and also outlines the roles and responsibilities of the Emergency Management Team. The Emergency Plan template should be seen as a framework to support in responding to and recovering from an incident.

Throughout each stage of developing the Emergency Plan it is important to consult members of staff and governors to gain their involvement and support.

Background Information

Plan distribution
All staff and governors/trustees should have access to a copy of the plan, e.g. virtually or on SharePoint, which can be referred to including during holidays and when on offsite visits.

As most emergency plans contain sensitive information (e.g. site information or contact details) it is important to keep access to secure. All versions of the plan, including hard copies and electronic versions, must be controlled.

Your Setting may find it beneficial to add an emergency planning section onto your website with details on how to contact for more information. Where choosing to do so, ensure that the page excludes sensitive and personal information.

Version Control
It is important to undertake version control so that staff can be aware of any major changes in the plan without having to cross reference plan versions.

Staff and governors should be given a chance to consult on the plan before any new versions are distributed.

One hard copy of the previous version should be archived and all others destroyed (preferably shredded). Similarly, one electronic version should be archived and all others deleted (including those on encrypted memory sticks).

Section 1 – Introduction

Aim & Objectives of the Emergency Plan

Ultimately, the aim of the emergency plan is to help staff respond effectively to an emergency onsite or offsite e.g. educational visit.

An emergency plan should be generic enough to cover a range of potential incidents that could occur. Examples include:
- Serious injury to a pupil or member of staff (e.g. transport accident);
- Significant damage to property (e.g. fire);
- Criminal activity (e.g. bomb threat);
- Severe weather (e.g. flooding);
- Public health incidents (e.g. influenza pandemic);
- The effects of a disaster in the local community.

Staff Training

It is important that staff and governors are aware of the emergency plan and their roles when responding to an incident. The amount of training staff and governors require will vary: members of the Emergency Management Team (EMT) and their deputies will need to undergo more extensive training due to their specific responsibilities. Temporary staff should be briefed on the fundamental aspects of the plan (e.g. evacuation procedures and who to contact for help if there is an emergency). An 'off the shelf' training slide pack is provided alongside this guidance.

Types of training include:
- Tour of the premises and identification of known risks;
- Demonstration of the equipment within the grab bag(s);
- Providing a general overview of the procedures within the emergency plan;
- Organising specific training and tabletop exercises for members of the EMT.

Staff may also benefit from other types of training which would support their role in responding to an incident. Examples include:
- First aid training;
- Media training;
- Fire safety training;
- Health and safety training.

Records should be kept of staff who have attended training events, both for audit purposes and to ensure their training is kept up-to-date. Including training within your existing staff training programme is a useful method of embedding emergency procedures. It is recommended that training is provided annually as this will remind staff of their responsibilities, offer opportunities to examine updated versions of the plan and ensure new staff are appropriately trained.

The Local Authority may be able to provide support in organising or facilitating training events. If interested, please contact emergency@northyorks.gov.uk.

Pupil Training

It is important that pupils know what action to take if an emergency happens. Becoming familiar with evacuation, shelter and lockdown drills will improve the likelihood of these procedures being implemented swiftly and effectively (which could prevent injury and even save lives).

An assembly could be used to explain an emergency, the drill and outline the actions pupils would be required to take; this could then be followed up by an exercise of the drill. This theme could be continued through class sessions focused on preparing for emergencies and include:

- Creating a risk assessment (e.g. asking pupils to consider the risks that could affect them at home, onsite or on an offsite visit);
- Emergency preparedness at home (e.g. asking pupils to consider what they could do to prepare for an emergency at home, such as preparing a grab bag or knowing how to isolate utility supplies);
- The role of pupils in the emergency plan (e.g. emergency drills, communicating with parents / caregivers).

Potential links to the National Curriculum can be found in Appendix B.

The emergency services also regularly visit Settings to discuss personal safety; these sessions could be used to inform pupils about your emergency procedures too.

Raising awareness with parents / caregivers

Routinely informing parents / caregivers of your emergency procedures can provide reassurance that your Setting is prepared and able to look after their child.

Methods of informing parents / caregivers about preparing for emergencies could involve:

- Including information within a newsletter;
- Adding an emergency planning section onto your website,;
- Distributing information at parent / care giver evenings;
- Sending a letter home via pupils;
- Conducting a survey to understand awareness around procedures;
- Including information within prospectuses.

Whichever method is decided upon, it may be appropriate to include the following information:

- The reasoning behind contacting parents / caregivers;
- Emergencies the Setting has prepared for;
- An overview of actions staff would take during an emergency;
- Communication arrangements in place in the event of an emergency;
- Actions parents / caregivers should take if they are informed of an emergency, including access/collection of children in an emergency;
- A reminder for parents / caregivers to inform the Setting of any changes to their contact details.

Exercising

The purpose of an exercise is to validate procedures documented within an emergency plan.

Exercises can help to give confidence to staff that they have the necessary knowledge and skills to respond to an emergency and increase the likelihood of procedures working in practice.

It is recommended that staff and pupils undergo training on relevant parts of the emergency plan before participating in an exercise.

There are different types of exercise which can be used including:
- ➢ Discussion-based exercises
  - o they are based on a nearly completed plan and are used to develop awareness about the plan through discussion.
- ➢ Table top exercises
  - o Usually, they involve a realistic scenario and a condensed timeline.
  - o This type of exercise is particularly useful for validation purposes, particularly for exploring weaknesses in procedures.
  - o Table-top exercises are relatively cheap to run, except in the use of staff time.
- ➢ Live exercises
  - o Live exercises are particularly useful for testing logistics, communications and physical capabilities.
  - o They also make excellent training events from the point of view of experiential learning, helping participants develop confidence in their skills and providing experience of what it would be like to use the plan's procedures in a real event.
  - o Live exercises require more planning but are the most effective in testing your Emergency Plan.

Off-the-shelf tabletop exercises have been provided by the Local Authority alongside this guidance.

Further support in delivering an exercise to test your Emergency Plan may be possible. If interested, please contact emergency@northyorks.gov.uk

Reviewing

An emergency plan needs to be reviewed on a regular basis in order to remain effective. The plan should be reviewed following:
- Lessons identified from a training event;
- Lessons identified from an exercise;
- Lessons identified from an emergency;
- Changes to risk assessments;
- Changes to key members of staff;
- Changes to the site;
- Major changes to policies and procedures which impact the Emergency Plan.

Debriefs

It is particularly important to identify lessons following an incident, training or exercise event. The simplest way to undertake a debrief is by asking three questions;

1. What worked well in the incident response?
2. What could be improved upon?
3. Are there any improvements that should be made to the emergency plan, processes and any training needs identified?

A debrief may take place immediately after the closure of an event (often referred to as a 'hot' debrief) or some time afterwards, often a month (referred to as a 'cold' debrief).

Dependent on the nature of the incident it may be decided to either undertake just a cold debrief or a hot debrief or both.

A short debrief questionnaire is provided in the Appendices in the Emergency Plan template with the above questions before a more formal 'cold debrief' can be used to gain an understanding into areas of good practice and recommendations.

It may be decided as inappropriate to invite pupils and parents / caregivers to a debrief; however you may wish to speak to those impacted beforehand to gain their views on the response and mention any issues in the debrief on their behalf.

This does not negate any need for public forums for parents following an incident.

It is important that information and suggestions for improvement are captured during a debrief or review. Any actions or recommendations identified should be incorporated into an action plan with clear responsibility assigned and ideally realistic timeframes. An action plan template is provided in the Appendices of the Emergency Plan template.

Section 2 – Contact details

Your plan should contain up-to-date contact details for all those who may need to be contacted during an emergency.

Arrangements for contacting people in hours and out of hours can vary, so it is important to make such distinctions. You should maintain up-to-date contact details for use during an emergency, it may be of benefit to review emergency contact details for key members of staff and governors every 6 months.

Annex A – Contact Details can be used to list those whose key contact details which may be beneficial during an incident.

Alternative methods of contact for staff (e.g. mobile phone number, home telephone number) and back-up contact details for organisations should be included wherever possible.

Knowing who to contact, and being able to contact them, is fundamental in responding successfully to an incident.

Section 3 – Activation

Potentially any member of staff could be notified of an emergency so it is important that all employees are aware of the plan. When an incident occurs the priority is to ensure the safeguarding of those on-site (i.e. pupils, staff, parents / caregivers, visitors).

Call **999** for immediate emergencies
or
101 for less immediate queries.
If in doubt, call 999.

Other organisations, such as the Local Authority should be informed as appropriate.

Some emergencies may affect the local community but not the Setting directly. In such instances it might be suitable to activate certain aspects of the plan (e.g. post incident support) to help those affected.

Grab bags

Having the necessary resources available during the onset of an emergency can prove very beneficial to the response. It may be helpful to prepare a number of grab bags which contain useful items such as the below. Please note it is the decision of the setting on what to store in their grab bag:

> - Copy of emergency and business continuity plans
> - Key contact details
> - A first aid kit
> - Torches & spare batteries
> - Two-way radios
> - A whistle
> - A disposable camera
> - Armbands / high-visibility tabards
> - Blankets
> - Gloves
> - Wellies
> - Log books & stationery
> - Laptop and charger & phone chargers
> - Petty cash
>
> Other items impractical to keep within a grab bag (e.g. keys) could be stored elsewhere.

It is recommended that the contents of the grab bag are checked regularly and after any equipment has been used. The Emergency Plan template contains a checklist of contents which could be stored in a Grab Bag in the Appendices. Grab bags should be stored securely but made easily accessible to staff should an incident occur. Consider storing one in the office, by reception or in the staff room and one on a separate site outside the education facility. Staff going on offsite visits should take a grab bag with them, containing similar items (but not necessarily identical) to the list above.

Log Keeping

In an emergency, events can occur very rapidly and it is vital to keep an accurate record of events. Any emergency affecting a Setting may afterwards become the subject of an inquiry. Therefore, it is of paramount importance All employees involved in the response to an emergency should maintain an incident log.

Within this log, staff should record decisions made, actions taken, significant conversations and any other important information pertinent to the incident. It is important that accurate written records are kept and that no piece of information related to the response is lost. Information related to the incident should be retained and archived for future reference.

Records of expenditure should also be kept. When distributing the plan it is recommended that staff are provided with a log book. Staff should keep this alongside their copy of the plan to ensure it is readily available. Throughout the response to an emergency staff should maintain an incident log. An incident log template is provided in the appendices of the Emergency Plan template.

Where your Setting uses a digital based log keeping process it is important to note where information is stored, how this information can be accessed and what the back up system is if IT went down.

Section 4 – Site Information

Detailed information about the Setting site can prove particularly useful for personnel involved in the response to an incident, particularly the emergency services.

This section could contain a number of differently themed maps including details of;

Item	Example
Medical	➢ First aid kits ➢ Defibrillators
Internal hazards	➢ Asbestos ➢ chemical stores
External hazards	➢ rivers ➢ reservoirs ➢ industrial sites ➢ main roads
Utility supplies	➢ isolation points for gas, water and electricity
Evacuation procedures	➢ exit points ➢ evacuation routes including disabled access points ➢ assembly points
Notable premises in the vicinity	➢ places of safety ➢ buddy systems ➢ designated rest centres
Pre-designated areas to be used during an emergency	➢ EMT briefing area ➢ media briefing area ➢ suitable rooms for lockdown procedures
any mitigation measures	➢ flood protection equipment ➢ grit / salt should be spread during periods of cold weather
Access and egress for emergency services	

Section 5 – Emergency Management Team

The Head Teacher or equivalent will usually take overall responsibility for co-ordinating the response to an emergency. It won't be possible for the head teacher to implement all the actions required, so delegation to members of the Emergency Management Team (EMT) is vital. An EMT should be established at the onset of an incident to assist the managing of the response and include the following roles:

- Co-ordination (i.e. head teacher or pre-agreed nominee);
- Business continuity;
- Communications;
- Log-keeping;
- Media management;
- Resources;
- Welfare;
- Liaison with emergency services;
- Liaison with the Local Authority & other relevant partners.

It is useful to pre-designate a venue (e.g. the office or staff room) for the EMT to meet during an incident with access to telecommunications and enough space to incorporate other responders if required (e.g. the emergency services).

An action card for generic responsibilities is provided in the Emergency Plan template. Below describes the overarching role of the EMT throughout different phases of responding to and recovering from an incident.

Phase	EMT Role
Initial response	- meet as soon as required - gather information and intelligence to gain an understanding of the situation - coordinate the incident response and outline actions required staff. It is better to escalate early and stand down than to stand up to late and reduce the effectiveness of the response.
Ongoing response	- Meet as frequently as is required. - gather information and intelligence to gain an understanding of the situation - coordinate the incident response and outline actions required staff. - As the response continues, welfare of those responding and shift patterns may be required. When responding to an incident staff should consider the long-term implications of any decisions made - actions taken during the response can have a direct impact on the recovery phase.
Recovery	- Inform all those involved in the response of the transition to recovery - Create a recovery strategy - Seek support from the Local Authority. - Cooperate with formal inquiries and/or investigations. The recovery phase may last for a significant period of time and is almost always longer than the response phase.

Assigning staff to the EMT

Nominees including deputies for the EMT should be identified prior to an emergency and are likely to comprise a variety of employees such as Site Managers/Caretakers, Business Managers/Bursars, Senior Teachers and Office staff.

The size of an EMT will vary depending on the size of your Setting and the nature of the emergency. In some cases more than one member of staff will need to be assigned to a role (such as 'welfare' which can prove especially labour intensive).

When assigning staff to an EMT role, the immediately obvious choice may not always be the most appropriate; consider the strengths of your staff and what they would be most suited to doing.

Consider tailoring the roles and responsibilities within this section to make them more specific to your Setting.
- Staff pre-designated an EMT role should be identified in the Emergency Plan.
- Consider issuing members of the EMT with high-visibility tabards to make them easily identifiable during an emergency. This will also make staff involved in the incident response easily identifiable to the emergency services
- Store details of the EMT and high vis in your grab bags.
- All staff and governors should carry identification with them when responding to an incident. The emergency services may ask staff for proof of identify before allowing them access to the premises.

Shifts

Responding to an emergency can be exhausting and potentially upsetting. Staff cannot work indefinitely and during a protracted incident it will be necessary to consider shift patterns. The timing of shift changes should be staggered to ensure replacements have an opportunity to be briefed properly and become accustomed to their role.

It is important to enforce the shifts as during incidents those responding may find it hard to 'let go' and ultimately this may impact their welfare and health in the long run.

Section 6 – Action Cards

This section of the plan includes specific action cards for specific scenarios.

> ➢ There may be additional actions required beyond what is covered in the action cards.
> ➢ All action cards should be read alongside the EMT Action Card.

You may wish to insert additional action cards based on the risk assessment undertaken.

Specific advice on Bomb Threat response and Suspicious Packages can be found in Appendices C – E.

Section 7 – Communication Strategy

The Emergency Plan template provides a list of how staff, pupils, parents and governors can be contacted in an emergency.

Tips are provided below on the approach to communications with those directly affected by an incident, with parents / caregivers, with other organisations (including the emergency services), and in responding to media enquiries.

Communications with those directly affected

Anyone directly affected should be updated personally, either by phone or face to face. A log of communications should be maintained so that those affected are not contacted more than is necessary.

If the incident is likely to be ongoing for a prolonged period of time, think about where you can comfortably house parents / caregivers directly affected (maybe in an empty class room or sports hall) and arrange to update them face to face as often as possible. Consider the ability of a drop in point for those affected.

Providing clear communications, setting expectations and providing an update (even if there is nothing additional to add) can help reduce the amount of queries, limit the potential spread misinformation and may help reduce anxiety by those impacted.

The media should not be housed in the same room as the parents / caregivers and should be kept away to maintain privacy of those affected.

Communications with all parents/care givers

During an emergency it is likely that concerned parents / caregivers will contact you for further information and your telephone lines may quickly become jammed with incoming calls.

There are several ways to alleviate pressure from large volume of calls. Make sure parents / caregivers know the approach you will take in advance by promoting it on your website "in the event of an emergency, please call, follow, etc." You can use a blend of approaches or just one e.g. email, automated text message, social media.

If parents / caregivers are able to find out how to get information in advance, they will be able to support your preferred approach.

1. Set-up an answer machine that can be set to 'message only' (i.e. callers cannot leave messages). Updating the answer machine message regularly with information on the emergency can inform and reassure parents / caregivers whilst reducing the burden on office staff. Many answer machines also have the capacity to change the message and call recording system remotely which may prove useful if staff cannot easily get to site.

2. Use a text message service to provide updates. Make sure parents know in advance this will be used so they can sign-up for the service.

3. Use a social media account such as twitter. Only share information that you would be happy to have in the public domain. Twitter can be particularly useful for sharing information if the incident is fast-moving and is often used by emergency services press teams to update the media during an incident as it helps reduce the number of people asking questions at the scene.

4. Consider assigning a parent liaison role. As the EMT will be occupied by the incident, consider asking the Parent Teacher Association to provide drinks, arrange chairs and offer support.

5. Ask the Local Authority to help set-up a public helpline – this is only necessary if the above systems are overwhelmed. Depending on the nature of the incident it is possible you will get calls from all parents / caregivers, together with volunteers offering support, national media etc.etc. which can quickly become out of hand. The Local Authority can quickly set up a public helpline to divert calls away from your handling of the incident.

Make sure the method you use is widely promoted so everyone knows where to get information.

Communications with other organisations/partners

During an emergency, consult with the emergency services or the Local Authority about what information can be provided to pupils and parents / caregivers.

Designate specific lines for incoming and outgoing calls with other organisations such as the emergency services or the Local Authority. A landline number is preferrable as mobile phones can run out of battery or lose signal.

Do not share this number with the public or the media.

Media management

Any significant emergency is likely to attract media attention. The scale of the interest will depend on the incident and could vary from telephone enquiries from the local media to national and international television crews arriving to the site asking for interviews without any notice.

If handled successfully, media management can assist personnel involved in the response and enhance the reputation of the Setting. It may therefore be beneficial for a member of the EMT or a governor to undergo media training who can act as a spokesperson for interviews and media briefings.

All media statements should be approved by the Head Teacher or those who have been delegated the responsibility.

Where the incident involves the emergency services and the Local Authority it is essential that a joint comms statement is agreed upon to ensure one true voice.

The agency who is the lead for incident response is normally also the lead agency for handling the media. When talking to the emergency services and the Local Authority make sure to ask who is the lead media agency.

Section 8 – Evacuation

Your Setting should already have evacuation procedures in place. References to these procedures, and any Personal Emergency Evacuation Plans (PEEPs), could be included within this section. If the entire site has to be evacuated pupils and staff may need to move from an initial assembly point to alternative premises.

All staff must be familiar with the Evacuation Procedures.

In some circumstances it can be difficult to know whether to evacuate the premises or take shelter; the emergency services will be able to advise on the best course of action. It is important to distinguish between the different signals used for:

- Evacuation procedures
- Shelter procedures
- Lockdown procedures.

A system for ensuring all pupils and visitors can be accounted for (through the use of registers and visitor books) could be included within this section.

The purpose of an evacuation is to move people away from danger to a safe place. This is likely to involve withdrawal from a hazard within a specific part of the Setting building but in some circumstances could require evacuation of the whole site.

Section 9 – Shelter

The purpose of a shelter is to keep people safe and warm in an emergency situation. It could include support from the Local Authority providing additional resources, including emergency feeding, equipment and staffing within the shelter.

Some emergencies may require staff and pupils to shelter within the Setting building. If this is an environmental hazard (such as a smoke plume) employees should ensure all doors and windows are closed and ventilation / air circulation systems are switched off. In such circumstances the emergency services may issue a public message to 'go in, stay in, and tune in'. All staff will have an important role to play in reassuring pupils and alleviating any concerns parents / caregivers may have.

Depending on the nature of the incident it can be difficult for the emergency services to provide an accurate estimation of how long it will be necessary to shelter for. Every effort should be made to enable pupils to return home but only as long as it is safe to do so.

<u>'Buddy' Arrangements</u>
It may be useful to form a mutual aid 'buddy' agreement with a nearby Setting. In the event of an emergency, a buddy can be asked to provide assistance which could include acting as a place of safety.

If such an arrangement is reciprocal you will need to consider the implications of receiving a request for support. The assistance you could provide would be able to provide could be documented in this section.

<u>Places of safety (including Rest Centres)</u>
If your site is evacuated for a significant period of time and pupils cannot be easily collected by parents / caregivers, the Local Authority may establish a rest centre or an evacuation assembly point (e.g. village halls, church halls, sports centres).

Staff will need to liaise with the Local Authority in order to establish transport to the rest centre as necessary and to ensure the welfare and safeguarding needs of pupils are met.

Information about how to travel to a place of safety, including at least one alternative route in case the primary one becomes unsuitable, could be documented in this section. Arrangements for contacting key holders could also be included.

Section 10 – Lockdown

The purpose of a lockdown is to secure the area and keep people safe. A lockdown could be necessary if there is a danger posed to people within a building such as a dangerous animal or intruders trying to gain access into a building.

Lockdown is the term given to protecting pupils and staff by keeping them indoors, in their classrooms or other safe locations; this can be either through a partial of full lockdown.

Lockdown arrangements will depend on the size and layout of your site. You may wish to identify the rooms most suitable for lockdown (and entrances which need to be locked) on a map within this section of the Emergency Plan. It is important to ensure these rooms have an exit route in case the intruder does gain access to the premises.

The signal for a lockdown should be clearly distinguishable and different to that of an evacuation.
- Any confusion may result in pupils and staff congregating at an assembly point, thus potentially making themselves more vulnerable to an intruder.
- If pupils are outside when the signal for a lockdown is sounded, staff should consider taking pupils to the nearest possible building that can be secured.
- Pupils could also be asked to hide or disperse if this will aid their safety.

During a lockdown staff may find it difficult to obtain a clear overview of the situation; consider how communication could be maintained between employees e.g. by using a two-way radio or mobile phones.

Any procedures you establish must be realistic; in an incident, staff and pupils might not have much time to seek an appropriate place to hide and there is likely to be widespread confusion or panic. It is important to practice Lockdown procedures regularly. Additional information guidance is provided in Appendix F of this guidance.

A decision may be taken to cordon off the premises partially or as a whole by the Emergency Services. This will be dependent on the severity of the incident that has led to a Lockdown procedure taking effect.

During the initial "breaking news" of the incident it is vital that all parents are reassured regarding the welfare and safety of their children and it should be reinforced that everything is being done by the emergency services to resolve the matter as soon as possible with little impact to the children and the wider community.

The emergency services will support the responsible person and the Local Authority in the decision making processes and the timing of communication to parents, the press etc.

Should a Lockdown occur, developments should be communicated to parents / caregivers as soon as is practicable and in some cases in agreement with the emergency services and the most senior member of staff overseeing the incident.

Should a prolonged lockdown incident occur, the Local Authority and its partners have the capacity to provide humanitarian assistance by establishing a Reception Centre for friends and family outside of the cordoned area. This approach will be agreed upon and communicated by the Local Authority, emergency services and xx at the time of the incident.

Section 11 – Remote Learning

This section of the Emergency Plan should outline the approach to Remote Education in the case of an emergency and signpost toward how you can implement this process.

Settings are expected to remain open in all but the most extreme circumstances as disruptions to lessons and routines can have an adverse effect on pupils' education.

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:
1. Closures or restrictions on attendance, where access for pupils is restricted
2. Individual cases where a pupil is unable to attend the Setting but is still able to learn

Remote education should not be viewed as an equal alternative to attendance face-to-face learning and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.

A good remote education plan should be kept under review in consultation with staff and should demonstrate a consideration of any additional burdens that providing remote education may place on staff and families. Work provided during periods of remote education should aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.

Some pupils and students with special educational needs and disabilities (SEND) may not be able to access remote education without adult support and so adjustments should be put in place appropriate for their level of need.

All feasible measures to ensure the safeguarding and promotion of welfare of pupils should be undertaken, including alternative provision for those who receive free school meals.

You may wish to exercise this plan as part of an exercising event for the overall Emergency Plan validation.

Further Department for Education guidance on Remote Education can be found on the Gov UK website.

Section 12 – Business Continuity

The aim of Business Continuity Management is to ensure critical services continue to be delivered during and after an incident.

Causes of business interruption commonly include:
- Loss of utility supply;
- Loss of supplier;
- Loss of premises;
- Staff shortage;
- Loss of telecommunications.

It is important to have arrangements in place to cope with a business continuity incident. Even whilst responding to an emergency, you should aim to maintain pupils' education and minimise disruption to timetables and examinations. The loss of important paperwork, records and data can prove particularly damaging.

The Business Continuity plan should be signposted to within your Emergency Plan.

Business Continuity Top Tips
- Your Setting should look to put in place arrangements with a 'buddy'. Test these arrangements as part of your business continuity plan
- Staff should be encouraged to think about where paper records are stored. Measures could include:
  - Storing essential documentation in a fire-proof safe;
  - Making copies of important documentation and storing these off-site;
  - Scanning important paper-based records and storing these electronically;
  - Details of document salvage / restoration companies could be incorporated into your plan.
- You should have a record of important equipment and items (e.g. asset register, equipment inventory) for calculating losses for insurance purposes. This, alongside details of any leased equipment on the premises, could also be included within this section.
- You should have disaster recovery arrangements for IT systems.
  - All data stored on your network should be backed-up remotely and copies of data stored off-site.
  - Record information on the technical systems your Setting relies on and any back-up arrangements which have been established.
- It is important not to become over-reliant on one supplier. Consider creating a list of alternative suppliers and check that your existing ones have business continuity arrangements in place.

A Business Impact Analysis (BIA) template can be found in Annex C which can be used to assess the implications of a business continuity incident in more detail.

Section 13 – Recovery

Post Incident Support

In the immediate aftermath of major incidents many people will be affected. They may be affected simply by being involved in the response to the incident. Some people may need trauma support after a traumatic or life changing incident, but in a short time they recover sufficiently to readjust to a new 'normal'. For others, they may require trauma support over many years.

The effects of a traumatic event upon such as a serious injury or death of a pupil, can be profound and have significant long-term effects. After an incident there will be a continuing need to support pupils, parents / caregivers and staff. It is important to ensure appropriate monitoring procedures are in place so any individuals who require assistance can be identified and supported.

Major Incident Response Team
The Major Incident Response Team (MIRT) is a resource provided by North Yorkshire Council and the City of York Council consisting of a team of trained and skilled volunteers. MIRT can provide emotional support to adults only. This may include relatives/caregivers of pupils' affected and members of staff suffering from the impact of a trauma. For further information contact MIRT@northyorks.gov.uk.

Appendix A – Sources of Support

Additional Useful Information & Guidance

- Counter Terrorism (including stay safe material and lockdown) – ProtectUK | Home
- Met Office - https://www.metoffice.gov.uk/
- Met Office weather warnings registration https://service.govdelivery.com/accounts/UKMETOFFICE/subscriber/new
- Environment Agency (sign up for flood alerts & warnings) - https://www.fws.environment-agency.gov.uk/app/olr/register
- North Yorkshire Local Resilience Forum website – About the North Yorkshire Local Resilience Forum | North Yorkshire Council
- Risk Protection Arrangement for schools https://www.gov.uk/guidance/the-risk-protection-arrangement-rpa-for-schools
- Cabinet Office: Preparation and Planning for Emergencies Preparation and planning for emergencies: responsibilities of responder agencies and others - GOV.UK (www.gov.uk)
- Cabinet Office: Pandemic Flu Pandemic flu - GOV.UK (www.gov.uk)
- DfE Health & Safety Advice Health and safety: advice for schools - GOV.UK (www.gov.uk)
- DfE Keeping Children safe during community activities Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)
- DfE: School Security Controlling access to school premises - GOV.UK (www.gov.uk)
- UK Health Security Agency / Met Office Heat-Health Alerts and Cold-Health Alerts https://forms.office.com/pages/responsepage.aspx?id=mRRO7jVKLkutR188-d6GZn06Ss-xPLpCuYeyOZ-eFiFUMEVIMDRTOE5FVzFFM0NXNjFMWUlWMkJVMCQlQCN0PWcu
- UK Health Security Agency Health protection in children and young people settings, including education - GOV.UK (www.gov.uk)

Your governors

- will help support the school and staff during the incident and throughout the recovery process.

OFFICIAL - SENSITIVE

Responses and support from the Local Authority
- school transport
- administrative support
- welfare services/emotional support
- additional temporary accommodation
- health and safety advice
- media advice
- exercise influence on your behalf with utility companies
- operational/logistical support
- educational psychologist
- counselling support for staff and pupils
- guidance on how to speak with people who have been affected by an incident

Local Authority & Emergency Services Emergency Planning
- co-ordination between responding agencies & advice on how multi-agency major incidents are conducted
- activation of specific emergency plans if required
- stocks of clothing and equipment for rest centres

Local Authority Health & Safety
- provide advice and support on all areas of Health & Safety

Local Authority Property Services
- asbestos advice
- legionella and water hygiene

Local Authority Communications
- press statements.
- advice and assistance with media management.

Local Authority Public Health
- Advice on the prevention and management of public health issues, including COVID-19 and other infectious diseases

Legal staff
- Legal advice.

Occupational health staff
- Advice and support on health issues
- Counselling service for staff.

Fire and Rescue Service
- Fire fighting, life saving and rescue
- Chemical spillage clean-up.

Ambulance Service
- Emergency medical response
- Transportation of casualties to hospitals

NHS Integrated Care Board
- Access to health services and advise

UK Health Security Agency
- Notifiable organisation for health protection incidents and outbreaks
- Management of health protection incidents and outbreaks
- Infection control advice

Maritime & Coastguard Agency
- Provide information on Coastal Risks including dangers relating to the sea.

Trades Unions
- Information resource & support services for members
- Health & safety responsibilities (consultation, investigation and joint inspection)
- Will be informed by health & safety of incidents causing/threatening injury.

Appendix B – Links to the National Curriculum

Involving pupils in the understanding of emergencies and production of an emergency plan and exercises can link into their wider education. Included below are some examples of where emergency planning might link into the National Curriculum.

Key stage 1 (ages 5-7)
- Art and Design - recording from first hand observation and experience
- Citizenship / RSHE - taking part in discussions with fellow pupils, looking at what can harm their local environment, rules and ways of keeping safe
- English - group discussion and interaction.

Key stage 2 (ages 7-11)
- Art and Design - recording from first hand observation and experience
- Citizenship / RSHE - talking and writing about their opinions, rules on health and safety, emergency aid procedures and where to get help
- English - group discussion and interaction.

Key stage 3 (ages 11-14)
- English - speaking and listening
- RSHE - understanding and managing risk.

Key stage 4 (ages 14-16)
- Citizenship - critical reflection, managing risk.

Teaching Resources

Home | StayWise

Online Teaching Resources - Geographical Association (geography.org.uk)
First explorations - Met Office

RiverCraft | Minecraft Education

Children, young people and flooding | Recovery and resilience (lancs.ac.uk)

Help Callum - A 360 VR child's eye view of floods and disaster recovery - YouTube

Cover-2.indd (lancs.ac.uk)

Explore teaching resources at the British Red Cross

KS2 Emergencies & Calling For Help Lesson Plan | St John Ambulance (sja.org.uk)

Appendix C – Bomb Threats

The vast majority of bomb threats are hoaxes designed to cause alarm and disruption and instances of valid bomb threats are rare. Terrorists and others may 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. 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.

Further guidance can be found on Protect UK

Appendix D – Advice on what to do with email threats

Guidance taken from [Bomb threats checklist.pdf (protectuk.police.uk)](protectuk.police.uk)

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

OFFICIAL - SENSITIVE

Appendix E – Suspicious Packages

Guidance is taken from [Unattended and suspicious items | ProtectUK](#)

When dealing with suspicious items, the following steps should be taken:

- do not touch it
- if you are in an owned public space, or a managed building, report it to a member of staff or security, if available. If they are not available, dial 999 but do not use your mobile phone within 15 metres of the suspicious item and place yourself out of sight of the item
- if you believe there may be a risk to life, move away at least 100 metres from the item. Even for a small item, such as a rucksack, 100 metres is the recommended minimum evacuation distance, but always follow any directions given by the police or security staff. See Guidance for Staff for a full breakdown of evacuation distances.
- once at a safe distance, stay behind hard cover and away from secondary hazards, such as glazed areas or parked vehicles, and do not re-enter the evacuated area until the police direct it is safe to do so

Remember: If you think it's suspicious, say something.

Guidance for staff
Unattended and suspicious items can be encountered in any crowded or public place, such as a football stadium, shopping centre, transport hub or large public event. It is vital that a documented local plan and relevant procedures are in place to deal with the risk. To make sure the plan is effective, proportionate and takes into account new information, those responsible for assessing unattended items must be briefed accordingly and have received training in what is normal, what is unusual, what is potentially suspicious and what to do about it.

When dealing with suspicious items apply the 4 Cs protocol:

Confirm – whether or not the item has suspicious characteristics.
- The HOT Protocol may assist with the 'confirm' process. In particular, consider whether the item is:

Hidden?
- has the item been deliberately hidden, or has a deliberate attempt been made to conceal it from view?

Obviously suspicious?
- are there wires, circuit boards, batteries, tape, liquids or putty-like substances visible? Could it be an Improvised Explosive Device (IED)?
- has the item been found after seeing suspicious behaviour? Check with others in the area and use CCTV, if available
- based upon what you can see, do you think the item poses an immediate threat to life?

Typical of what you would expect to find in this location?

- most lost property is found in locations where people congregate or wait, so ask if anyone nearby has left the item or saw who did. Check and see if maintenance staff have been working at the location
- if the item is assessed to be unattended rather than suspicious, then examine further, paying particular attention to the contents, before applying lost property procedures.

However, if you believe the item represents a possible risk to life, then follow the protocol as follows:

Clear – the immediate area

- do not touch it further
- take charge and move people away from the hazard. Move at least 100 meters away from a small item, such as a rucksack; at least 200 metres away from a small vehicle or large item, such as a car or a wheelie bin; and at least 400 metres away from a large vehicle, such as a van or lorry
- keep yourself and other people out of line of sight of the item. It is a broad rule, but generally, you are better protected from fragmentation if you are behind hard cover and cannot see the item
- think about what you can shelter behind. Pick something substantial, such as concrete or brick, and keep away from glass such as windows and skylights
- cordon off the area as best you can in advance of police attendance

Communicate – call 999

- inform your control room and/or supervisor and be prepared to explain why you consider the item suspicious
- do not use radios or phones within 15 metres of the item and place yourself out of line of sight

Control – access to the cordoned area

- members of the public should not be able to approach the area until it is deemed safe
- try and keep eyewitnesses on hand so they can tell police what they saw, or try and get contact details before witnesses move away.

Appendix F – Dynamic lockdown

Guidance taken from Evacuation, invacuation, lockdown, protected spaces | ProtectUK

Dynamic lockdown

Due to the wide variety of Publicly Accessible Locations across the UK, it is not possible to give prescriptive advice on whether or how to lockdown sites or events in response to a fast-moving incident such as a firearms or weapons attack. This guidance however aims to provide planning considerations applicable to most sites.

If preventing an attack has not been possible, the ability to frustrate and delay the attacker(s) and reduce the number of potential casualties may be greatly increased through the application of dynamic lockdown.

Advance planning and flexibility within those plans is required. In order to achieve dynamic lockdown, planning should:
- identify all access and egress points within both the public and private areas of the site. Access points may be more than just doors and gates
- identify how to quickly and physically secure access/egress points. Consider both the design of the locking device at these points and whose role it would be to secure them
- identify how lockdown can be quickly reversed should the need arise (such as in the event of fire)
- identify how to disable lifts without returning them to the ground floor
- identify how to stop people leaving or entering the site, and direct people away from danger
- identify how your site can be zoned to allow specific areas to be locked down
- include staff roles and responsibilities and train staff in these
- processes need to be flexible enough to cope with and complement evacuation, invacuation and movement to protected spaces

Dynamic lockdown, especially during the ingress phase of an event, may lead to people being 'locked outside' and more vulnerable to the perceived threat. However, allowing continuing ingress may permit the threat to enter the venue and make those inside more vulnerable. Each case must be assessed on the information known at the time; good internal and external information and communications systems are crucial. This decision-making process should be considered in staff training and exercising.

The decision not to evacuate or invacuate

A decision not to evacuate or invacuate would be reasonable and proportionate if, after evaluation by the responsible person, the threat is deemed implausible (e.g. a hoax). In such circumstances, police may provide additional advice and guidance relating to other risk management options. It may be considered desirable to ask staff familiar with the venue to check their immediate surroundings to identify anything out of place, making them aware of what to look for including hostile reconnaissance. Do not disregard the possibility that the 'hoax' may have been a test of your site's processes and part of a hostile reconnaissance operation.