

Please note an additional section on cyber security is to follow.

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Introduction

Ensuring the safety of children, young people and school staff is one of the most important roles of Kingston schools.

This document has been designed to structure the emergency procedures at Richard Challoner School – setting out clear guidelines and establishing an emergency team to deal with any situation that may occur.

This guidance follows advice set out by RBK and has been revised to take account of the needs of the schools within the Borough and recent Government research initiatives.

The guidance is not intended to be prescriptive or to attempt to cover all possible events. A major fire at the weekend, a serious accident on a school trip, or an outbreak of a communicable illness, each require different types and scales of response and will involve different agencies. It is not possible to plan for every eventuality and incidents may arise which could not have been foreseen. However, efficient and effective emergency planning can ensure that Richard Challoner School and supporting agencies can respond rapidly and confidently, thereby reducing the likelihood of harm to staff and students.

This document provides information and guidance, while the Appendices provide exemplars and templates.

Emergencies in Schools

Handling difficult and challenging situations is a normal part of school life. Some incidents, however, are of a more critical and overwhelming nature and require the support of outside specialist agencies. These 'school emergencies' have a distressing impact on the school community and can have significant emotional and organisational consequences.

Terms such as 'critical incident', 'traumatic event' and 'business continuity' are often used interchangeably with 'Emergency'; this document uses the term emergency throughout, not only to ensure consistency with the national trend but also because the definition of emergency is concerned with consequences rather than the cause. For the purpose of this document, the term 'Emergency' will be broken into two headings:

- Emergency Response – Serious injury or life threatening
- Business Continuity – Loss of critical functions enabling the school to operate

Examples of Critical Incidents

- the murder of a pupil by a stranger
- the murder of a pupil by a parent
- fatal road traffic accidents, both in the UK and abroad
- serious injury, death or specific incidents on a school trip
- serious injury, death on out of school trips in term time
- pupil suicide
- violence and assault in school
- the consequence of terrorist or criminal activity
- destruction or vandalism of part of the school
- extremes of weather
- structural collapse
- epidemics
- terrorist acts
- school fire, including arson, flood or explosion
- loss of utilities
- loss of premises
- loss of personnel
- loss of IT systems

Any of these situations can

- arise with or without warning
- cause or threaten death, injury or serious disruption to the normal running of the school
- affect more people than can be dealt with under normal conditions
- require special mobilisation and organisation of resources

Business Continuity Summary:

Business Continuity (BC) is often described as ‘just common sense’. It is about taking responsibility for your business (teaching) and enabling it to stay on course whatever storms it is forced to weather. It is about “keeping calm and carrying on”!

BC is about building and improving resilience in your school; it is about identifying your key infrastructure and critical services and the most urgent activities that underpin them. Then it is about devising plans and strategies that will enable you to continue your school operations and enable you to recover quickly and effectively from any type of disruption, whatever its size or cause. It gives you a solid framework to lean on in times of crisis and provides stability and security. In fact, embedding BC into your business is proven to bring business benefits.

Aim of a School Emergency Response Plan

Depending upon the emergency incident and the impact it will have, the aim of the school’s emergency response should include one or all of the aims below:

- Immediate safety of pupils, staff (including contractors) and parents / visitors at the incident site
- minimise educational and administrative disruption within the school
- enable normal working to be resumed in the shortest possible time

Objective of School Emergency Response Plan

To ensure control is established at a senior level within the school at the critical early stages of an emergency situation by:

- providing the School Emergency Management Team (SEMT) with guidance on sources of information and help
- ensuring the safety and wellbeing of pupils and staff during and after an incident
- ensuring the ongoing education of pupils
- maintaining safe and secure premises (on site or off site) for the school to operate
- the removal of any hazards
- allowing the resumption of normal activities within the school

Planning Process

All school staff have been informed of the thinking and planning process involved in developing the School Emergency Response Plan. This collaborative process ensures that staff support the plan and are able to implement it in the event of an emergency.

Consideration has been given to external organisations (such as after school clubs or people who have let the premises) who also use the site.

A lead team has been identified within this report (SEMT) and these key staff will take responsibility for reviewing the plan on an annual basis, or as required.

Roles and Responsibilities

During a school emergency, a number of key services (eg LA and Emergency Services) have roles and responsibilities to undertake to support the school.

A brief outline of each organisation's role is presented below:

The School's Role

- To prevent and minimise loss of life and personal injury to pupils and staff during an incident. The school is also responsible for other people on site, e.g. parents, contractors, etc.
- To seek to reduce the risk of incidents escalating or actual situations deteriorating further
- To maintain a school emergency plan and procedures, and to implement these in the event of an incident
- To ensure all staff are aware of and follow the school's emergency plan
- To contact and liaise with the Emergency Services (where required)
- Contact the LA Emergency Planning Team at the beginning of any emergency
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- Where the Emergency Services take control of any school-based or related incident, the school's Emergency Management Team (SEMT) is to ensure that all school staff and pupils follow the directions of the Emergency Services
- Work with Kingston's Communications Team to ensure that parent / carers and media receive timely and accurate information
- In case of small incidents, the school should try to maintain the normal routine of staff and pupils
- Try to return to a normal routine in the shortest possible time frame
- Support children, young people, their families and school staff in the aftermath of an emergency situation

The Governing Body's Role

- Provide strategic support to the school SEMT
- Provide support to staff, students and parents by providing information and advice about the short and long term recovery for the school
- Attend meetings, surgeries and classes as required to project a positive image of the school and staff.

Local Authority's Role

- To prevent and minimise loss of life and personal injury to pupils, staff and the local community
- 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
- Alert schools and direction to schools during an incident of emergency, including

where appropriate:

- Maintaining the Council's major emergency procedures
- Ensuring calls to and from parents/carers are managed
- Handling the media
- Coordinating with and informing other professionals
- Support schools in the aftermath of an incident, facilitating a swift return to normality and providing ongoing support where appropriate

The Emergency Services' 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 emergency 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 school's responsibility to manage the situation, with support from the LA
- The police will deal with the collection and distribution of casualty information.

Command Structure

As encouraged by the DfE, all staff should play a role in thinking about a school's emergency plan. However, it will require a core group of staff members to make up the **School Emergency Management Team (SEMT)** to write the plan and respond in the event of an emergency.

School Emergency Management Team (SEMT) has responsibility for activating and implementing the School Emergency Plan. The SEMT team should record all decisions and actions in their own log books and be available for briefing sessions, handovers and post emergency debriefs. The members of the SEMT are listed below but other members of staff may be called upon to help manage the situation.

SEMT Members

Name	Role	Role during incident	Contact details
Mr Sean Maher	Headmaster	<ul style="list-style-type: none"> • Overall Co-ordinator of the School Emergency Management Team (SEMT) • Designate roles and responsibilities • Liaise with emergency services • Co-ordinates actions of the team • Informs LA / Emergency Planning of incident 	02089496792 07703695765
Mr Ian O'Brien	Deputy Head, Welfare lead	Assist Headteacher to: <ul style="list-style-type: none"> • Lead for staff and pupil welfare arrangements • Adopt leader role if Headteacher not available 	02087552539 07739997213
Mr Neil Henderson	Deputy Head Communications and IT Systems	<ul style="list-style-type: none"> • Responsibility for compiling, clearing and delivering information / communication. • Liaise with Kingston Communications Team / Press Officer to ensure effective media liaison parents /relatives 	
Mrs Stephanie Harvey	Bursar Logistics	Assist Headteacher to: <ul style="list-style-type: none"> • Liaise with Emergency Services • Contact relevant outside agencies, finding emergency contractors etc. • Provide all necessary records. 	020 8390 8246 07940 718668
Mr Tim Dobson	Premises Manager Facilities lead	Assist Headteacher to <ul style="list-style-type: none"> • Support with Emergency response on site. • Assist with building access and security. 	02089496964 07982900646
Mr David Steele	Senior Assistant Head SEMT Response	Assist Headteacher to <ul style="list-style-type: none"> • Support SEMT lead roles as required • step in to any designated role in the event of absence/injury/incapacitation 	
Mrs Heather Fowler	Admin Assistant Support to any of the above	Support and Scribe to record a log of events	07974876175

The Critical Incident Response Team (CIRT):

The following people will also be involved in initial responses to a critical incident and may be required to step into roles on the SEMT in the event that they are required

Mrs R Costello	Assistant Headteacher
Mr M Cox	Assistant Headteacher
Mr M Webber	Assistant Headteacher
Mrs C Verdin	Assistant Headteacher
Mr N Carpenter	Network Manager
Mr M Cloudsdale	Systems Manager
Mrs L Smith	Finance Officer
Mrs J Morello	Office Manager
Mrs K McAleenan	Sixth Form Administrator

The team will decide if additions to the team are necessary, dependent on the nature of the incident, i.e. other members of staff, members of the Governing Body or representatives from the LA.

All members of the School Emergency Response Team (SEMT) and Critical Incident Response Team (CIRT) must:

- Have access to a copy of the Emergency Plan at home and at school
- Be aware of the roles of each part of the plan to enable the school to react swiftly and accordingly
- Retain the SEMT contact numbers for 24-hour contact
- Have an on call rota for SEMT members in the event of a school trip

In the event of the above or any incident that, in the opinion of any member of the Critical Incident Management Team qualifies as a major incident, they should contact and assemble the team.

PRIORITIES

See appendices for checklists to be used by the SEMT. This section offers a broad outline of responses to a critical incident

- 1. Obtain and collate information about what has happened. Whilst the appendices contain pro formas that could be used,, a shared Google doc between the SEMT is now the preferred way forward**
 - What has happened and to whom, ensure the safety of staff and students
 - Where and when?
 - Name and contact number of an adult at the incident site
 - Extent of injuries, numbers and names
 - Location of injured, name and contact number of adult present
 - Is immediate help required from the school - if so what?
 - Who has been informed?
 - What has been said

2. Gather and brief the Critical Incident Response Team (CIRT)

- Membership of the CIRT should be updated annually at the same time as the policy review
- Trigger LA support network through the Emergency Planning Officer and/or the Major Incident Team. (Appendix 8)
- Contact numbers should be updated annually
- Establish clearly who is being contacted and by whom and for what reason
- Put in place an incident room and a dedicated telephone line
- In the case of the school telephone line being inundated with incoming calls from anxious parents, an agreed factual statement, along with reassurance of action taken at the incident site
- It is important to avoid speculation and not to make statements about further information or developments, unless confident that it will be available
- A separate dedicated line is needed for outgoing calls, ie a mobile
- Consider use of the school website and school social media sites to provide factual statements and to reassure the wider school community

3. Contact families whose children are involved

- Parents should be contacted as soon as is possible; it may be appropriate to invite parents into school for further information or emotional support

4. If there is a possibility of legal action, Police action or a health issue, the school and LA's legal insurance and safety sections should be contacted before the school issues information to parents

- It may be sufficient to inform parents of pupils not directly involved in the incident by sending a letter; an alternative is to hold a meeting in the school, especially if the incident is one that will generate concern about some aspect of the school's organisation
- The letter should give necessary facts and, where relevant, expression of sympathy/concern. A letter may be accessed by the press, therefore guidance from the LA Press and Public Relations officer should be sought.
- Dependent on the incident, it may be advisable to delay the letter by 2/3 days until all information is available

5. Information for teaching and support staff

- A contact list for staff is available on Progresso and can be accessed remotely from the school site if required
- Messages can also be distributed via the school email system and can be further supplemented by a text messaging system
- An initial and thereafter regular briefings are recommended; staff should be cautioned not to speak to the press, but leave this to the CIRT

6. Inform pupils

- Factual information should be given as soon as possible via school or year assemblies; thereafter information could be passed on in smaller groups, with the pupils being encouraged to talk

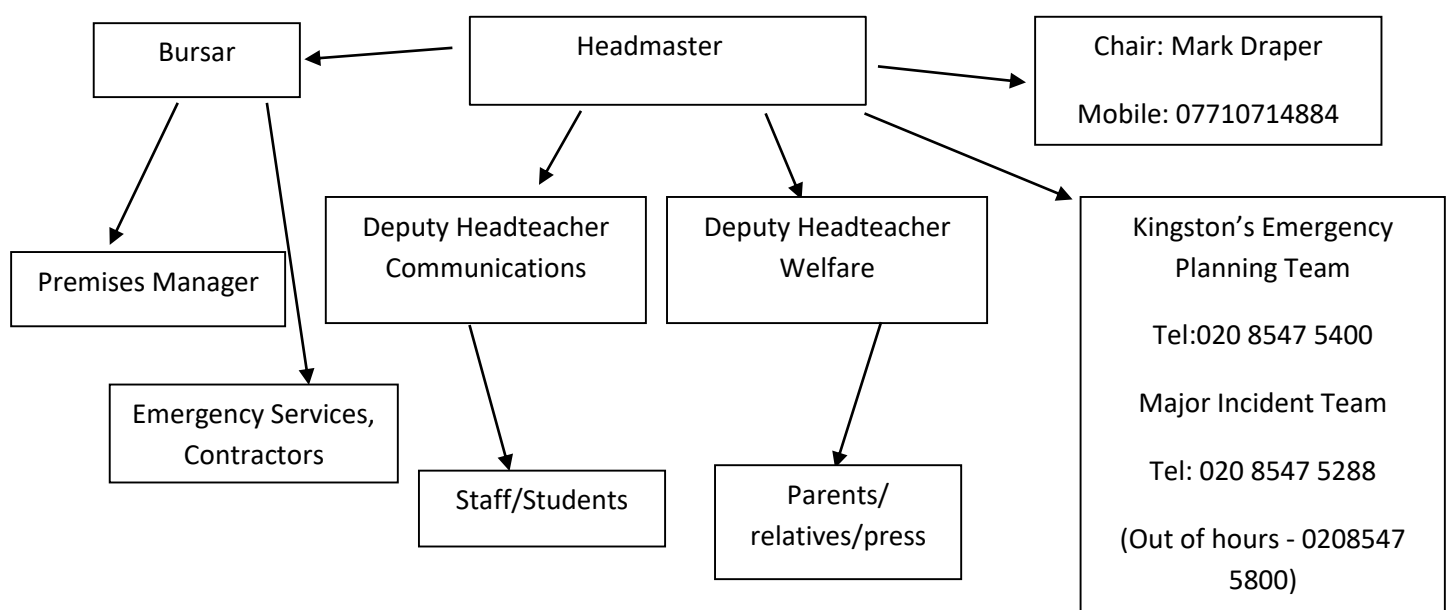
7. Inform those in the community who need to be informed

- In some cases, it may be necessary to alert local residents to what has happened, especially in circumstances where vehicle access to school is difficult, as well as parking. Neighbourhood schools may be affected and will need to be informed if siblings are affected

8. Activation of the School Emergency Plan

- This will require a written record to be completed when a **notification of an incident** is received (see appendices). This form will be used to record vital information. Following the notification of an incident, the first priority is to safeguard pupils and staff and alert the Emergency Services, if required.
- Copies of the relevant forms will be kept in the school “grab bag”

The Headmaster will activate the School Emergency Response Team through the following cascade system:



A checklist outlining the roles of the members of the SEMT can be found in the following appendices:

- Headteacher – appendix 3
- Deputy Headteacher – appendix 4
- Bursar – appendix 5
- Admin staff – appendix 6
- Premises Manager - appendix 7

The meeting point for this team will be the Headteacher's office.

- A list of emergency contacts can be found in appendix 8
- Any emergency may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept and that no piece of information about either the planning or the response to the emergency is lost. Thus the **emergency log** should be kept with members of the SEMT making entries of the actions taken – see appendix 8.

School Closure

The decision to close the school will be taken by the Headteacher (or Deputy / senior teacher). Parents and pupils will be notified as soon as possible.

Schools are expected to remain open in all but the most extreme circumstances, as disruption to the school routine can have an adverse effect on pupils' education. The decision to close a school will usually be taken by the Head Teacher. 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 / carers 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 safety in arriving at a decision.

Pupils and parents/carers will be notified of a school closure at the earliest possible opportunity and communication will be via Parentmail and the school website.

In some instances, it might be possible for the school to remain partially operational. In such an event, lessons will be prioritised for those pupils who are taking exams or who are at a particularly important stage in their education e.g. Y10/11/13

The school will aim to reopen as soon as possible, to ensure that pupils are not away from education any longer than necessary.

In the event of an emergency incident at a school or a school having to close, the local authority should be contacted immediately on either of these numbers:

Office Hours: 020 8547 5287 or 020 8547 5282 or Out of Office Hours: 020 8547 5800

Evacuation

In normal circumstances, the school evacuates to the playground. In certain situations, it may be necessary to evacuate off site. Depending on the emergency, such as a flood/gas leak, etc, it may be appropriate to evacuate to Malden Manor.

Malden Manor School
Sheephouse Way
New Malden
Surrey KT3 5PF
Tel: 020 8337 9620

Acting Headteacher: Katherine Tremain

A grab bag, containing essential information such as parent contact information and pupil medical information, etc., will be taken from school during an evacuation / brought to the school site from another location.

In an evacuation situation, the school will follow the advice of the emergency services.

In the case of a fire, the established Fire Safety Procedures will be followed – *see Fire Safety Policy*.

In certain situations, i.e. a major fire in buildings close to the school, it may be appropriate for the school community to remain within the buildings (***shelter in place***), possibly beyond normal school hours. Parents will be informed using established procedures.

Section 3 – Emergencies on Educational Visits (Activation)

The teacher in charge of the group will assume responsibility for managing the situation with the support of the other adults on the trip.

When a group is on an educational visit, the Head Teacher, or a deputy / senior teacher, will provide an emergency contact for the group (this needs to be available after hours for evening activities and 24 hours for residential visits).

The school contact must have written details of the visit, including a list of all involved, contact arrangements with the group and day and night contact details for parents and staff next-of-kin. Depending on the nature of the situation, the Headteacher or a deputy / senior teacher will decide whether to activate the emergency action plan.

Section 4 – Emergencies on Educational Visits (Implementation)

The leader of the group should ensure that the following action points are followed:

- Ensure the safety of the children and other adults;
- Inform the emergency services;
- Inform the organisation responsible for the site being visited;
- Inform the Headteacher (or most senior member of staff) of the situation;
- Keep the school informed of events.

As appropriate, the School Emergency Management Plan may be activated.

Section 5 – Stand-down and Recovery

Once the emergency is over, the school can begin the recovery process. The recovery time will depend in part on the type of emergency, but it should begin as soon as possible so that the education of the children is not disrupted. The following timescales outline the type of actions that can be put in place to assist the recovery period.

Within 24 – 48 hours:

- Hold briefing meetings for staff, pupils, parents / carers
- Restore normal functioning and service delivery as soon as possible
- Plan reintegration of pupils / staff
- Explore opportunities for affected staff and pupils to talk and / or have a safe space to reflect statutory reporting of accidents
- Keep parents / carers informed through letters and meetings
- Consult with Educational Psychology Service if it is felt that their support would be beneficial

Within the first month:

- Consult and remain sensitive to the wishes of any victims' families
- Encourage parents to participate in meetings to discuss pupils' welfare and any changes post incident
- Keep open contact or phone helpline for those affected and other concerned parents / carers, staff and pupils
- Arrange opportunities for staff and pupils to talk, eg possibly with trained professionals
- Set up a room for regular meetings of support groups
- Talk about any victims sensitively but do not fail to mention them
- Consult with families over memorial services, charity, use of any money donated, etc.
- Allow pupils opportunities to express themselves emotionally, eg through music, art, writing and drama
- Arrange / attend condolences / memorial service, opportunities for families to visit schools
- Identify pupils who are suffering from behavioural changes and possibility of prolonged stress related to incident – contact Educational Psychology Service (EPS) or the Family Advice and Support Service (FASS)
- Monitor emotional / psychological and physical health of school staff
- Review school emergency response, policy and procedure and identify any lessons learnt

In the Longer term

- Monitor pupils and staff for signs of delayed or prolonged stress- contact relevant services (EPS/FASS), if appropriate
- Plan for and be sensitive to occasions which might mean people relive the experience, eg anniversaries, inquests and legal proceedings

Building and Equipment Recovery

Introduction

As part of any major incident involving a fire or flood, it is likely that buildings and / or equipment will be damaged, potentially making it difficult to function in a normal manner. This section of the plan outlines the action to be taken in such a situation and the procedures by which an effective return to normal, acceptable levels of service will be achieved.

During the recovery period after an incident (depending on the nature of the emergency), there are key areas essential to the immediate recovery of the school

These are:

- Accommodation
- Communications
- Utilities
- Furniture
- Security and Security Hardware

Accommodation

In the event of loss of premises, or a part thereof, there will clearly be an immediate need for space in order to provide an acceptable level of service. We will provide for such an occurrence by a number of means:

- Hire of portable accommodation;
- Rescheduling the use of existing accommodation, prioritising the teaching of particular year groups, ie Year 11;
- Short term rentals / leasing/hire of local accommodation through other schools in the immediate vicinity.

The organisation of any alternative accommodation will need to have the agreement from the Diocese and Local Authority.

Communications

In the event of an emergency which takes out of commission the existing telecommunications system, the school has several mobile telephones which could be used with communication. All staff have personal mobile phones which could assist if required.

Utilities

Should a major Incident occur affecting the utility supply to school premises, repairs to those utility supplies would be carried out by the relevant supply authority or contractors. If the heating to the school is damaged, arrangements will be made to expedite the repair / replacement as soon as possible and, if necessary, temporary heating will be hired, so long as these meet health and safety requirements within the school environment.

Furniture

If the school furnishings are unusable, we would try to source temporary replacements from local schools surplus and / or Local Authority storage, if available.

Security and Security Hardware

Following an incident, we would need to ensure that the affected areas do not present a security issue; all damaged windows would need to be boarded and damaged roofing weather proofed, etc. If security fencing is required, we may need to ensure the Diocese / Local Authority is proactive in sourcing the required resources.

Record of Suppliers and Assisted Services

In order to achieve the above in an effective manner, the Bursar will liaise with the Diocese/LA to source appropriate contractors to provide goods and services in order to reinstate the school to a usable state.

Expenditure

The Headteacher will be responsible for authorising any expenditure incurred in connection with an incident and, in doing so, will ensure that Financial Regulations and Procurement procedures are complied with.

Recovery of computing facilities

All critical data is on site, in 2 separate locations within the school. The MIS is web based and is backed up off site. The IT staff are confident that in an emergency situation, critical IT facilities could be restored with minimal loss of data or time.

Review process following a school emergency

It is important that there is a review of the emergency procedures after the event, to identify aspect of improvement. This would involve discussions with the key stakeholders on the following questions:

- Aspects of the response which worked particularly well;
- Aspects of the response which could have been improved;
- Improvements that should be made to the school's emergency plan;
- Evaluation of the support provided by external agencies.

The emergency plan should then be updated as required.

Further information regarding recovery can be found in appendix 12.

Useful Documentation:

- RBK School Emergencies Guidance Documentation – Preparation
- RBK School Emergencies Guidance Documentation – Action
- RBK School Emergencies Guidance Documentation – Recover

Emergencies in Schools (Activation) – Collecting Information

Whoever receives the notification / alert should ask for and record as much information as possible:

Name and job title of the person completing this form:	
Name of the person informing of the incident:	
Details of the incident (including the actual words used by the informant)	
Who else has been informed?	
Exact location of the incident	
Casualties:	
Any action taken so far:	
Name of contact at the scene:	

Emergency Response checklists

In the event of an emergency incident at a school, the bullet points below should be your immediate response:

Immediate response:

- Assess the current situation
- Ensure the safety of staff and pupils
- Notify the emergency services (Telephone 999) and act on the guidance provided by the operator
- Notify School Head and Senior Management
- Activate School Emergency Management Team and initiate School Emergency Plan
- Notify the Local Authority: Major Incident Team – 020 8547 5400,
Out of Hours – 020 8547 5000

The Emergency Services will need the following information:

- School name, address / your name
- Your telephone number and address of incident
- Factual information about what has happened – who, what, where, when and why, etc.
- Risk Assessment – is there a continuing danger?
- Name / contact for key person on the scene (if not you)

The checklists below should be used by the SEMT and staff undertaking specific roles within them, these are:

- Head Teacher / Co-ordinator of School Emergency Management Team (SEMT)
- SEMT Checklist – Welfare lead
- SEMT Checklist – Logistics lead
- SEMT Checklist – Communications lead
- SEMT Checklist – Facilities lead
- Incident Log

Action Checklist for Head Teacher / Coordinator of the School Emergency Management Team (SEMT)

This table provides a generic checklist for the actions of the **Head Teacher**, or co-ordinator of the School Emergency Management Team during an emergency situation.

Actions to be taken by Deputy Head/Welfare Lead of SEMT	Time	Comments: eg named contact details/ follow up/incomplete actions etc
Start a log of events – decisions taken & times		
Mobilise the School Emergency Management Team (SEMT) – brief them on the situation & allocate tasks		
Ensure all SEMT staff maintain a log of timed actions & decisions		
Ensure that accurate, factual information is available for those arriving at the scene		
Liaise with the Emergency Services, Kingston Local Authority, & other organisations. Act as main contact to coordinate response & give your contact details		
Inform the Chair of Governors (or Deputy if Chair is unavailable)		
Authorise any additional expenditure & keep a log or authorise another member of the team		
Inform all staff & parents/carers of injured pupils. Decide how / when to inform other parents / carers / pupils		
Provide regular briefings for staff & continue to liaise with the Emergency Services and LA		
Try to maintain normal routines as far as possible		

Monitor the health & safety of pupils & school staff		
<p>Tell staff involved to:</p> <p>2 Prepare a written report of their involvement, noting events, who was involved and times</p> <p>3 If appropriate, complete relevant accident report forms</p>		

Action Checklist for Deputy Head / Welfare Lead of the School Emergency Management Team (SEMT)

This table provides a generic checklist for the actions of the person assigned to the role of the **Welfare Lead** of the School Emergency Management Team during an emergency situation.

Actions to be taken by Deputy Head/Welfare Lead of SEMT	Time	Comments: eg named contact details/ follow up/incomplete actions etc
Start a log of events, decisions taken and times		
Take actions to secure the immediate safety of pupils and staff – this may include evacuation of some or all of the school buildings, or keeping pupils / staff inside the main building.		
Establish the whereabouts of all pupils, staff and visitors using timetables, registers and the visitor's book – make a list of those unaccounted for and ensure that Head / SEMT lead informed		
Arrange food / drink as necessary association with facilities		
Make provision for any pupils who need to remain in the school		
Establish a staff rota and ensure staff take regular rest periods		
Identify those pupils and / or staff who are badly affected and who need extra support		
Contact the Educational Psychology Service for advice regarding ongoing welfare issues		
Make arrangements for reuniting pupils with their parents		

<p>Take account of religious and cultural factors and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend.</p>		
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Action Checklist for Bursar/Logistics Lead of the School Emergency Management Team (SEMT)

This table provides a generic checklist for the actions of the person assigned to the role of the **Logistics Lead** of the School Emergency Management Team during an emergency situation.

Actions to be taken by the Logistics Lead of SEMT	Time	Comments eg named contact details / follow up / incomplete actions, etc
Establish a safe and secure base for the SEMT. Ensure log books are available		
Liaising with other SEMT members (and Emergency Services and LA emergency planning team) – confirm logistical needs; for example: <ul style="list-style-type: none"> ● Finding / sourcing emergency contractors, eg plumbers, electricians ● Arranging alternative staff / pupil transport ● Working with the Facilities lead and Emergency Services arranging for services for pupils / staff to remain onsite <ul style="list-style-type: none"> ○ suitable safe and secure accommodation facilities ○ catering / refreshments ○ clothing / blankets books / games / paper and writing material to occupy those unable to leave site		
Being responsible for the emergency grab bag – keeping the contents up-to-date, etc		
Advise the Headteacher if any member of the SEMT is unavailable and thus unable to carry out their roles and responsibilities. Identity a substitute.		

Inform the Parish of the situation		
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Action Checklist for Communications Lead/Admin Staff of the School Emergency Management Team (SEMT)

This table provides a generic checklist for the actions of the person assigned to the role of the **Communications Lead** of the School Emergency Management Team during an emergency situation.

Actions to be taken by the Communications Lead of SEMT	√ Time	Comments eg named contact details / follow up / incomplete actions, etc
Start a log of events, decisions taken and times		
Consider emergency communication needs. Dedicate telephone lines for incoming and outgoing calls and arrange for extra support for reception. If necessary, seek support from the LA, who may be able to set up a public helpline.		
If possible, avoid responding to media enquiries directly – direct them to Kingston LA's Press Office and Communication Team on Tel: 020 8547 4614		
Ensure that any media access to the school site and to staff and pupils is controlled. In the event of a major emergency, the police can deal with the press and prevent intrusion onto the site		
Be aware of the potential problems caused by the spread of misinformation through pupil and / or staff use of mobile phones and the internet		
Inform pupils, in groups as small as possible, of the current situation. The Educational Psychology Service can support and advise at this time		

Inform parents / carers of children not directly involved in the incident, as decided by the head teacher / nominee. Use any existing arrangements for contacting parents / carers quickly and efficiently		
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Receive visitors to the school, ensuring they sign in and out and are issued with identification badges		
Liaise with the LA Press Officer and Communications Team to prepare a press statement – to be agreed by the head teacher and Strategic Director of Learning and Children’s Services – and to decide the ongoing strategy for dealing with the press		

Action Checklist for Facilities Lead of the School Emergency Management Team (SEMT)

This table provides a generic checklist for the actions of the person assigned to the role of the **Facilities Lead** of the School Emergency Management Team during an emergency situation.

Actions to be taken by the Facilities Lead of SEMT	√ Time	Comments e. named contact details / follow up / incomplete actions, etc
Start a log of events, decisions taken and times		
Ensure access to site for Emergency Services		
Open / close parts of the school, as required and turn off water, gas and electricity supplies, if necessary		
Ensure the security of the school premises		
Ensure that appropriate equipment and resources are made available promptly		
Arrange a safe and quiet place to receive parents / carers of children involved (ensure refreshments and suitable toilet and rest facilities are available)		
Have the school premises and infrastructure (eg IT, power, water, lighting, heating. etc) recovery and restoration issues been considered and plans set for implementation?		

Contact Directory**Contractors, Suppliers & Utilities**

Service provided	Name	Contact number	Reference / account number
Gas	Total Gas and Power, via Kent County Council	0800 484 0840 or 0800 111999 (emergency number)	Supplier site 3003040172 a/c ref 1013561
Electricity	Via Kent County Council	Emergency number 0845 6014516	Site ref LGUSNW8J
Water	Thames Water	0845 9200 800	
Heating	ANTAC – Doug Knowlsen	07921 066250	
Electrician	Miaim (Peter Lamb)	07711 767673 01252 333687	
Fire Alarm	OHMS Security	01932 910 379	
Intruder Alarm	OHMS Security	01932 910379	
Door entry system	NOLT Security - Enzo	020-8224 1289	
Surveyors	Tony Luff	01483 468666 07968 421310	

Local Authority

Service provided	Name	Job title	Mobile number	office number
Media / communication lead				020 8547 4614
Press and Public Relations				0208 547 4719
Health & safety and Occupational Health	Duty officer Caroline W Tamara Clare Lorna Mansell		N/A	020 8547 5156 020 8547 5161 020 8547 5189 020 8547 5187
Educational psychology				020 8547 6699
Emergency Planning	Chris Begley	Contingency planning Manager	07880785751	020 8547 5400
Business Continuity	Oliver Durrant	Risk & Assurance		

		Manager		
Highways (grit supply)	Sue Marwood	Senior Street Scene Inspector	N/A	020 8547 5862
RBK Emergency Planning Officer	Major Incident Team			Working hours: 020 8547 5400 Out of hours: 020 8547 5800
LEA Emergency Planning Co-ordinator				0208 547 5249
Major Incident Team	Via CCTV Service		N/A	020 8547 5400
Council's Out of Hours service	CCTV Service		N/A	020 8547 5800

Government Agencies & Departments

Agency / Department	Generic number, OOH's & web link
Department of Education Enquiry line	0370 000 2288
Foreign & Commonwealth Office	Consular assistance (24 hour): 020 7008 1500 If abroad, please ring: +44 20 7008 1500
Environment Agency	Flood line (24 Hour): 0845 988 1188 https://fwd.environment-agency.gov.uk/app/olr/home
Met Office	Customer Services: 0870 900 0100 (24 Hour) www.metoffice.gov.uk/public/weather/warnings/#?tab=map
Health & Safety Executive	Information line: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty Officer (24 Hour): 0151 922 9235 Duty Press officer (24 Hour): 0151 922 1221 Website link: http://www.hse.gov.uk/services/education/index.htm
Local Authority	www.Kingston.gov.uk
Department of Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health & Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info
KingsNet.- Kingston Grid for Learning	www.rbksch.org
London Grid for Learning	www.lgfl.net

Log Keeping

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference.

Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received, and tasks carried out. In an emergency, things happen very quickly and it is unlikely that you will remember all the people you have spoken to and actions you have taken, unless you write everything down.

Basic principles of log keeping:

- Notes must be *contemporaneous* or *made as soon as reasonably practicable after the incident* (within 24 hours)
- They must be *clear*
- They must be *intelligible*
- They must be *accurate*
- Incident log books can be found in the school “grab bag”

Based on our experience of the COVID 19 Pandemic we are now using a shared Google Doc to log events, although the log books in the grab bag are still an option in the event of a complete IT breakdown

Incident Log:

No	Time	Event	Action	Completed	Entry by
-	00:01	The message, issue or problem you have been given.	The task you issued, response you requested from a department or agency, or the action to be taken		Your initials
1					
2					

Business Continuity Response

Business Continuity Response

Aim: To reduce the impact of the incident and ensure that the school can operate in a safe and secure position, either on its site or at other locations until the school is restored to normality.

Objectives: These can be set at time of incident; standard objectives are given below:

- Ongoing education of pupils
- Maintaining safe and secure premises (on site or off site) for school to operate
- Safety and wellbeing of pupils and staff during and after incident
- Removal of hazard and recovery of school to normal activities

The sub sections, in part B, should be used to support the response any areas identified below:

Incident Summary (include date and time):
Which buildings are affected (% of school affected):
Which utilities are affected (full or partial loss):
Which IT / Telephone functions are affected (identify critical functions):
Which contractors / suppliers are affected:
Which pupil groups are affected:
Which staff groups are affected:
Which critical functions are affected (including exams):

<p>What is the overall impact on the school:</p>
<p>What are my short, medium and long term actions:</p> <p>Short term (4 - 6 hrs):</p> <p>Medium (6 - 24 hrs):</p> <p>Long term (1 - 5 days):</p>
<p>Who do I need to contact (school staff, partners & others): (see contact pages of BC supporting information):</p>
<p>Who do I need to alert and what is the message (pupils, parents, other schools):</p>
<p>What time is the next meeting to review situation and what items /actions do I need to follow up and raise.</p>
<p>Who needs to attend:</p>
<p>What psychology support do I need to provide to pupils, parents, staff and contractors? (How will I do this)?</p>
<p>Do I need to set up a recovery group and who do I hand over to?</p>
<p>Questions for Utilities:</p> <p>Electricity: Can you provide generator to provide in site power. Can your contractors connect to the school fuse board?</p>

Water: Can you provide a water bowser, pump and hoses to connect to nearest water supply.

Telephone: Can you divert public facing telephone numbers to alternative numbers?

Questions for Local Authority:

Can you assist with electricity and or water issues above if fault is on school land?

Communications (Internal & External)

Internal Communications

Ensure that all staff are regularly briefed / updated on the current situation and actions required of them. Give a time that an update will be given and stick to this; always ensure that all staff get the stand down message.

Keep in regular contact with the local authority so they can provide support and advice.

External Communications

Communication systems are put under enormous pressure in the immediate aftermath of an emergency; however, these are vital to ensuring a well-managed response. It is likely that the main school telephone number will quickly become jammed with incoming calls. Identify any other lines not generally known to the public (kitchen phone, mobile phones), which could be used for outgoing calls in an emergency.

In the event of a power failure, a powered switchboard system may not work, but a telephone plugged directly into the first telephone point coming in from the exchange should provide a usable line. The location of this telephone point should be identified in the emergency plan.

If it is likely that the incident will create a very high volume of calls, or interest from the wider public, the LA may be able to set up a public helpline to relieve the pressure on the school. The availability of this service should be discussed with the emergency planning team (Tel: 020 8547 5400).

Communicating with Parents / Carers

An early decision should be made about how to inform parents / carers. Bear in mind the speed with which rumours circulate. However, in the case of a fatal incident, the police will normally inform the parents of the child or children involved.

If an emergency happens at a school, or the school may be closed for any reason (eg severe weather), it is likely that concerned parents / carers will try to telephone the school to get further information. This may hamper the school staff dealing with the emergency itself. One possible way of dealing with this is to set up the main school line with an answer machine that you can set to 'message only' (callers cannot leave messages). Updating the message regularly with information on the emergency will ensure that parents / carers are informed and reassured. Most answer machines should also have the capacity to change the message and call recording system remotely if the school cannot be accessed. Information on how to do this should be included in your emergency plan.

Other methods of informing parents / carers could include:

- Notices on the school website
- Letters
- Emails or text messaging
- Notices on the school gate / fence
- Person at the entrance to the school to explain issues
- Local radio (they will ask for your DfE number as a security measure)

Other Considerations

Flu Pandemic

The DfE advise that *“schools should prepare for a flu pandemic as part of their general emergency planning and ensure that these are shared with staff and, as appropriate, parents”*. Detailed guidance for schools on planning for a human influenza pandemic schools is available from the DfE and is available on their website.

Guidance on influenza and when schools should close in a pandemic will be issued by central government and passed on to schools via the LA. However, the final decision to close will still rest with the Head Teacher and Governors. Sixth Form and FE colleges would not be advised to close. It is your responsibility to inform the LA if the school is closing and how many pupils are affected.

Staff would still be expected to work, even if the school was closed to pupils. Guidance is currently being developed by the DfE on remote learning and educating pupils during a flu pandemic for LA. Up to date information and guidance on pandemic influenza is available on the Department of Health website - www.dh.gov.uk

Bomb threats & suspect packages

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that reception staff know what questions to ask if they do take a call from someone claiming to have information about a bomb. A bomb threat prompt card would provide receptionist staff with questions to ask and immediate actions to take in this type situation.

Equally important is dealing with suspect packages – in most cases the package turns out to be a hoax or genuine mistake, but it is better to take all appropriate precautions if a suspicious letter or package is received.

Training and Exercising

In order to carry out the procedures outlined in your plan, awareness raising and training should be carried out within the school. All staff that have a role in the plan should be aware of the full scope of the plan and their roles and responsibilities. Staff who may not be part of the response to an emergency should still be aware of the contents of the plan.

The DfE advises that schools devote a staff meeting, or part of a staff development session, to the plan in the initial stages, once the plan is complete and annually thereafter. This could be used initially to help develop the plan and afterwards to train staff on the plan and review it.

This section of the plan should be used to record when training and exercises have been carried out. Information and resources on training and exercising plans are available from the Emergency Planning team (Tel: 020 8547 5400).

Recovery

The physical aspects of recovery: buildings, equipment & data, will be picked up and covered by the business recovery response. In the event that a building or school has to be rebuilt, a working group led by the Head Teacher and Governors will manage the funding, planning and implementation of the refurbishment or new build.

Particular emphasis is placed on addressing the emotional and psychological impact that school emergencies can have on the school community

Key activities to ensure the welfare of pupils and staff

Recovery begins at the earliest opportunity following the onset of a school emergency. It continues until the disruption has been rectified and the needs of those affected (directly and indirectly) have been met.

Within 24 – 48 hours:

- Hold briefing meetings for staff, pupils, parents / carers
- Restore normal functioning and service delivery as soon as possible
- Plan reintegration of pupils / staff
- Explore opportunities for affected staff and pupils to talk and / or have a safe space to reflect
- Statutory reporting of accidents
- Keep parents / carers informed through letters and meetings
- Consult with Educational Psychology Service if it is felt that their support would be beneficial

Within the first month:

- Consult and remain sensitive to the wishes of any victims' families
- Encourage parents to participate in meetings to discuss pupils' welfare and any changes post incident
- Keep open contact or phone helpline for those affected and other concerned parents / carers, staff and pupils
- Arrange opportunities for staff and pupils to talk, eg possibly with trained professionals
- Set up a room for regular meetings of support groups
- Talk about any victims sensitively but do not fail to mention them
- Consult with families over memorial services, charity, use of any money donated, etc
- Allow pupils opportunities to express themselves emotionally, eg through music, art, writing and drama
- Arrange/attend condolences/memorial service, opportunities for families to visit schools

- Identify pupils who are suffering from behavioural changes and possibility of prolonged stress related to incident – contact Educational Psychology Service (EPS) or the Family Advice and Support Service (FASS)
- Monitor emotional / psychological and physical health of school staff
- Review school emergency response, policy and procedure and identify lessons learnt

In the longer term:

- Monitor pupils and staff for signs of delayed or prolonged stress – contact relevant services (EPS / FASS), if appropriate
- Plan for and be sensitive to occasions which might mean people relive the experience, eg anniversaries, inquests and legal proceedings

Emotional and psychological responses and impact following a school emergency

It is a normal and understandable human reaction to experience emotional and psychological distress in the immediate aftermath of a school emergency and can be best understood as a human response to inordinate adversity. In the majority of cases, this distress remits over time without formal intervention; nevertheless, some individuals can experience sustained difficulties. Research indicates that the key to preventing chronic post traumatic difficulties is providing appropriate support in the aftermath of such events.

Although the emotional and psychological impacts on those affected by major emergencies are many and varied, common reactions include trauma, stress, grief and other forms of loss-related reactions. It is important for anyone responding to those affected by school emergencies to understand the nature and effects of trauma. The table below outlines the range of possible reactions to a traumatic situation that are considered within the norm for individuals experiencing traumatic stress.

Normal effects / reactions to a traumatic situation			
Emotional Effects	Cognitive Effects	Physical Effects	Interpersonal effects
Shock	Impaired concentration	Fatigue / exhaustion	Increased relational conflict
Terror	Impaired decision making ability ³	Insomnia	Social withdrawal
Irritability	Memory impairment	Cardiovascular strain	Alienation
Blame	Disbelief	Startle response	Impaired work performance
Guilt	Confusion	Hyper-arousal	Decreased satisfaction
Grief or sadness	Nightmares	Increased physical pain	Distrust
Emotional numbing	Decreased self-esteem	Reduced immune response	Externalisation of blame
Helplessness		Headaches	Externalisation of vulnerability
Loss of pleasure derived from familiar activities		Gastrointestinal upset	Feeling abandoned / rejected
Difficulty feeling happy		Decreased appetite	Over-protectiveness
		Vulnerability to illness	

Understanding and reactions to grief according to age

The following are guides only – children and adolescents will differ in their reactions and grasp of events for a range of reasons other than age alone.

Ages 9 – 12 years

- Understand the finality and universality of death
- Awareness of their own mortality and may worry about their own death
- May display psychosomatic symptoms
- May wish to stay at home close to parents / carers
- May display frustration and anger

How to help:

- Dispel fears about their own health or the health of loved ones by offering reassurance
- Encourage them to go to school and continue with normal activities and routines
- Allow them to express their frustration and anger, offering appropriate ways to do so

Adolescents

- Fully understand the finality, universality and inevitability of death. Their experience of death is similar to adults
- May feel a range of emotions, eg guilt, regret, anger, loneliness, etc
- Death adds to the already confused array of emotions linked to puberty
- May appear not to care about death
- May seek support outside of family

How to help:

- Offer time to listen
- Allow them to express their grief in their own way
- Be prepared for mood swings

It should be remembered that, for children and young people with special educational needs, their understanding of what has happened is likely to be in line with their overall developmental age.

It is important that the reactions detailed in the table / bullets above are used for means of normalising them rather than pathologising them. It is important to help pupils, staff and parents / carers to recognise the normalcy of most stress reactions to traumatic incidents. Mild to moderate stress reactions during school emergencies and early post-impact of emergencies are highly prevalent. Practical information advising people that their feelings are within the normal range of reactions to abnormal circumstances can be of much benefit in the days and weeks after the incident.

Risk factors for individuals

In any single event there will differential experiences and degrees of vulnerability to emergency impacts. Psychological research has contributed much to our understanding of risk factors for individuals and identified those more likely to be vulnerable to adverse stress reactions after traumatic events. Studies have highlighted that certain events may not be stressful to the same degree for all involved. Rather, what makes an event stressful is the individual's appraisal of the event. This is influenced by personal factors (eg personal history and personality) as well as the particularities of an incident. The extent to which an individual feels supported also makes a difference; this being where both formal / organised and informal social networks within the community become significant.

It is important to ensure appropriate monitoring procedures are in place so any individuals who require assistance can be identified and supported. This could include those who:

- Were injured

- Were uninjured, but at great risk
- Witnessed the event
- Are related to those involved
- Are friends with those involved
- Blame themselves
- Are being blamed by others
- Are experiencing instability at home
- Have pre-existing emotional / behavioural difficulties
- Have previously suffered bereavement or loss
- Have witnessed a similar incident before

Support school staff can provide

Key findings from research into major emergencies include the fact that the psychological and social impacts on those affected by such events are many and varied. As well as including grief, trauma, stress and other forms of loss-related reactions, the evidence suggests that children, young people and their families are generally resilient and demonstrate the ability to adapt, adjust and recover after such events. The ability to cope is related to a range of pre-emergency, within-emergency and post-emergency risk factors. Information and activities which normalise reactions protect social resources and signpost further sources of support are fundamental to good psycho-social response.

The linking of both emotional and practical support is especially important to note and understand following a school emergency, not least because it is often misrepresented as 'counselling'. School staff will play an important role in supporting pupils as they recover from an incident, but they should not provide, or be expected to perform, a counselling role. Support based on providing basic emotional and practical assistance and reassurance is what is most needed at this stage. The emphasis on interventions should be on empowerment; that is to say drawing upon resilience and building strengths, capabilities and self-sufficiency, while at the same time making available appropriate mental-health (eg EPS, FASS or CAMHS) and other services that complement individual, family and community-based coping strategies.

It is important to remember that school staff will need support if they are to be effective at caring for pupils as dealing with crises can be an enormously stressful experience. The effect on staff should not be underestimated as, in some cases, it may be more significant than the impact on pupils.

Kingston Educational Psychology Service (EPS) is able to offer support in the event of a school emergency. This could include:

- Advice on short-term and long-term support arrangements
- Guidance on the grieving / trauma process
- Advice on identifying particularly vulnerable individuals
- Support for school staff
- Links to other organisations which can provide assistance

A member of the Governor Body may be able to assist the SEMT team in accessing/ providing support for the staff.

Undertaking a review following a school emergency

It is vital that, following recovery and restoration, there is a review at a whole school level. As part of this process, it is particularly important to identify lessons from the incident and subsequent recovery. The best method of doing this is by asking staff and governors to attend an after action review.

An after action review should aim to identify:

- Aspects of the response which worked particularly well
- Aspects of the response which could have been improved
- Improvements that should be made to the school's emergency plan
- Evaluation of the support provided by external agencies
- Additional training needs for staff

Although it may not be appropriate to invite pupils and parents/ carers to an after action review, schools may wish to speak to these people beforehand to gain their views on the response and mention any issues in the after action review on their behalf.

It is important that information and suggestions for improvement are captured during and after action review. It might be appropriate to devise an action plan which includes suggested amendments that need to be made to the plan. It is important to share lessons internally, but also with other parties who may find them useful (eg extended services, other schools, the emergency services and the local authority).

Dealing with the Media

Schools should seek advice from the Council Press & Public Relations Officer about handling the incident and particularly before agreeing to be interviewed or releasing names of children and staff involved in the incident.

Schools should prepare (with RBK's Press and PR help if possible) an agreed text for release to the media and/or as a script from which anyone confronted by the media can speak. If possible, ensure that a designated spokesperson, briefed and prepared, makes the direct response for the school.

The designated spokesperson will be the "Deputy Head Communications" or his designated replacement.

"Do's" in facing the media:

Do respond to 'what' and 'when' questions

Do tell your story quickly, accurately and get your key messages(s) across

Do consider, when possible, the needs of your audience

Do choose your own time when to report to the media

Do prepare and rehearse so that everybody has the same story

Do make your own notes during the conversation and review them at the end of the conversation, so the press cannot exaggerate the story

"Don'ts" in facing the media:

Don't reply to 'why' and 'how' questions

Don't speculate

Don't bluff or lie

Don't make 'off the record' comments

Don't make promises you cannot keep

Don't make excuses or blame others

Don't respond to 'blind quotes' (eg "one of your staff tells me that - do you agree?")

Don't say "no comment" – explain why you cannot comment

Don't allow words to be put in your mouth – eg "would you agree that"?

Lockdown Procedure

The lockdown procedure should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school.

The aim of the lockdown procedure is to ensure the safety of all pupils and staff. All situations are different and the lockdown procedure may be activated in response to any number of situations with the potential to pose a risk to staff and pupils, including:

- A reported security incident in the local community;
- An intruder on the school site;
- An environmental risk, such as chemical or toxic substance release, etc;
- A major fire in the vicinity of the school;
- A dangerous dog on the school grounds.

Communication

Staff members should notify the school office if there is a reason to lockdown the school.

The school office staff will:

- Consult with a member of the SEMT who will decide whether to instigate a lock down.
- Dial 999 if necessary to inform the emergency services of the situation in school.
- Send an all staff email/text explaining that an emergency lockdown is about to be instigated

Full Lockdown Procedure

- All staff informed.
 - Adults / students are moved away from the threat.
 - Ensure that all children are accounted for.
 - Close blinds, lock doors, switch off lights.
 - The School Emergency Management Team (SEMT) should meet in the nearest convenient and safe location. If this is not possible then communication will be through the Critical Incident Response WhatsApp group in the first instance.
1. Staff and students will be alerted to the activation of the lockdown procedure by the sounding of the school bell for 30 seconds.
 2. Students who are outside the school buildings are to be brought inside immediately to the nearest safe room away from the threat.
 3. Those inside the school should remain in their current location.
 4. All external doors and, as necessary, windows are closed and locked. Internal doors should also be locked as an initial fail safe in the event that external doors still remain open. Door

- wedges can add an additional layer of protection when put in place from the inside of a room.
5. Within classrooms, the blinds should be lowered, if available, and the students instructed to sit on the floor in their places and if possible stay away from the windows and doors. It is also sensible to turn off the classroom lights until more information is made available.
 6. Once in lockdown mode, staff will be kept informed via an all staff email concerning the details of the lockdown and what steps to follow. Please monitor communications throughout a lockdown period.
 7. Staff should take measures to help the students to remain **quiet and calm**. Unnecessary movement around the building would not be appropriate at this time, unless for safety reasons.
 8. Student devices should be switched off, or closed, until it is deemed safe for them to be used/switched back on by the member of staff supervising them.
 9. The SEMT will coordinate communication with the emergency services and if necessary Kingston's Emergency Planning Team: Tel: 020 8547 5400 / Major Incident Team Tel: 020 8547 5288.
 10. Once all staff and students are safe, the SEMT will conduct an ongoing risk assessment based on the advice from the emergency services. This can then be communicated to staff by email and/or phones.
 11. Following advice from the emergency services, parents should be notified as soon as it is practical to do so via the school's established communication system, i.e. Parentmail, school website, school twitter and Facebook pages. Parents should be given appropriate information so that they are reassured that the school understands their concern for their child and that it is doing everything possible to ensure his/her safety.
 12. Parents will be informed to wait for the school to contact them about when it is safe to come and get their children and where this will be from.
 13. The school will remain in lockdown mode until it is advised otherwise.
 14. The signal for the end of lock down will be 5 short blasts of the bell and an end of lockdown communication will also be sent. If in doubt, sit tight until the communication has arrived.
 15. As appropriate, the students can be informed of the incident and any follow up work can be done.

Policy Review Due: March, 2022

Review Cycle: Annual