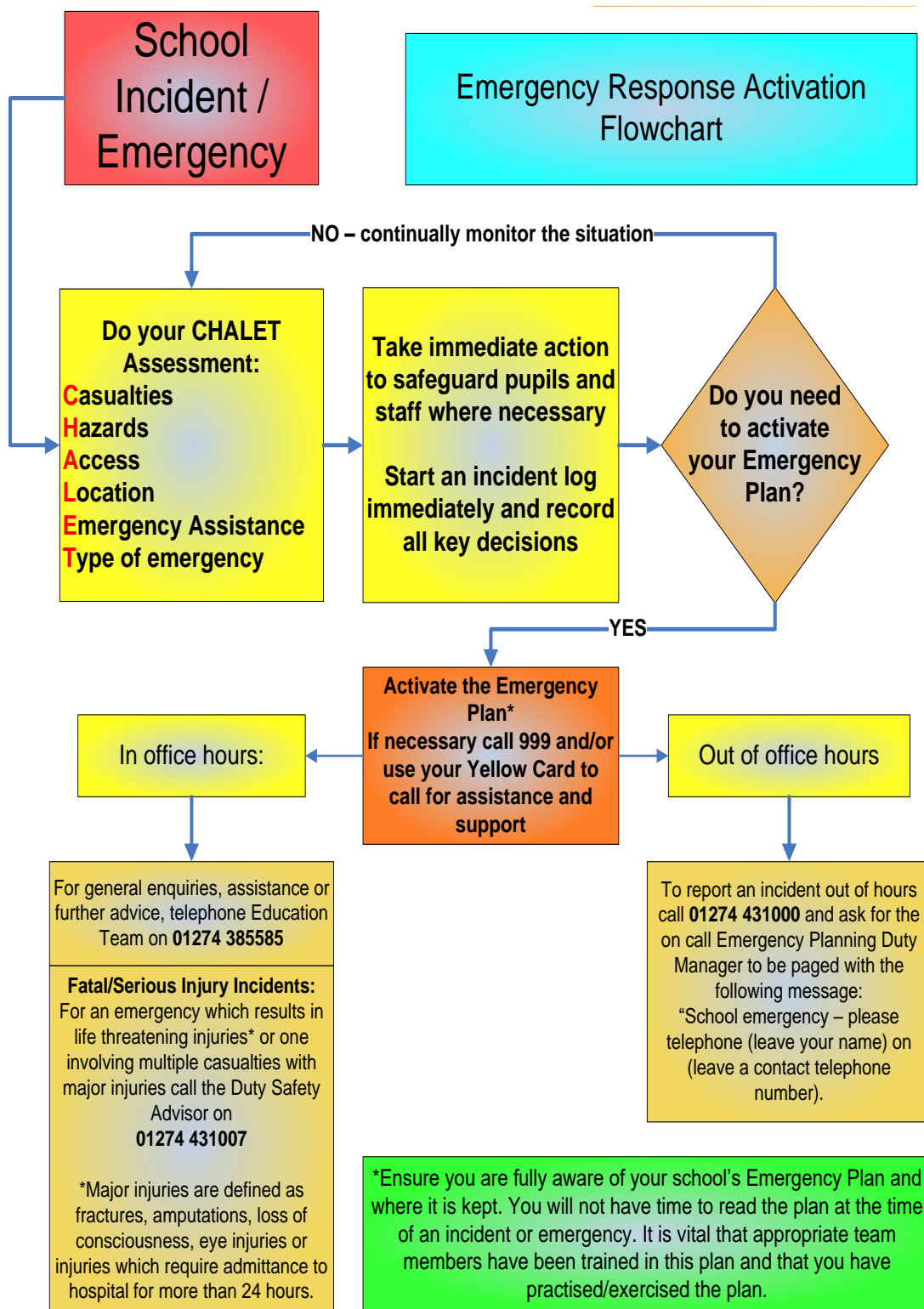


Haworth Primary

EMERGENCY PLAN

2024-5





PLAN DETAILS

Issue Date:	May 2024
Review Date:	MAY 2025
Owner:	Paula Howe

PLAN AMENDMENTS

It will be the plan holder's individual responsibility to ensure their plan is kept up to date.

Amendment Month / Year	Version	Details	Amended by	Date Issued

PLAN DISTRIBUTION

Copy Number	Plan Holder	Storage Location
1	Paula Howe	Copy at home and a copy in the green stacking trays
2	Arnold Raistrick	Copy at home and copy in office on the silver rack
3	Nicholas Landowski	Copy at home and copy in caretaker office
4	School office	Pinboard in the office

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SECTION 1 – INTRODUCTION

1.1 – Plan Aim

The aim of this plan is to assist in mitigating and managing the effects of an emergency on the school, staff and pupils.

1.2 – Plan Objectives

- Enable the school to provide a swift response to an emergency
- Prevent and minimise injury and in the worst case prevent death
- Alert staff, Emergency Services, the Council and parents
- Enable the school to take control of the situation until specialist assistance arrives
- Minimise the disruption to the normal school routine
- Detail support mechanisms for staff, pupils and parents following an emergency
- Facilitate effective working with the media
- Ensure the safety of all pupils, visitors and staff.

1.3 – Scope of the Plan

This plan is designed to give an overview of the requirements in relation to activating the schools emergency plan. It is not exhaustive and should be used in conjunction with other relevant emergency plans where applicable.

1.4 – Definitions

1.4.1 – Emergency

An emergency can be defined as:

“an event or situation which threatens serious damage to human welfare in a place in the UK, the environment of a place in the UK, or war or terrorism which threatens serious damage to the security of the UK”.

Civil Contingencies Act 2004

1.4.2 – Fatal / Serious Injury Plan

The Councils Fatal Serious Injury Plan defines a serious injury as:
“[an incident] which results in life threatening injuries or one involving multiple casualties with major injuries. Major injuries are defined as fractures, amputation, loss of consciousness, eye injuries or injuries requiring admittance to hospital for more than 24 hours”.

1.4.3 – When to use this plan

This plan can be utilised for responding to incidents which may not necessarily meet the definitions provided above but may never the less have

serious or potentially distressing consequences for the school and those involved.

1.5 – School Overview

The school is located in a village on the side of a very busy road. The immediate area around the school is built up but the school does have an all weather pitch with access from a side road. The school has a staff car park. There are 302 children attending the school from the local area.

1.6 – Roles and Responsibilities

1.6.1 – School

- Develop and maintain the school emergency plan and associated procedures
- Lead the response of the school during an emergency
- If appropriate alert the emergency services
- Advise the Education Team of any potential or actual situation which could lead to the emergency plan and procedures being activated
- Request support and assistance via the Education Team

1.6.2 – Emergency Planning Team

- Support schools in the development and maintenance of school emergency plans
- Maintain appropriate contact directories
- Emergency Planning Team will be the lead Council department in response to school incidents, except in the event of Fatal/Serious Injury Incidents. In the event of an incident relating to work activity, the Occupational Safety Team would take the lead. The Occupational Safety Team would also be involved in the event of an external factor resulting in a school emergency but may not be the lead body.
- Support schools responding to emergencies including the facilitation and co-ordination of support from other Council Services e.g. Facilities Management, Press Office etc
- Assist schools regarding additional communication requirements e.g. managing calls from parents
- Advise the Emergency Management Team of school emergencies

1.6.3 – Emergency Management Team

- Advise and assist schools regarding school emergency plans
- Support the Emergency Planning Team during an emergency
- In the event of the emergency affecting the wider District
 - co-ordinate the wider emergency response of Council Services
 - liaise and respond in partnership with other responders e.g. the Emergency Services
 - liaise with the Council's Corporate Management Team and Elected Members
 - activate the Council's Emergency Helpline Plan to support the wider response to the emergency and/or in exceptional circumstances to support the Education Team

1.6.4 – Occupational Safety Unit

- Advise and support schools with regard to health and safety issues

- Be the lead Council department in response to school incidents in the event of Fatal/Serious Injury Incidents, support the Education Team in response to all other types of incident
- Advise and support schools with regard to accident investigation and supporting

1.6.5 – Other Council Services

- Respond to support schools in line with Service areas responsibilities upon the request of the Education Team and/or Emergency Management Team.
- In the event of the emergency being declared a “major incident” the West Yorkshire Media Protocol will be activated and all media matters will be handled in the first instance by West Yorkshire Police in conjunction with the Council’s Press Office

1.7 – CHALET / METHANE and Logging

1.7.1 – CHALET / METHANE Assessment

The CHALET Assessment form can be found in section **C2.1**.

CHALET / METHANE is used widely by the emergency services for gathering and sharing key information about an emergency. Schools can use CHALET in the same way.

CHALET / METHANE Assessments should be carried out at regular points during the emergency as they will help keep you informed.

1.7.2 – Keeping a Log

The Log Template can be found in section **C2.2**.

Keeping a log is vital and will assist in the management of the emergency, blank pieces of paper can be used instead of the log template if that is all that is to hand. All members of the School Emergency Management Team should maintain a log.

It is not necessary to record all dialogue or the contents of entire conversations, it is important however to record the following information:

- Times
- Names, roles/organisations and contact numbers
- Key information
- Decisions that are made and the reasons why

In the event that a situation changes having a log will enable the justification of decisions which may have subsequently had adverse consequences.

At the end of an incident all logs should be collated and securely stored. CHALET Assessments should be included.

1.8 – School Emergency Management Team

1.8.1 – Overview

The purpose of the School Emergency Management Team (SEMT) is to co-ordinate the schools response to an emergency. There are a number of key responses which will need to be considered.

The SEMT will vary in composition and size according to the school and its particular circumstances. For small schools only one or two people may be involved in the SEMT, for larger schools it could be many more.

Section C4.1 details staff members and roles which they could fill if the SEMT is activated.

1.8.2 – Head Teacher or Nominee

The Head Teacher or nominee will direct and lead the Schools response in line with this school emergency plan. For the initial response and corresponding management of the incident the potential response has been further broken down into four key areas.

1. Welfare
2. Communications
3. Media Management
4. Resources

It will be up to the Head Teacher to determine how many staff will make up the SEMT and the allocation of tasks within the team. This will be dependent upon the scale and type of emergency. For larger emergencies or those of a specific type it is important that tasks are delegated and more than one person is involved.

1.9 – Training, Exercising and Review

1.9.1 – Training

The school is committed to ensuring staff receive the appropriate training regarding the school's emergency planning arrangements and this plan. Staff will receive appropriate training at the start of the autumn term.

1.9.2 – Exercises

The school is committed to ensuring that its emergency planning arrangements and this plan are exercised annually to validate arrangements and ensure that they are fit for purpose. The plan and associated arrangements will be exercised during the spring term.

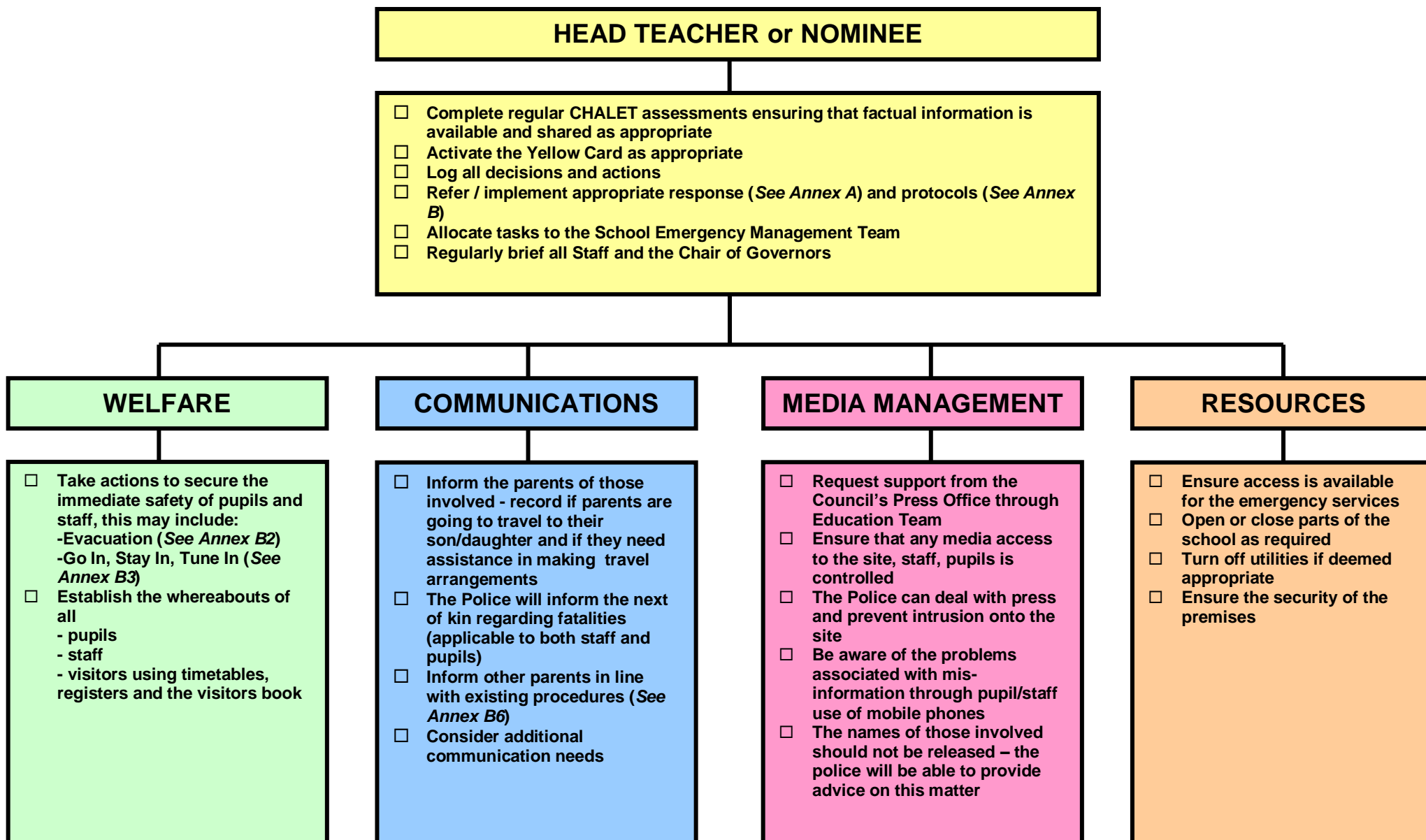
1.9.3 – Review

The school commits to ensuring that this plan is reviewed on an annual basis or following an emergency. The review of this plan will take place in the summer term.

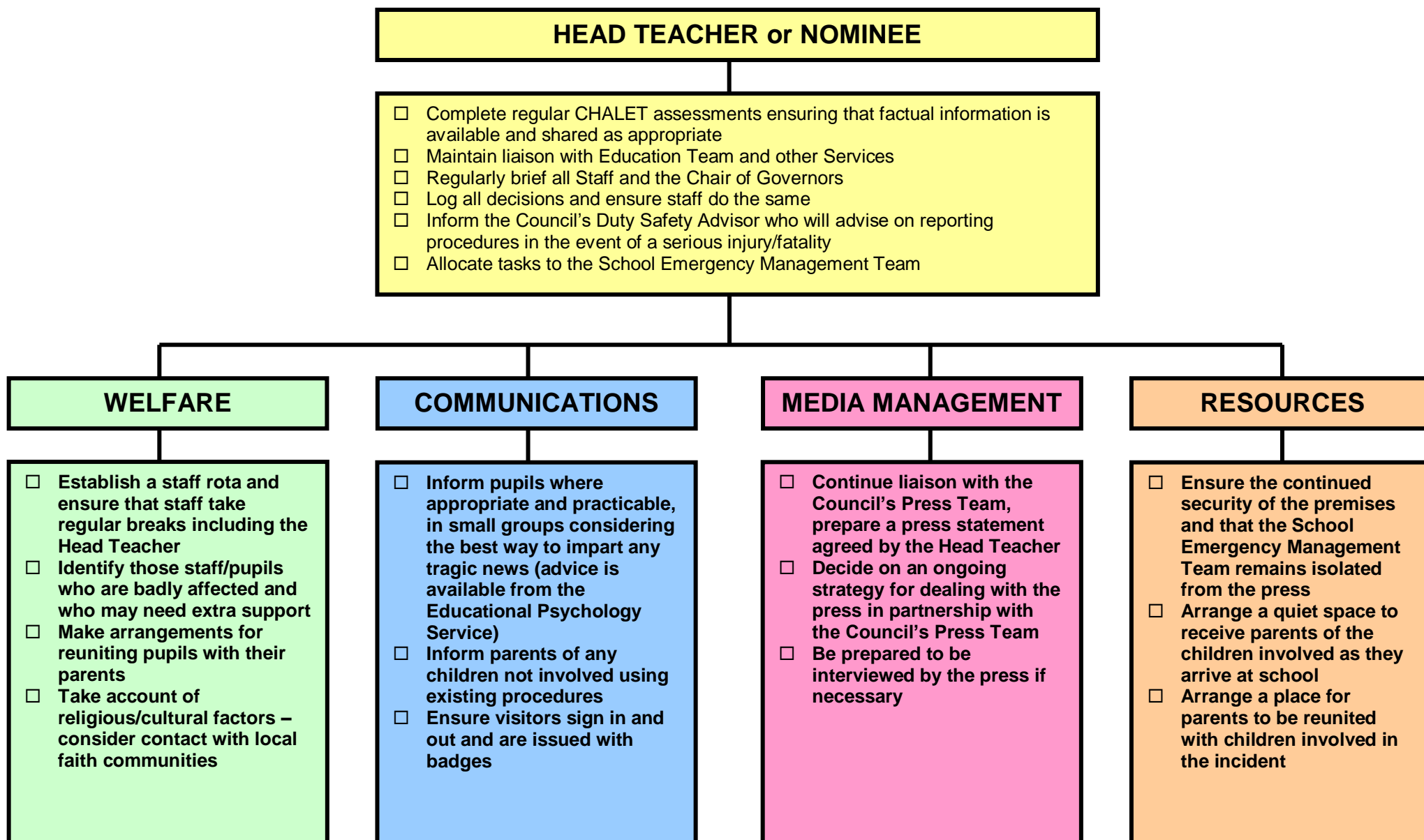
Legal Issues / Disclaimer

This template and associated guide has been made available to assist Schools in developing plans to be able to respond to emergencies. It has been developed and provided in good faith and on a best endeavours basis only. No responsibility is accepted.

SECTION 2 – INITIAL RESPONSE CHECKLIST



SECTION 3 – ONGOING RESPONSE CHECKLIST



SECTION 4 – STAND DOWN AND RECOVERY CHECKLIST

The Head Teacher or nominee should continue to lead the response into the recovery phase. This section of the plan does not formally designate activities to particular roles e.g. welfare / resources. The following considerations should be assigned at the discretion of the Head Teacher or nominee to appropriate staff members.

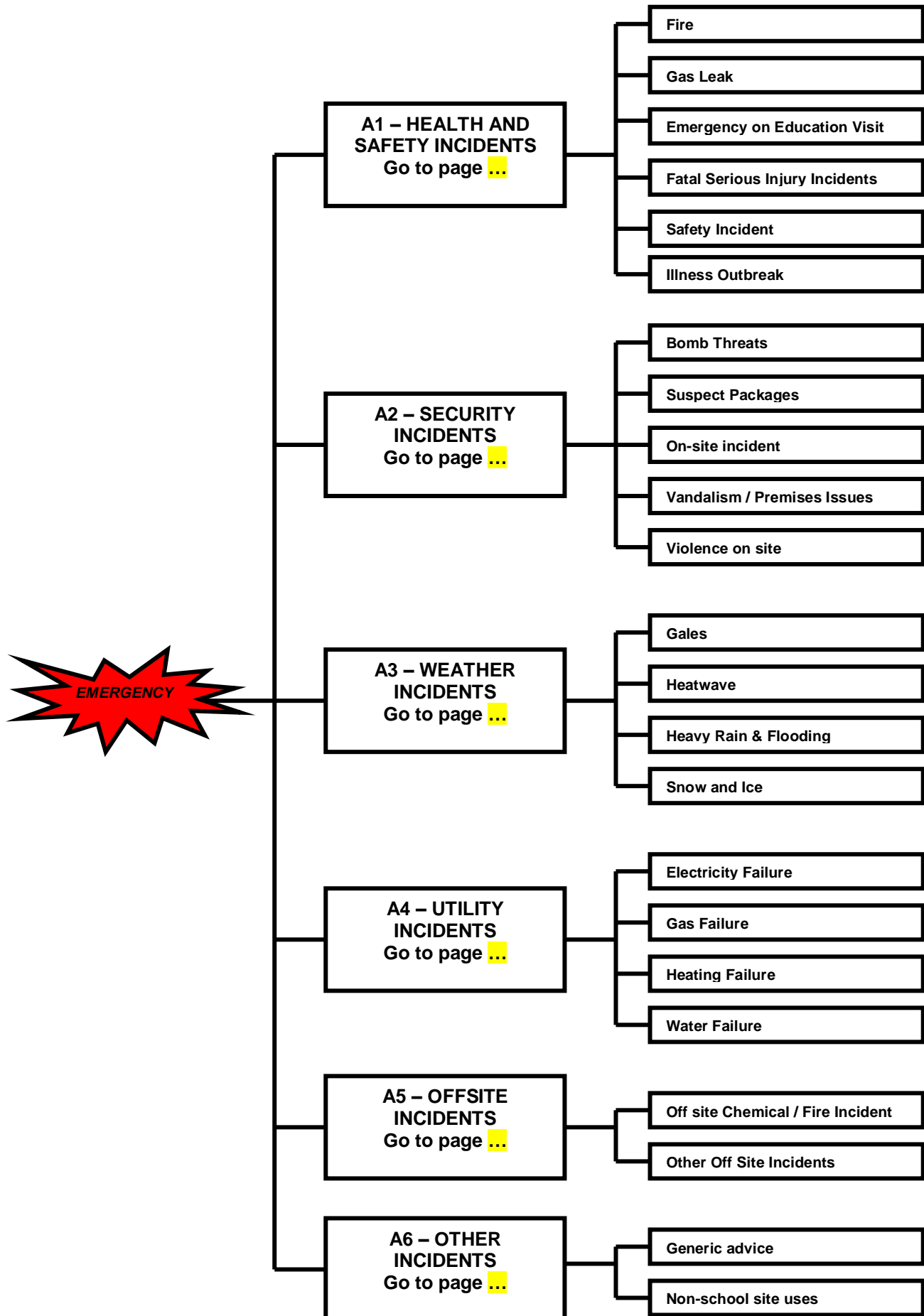
As soon as possible after the emergency and if appropriate:

- Stand down staff / pupils / parents and other support services e.g. Education Team
- Liaise with parents regarding plans for attendance at funerals
- Liaise with parents regarding plans for attendance/representation at memorial services
- Arrange debrief meetings for staff and pupils
- Arrange debrief meetings for the School Emergency Management Team
- Identify and support high-risk pupils and staff
- Promote discussion of the emergency in class
- Consider the need for individual and/or group support
- Help affected pupils and staff to return to school
- Seek advice on legal issues from the Council initially via the Education Team
- Seek advice on insurance issues (e.g. where costs incurred on school visits may be incurred / damage to school property) from the Council initially via the Education Team
- Ask staff involved to prepare a written report noting events and times
- Liaise with the Occupational Safety Unit who will advise on reporting procedures
- Complete the appropriate Accident Book and Reportable Injury Forms (available on the Schools Safety Website)
- Contact and liaise with Trade Unions if necessary
- Initiate a review of the school emergency plan, evaluating the response and feeding in any lessons learnt
- Share best practice with other schools through liaison with the Emergency Management Team

Longer term considerations (if appropriate):

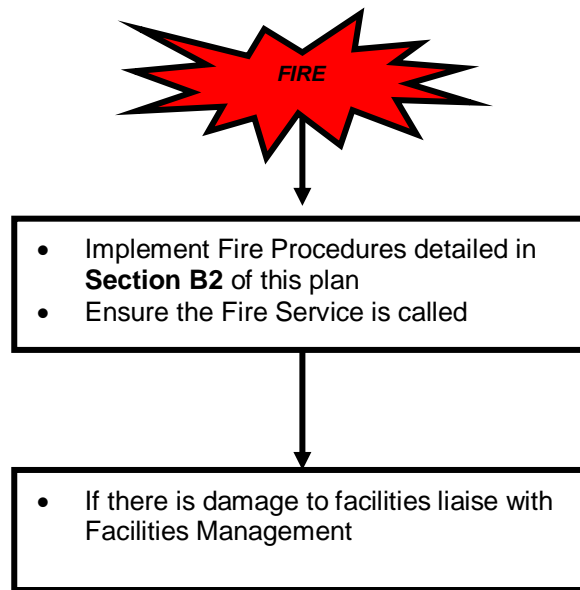
- Consult and decide on whether to and how to mark anniversaries
- The impact of some incidents can continue for years so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected
- Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school
- Remember to make new staff aware of pupils who were involved and how they may have been affected
- Informing schools that pupils are moving on to (e.g. secondary school) of the events that they may have been exposed to/involved with

ANNEX A – INCIDENT SPECIFIC ACTIONS

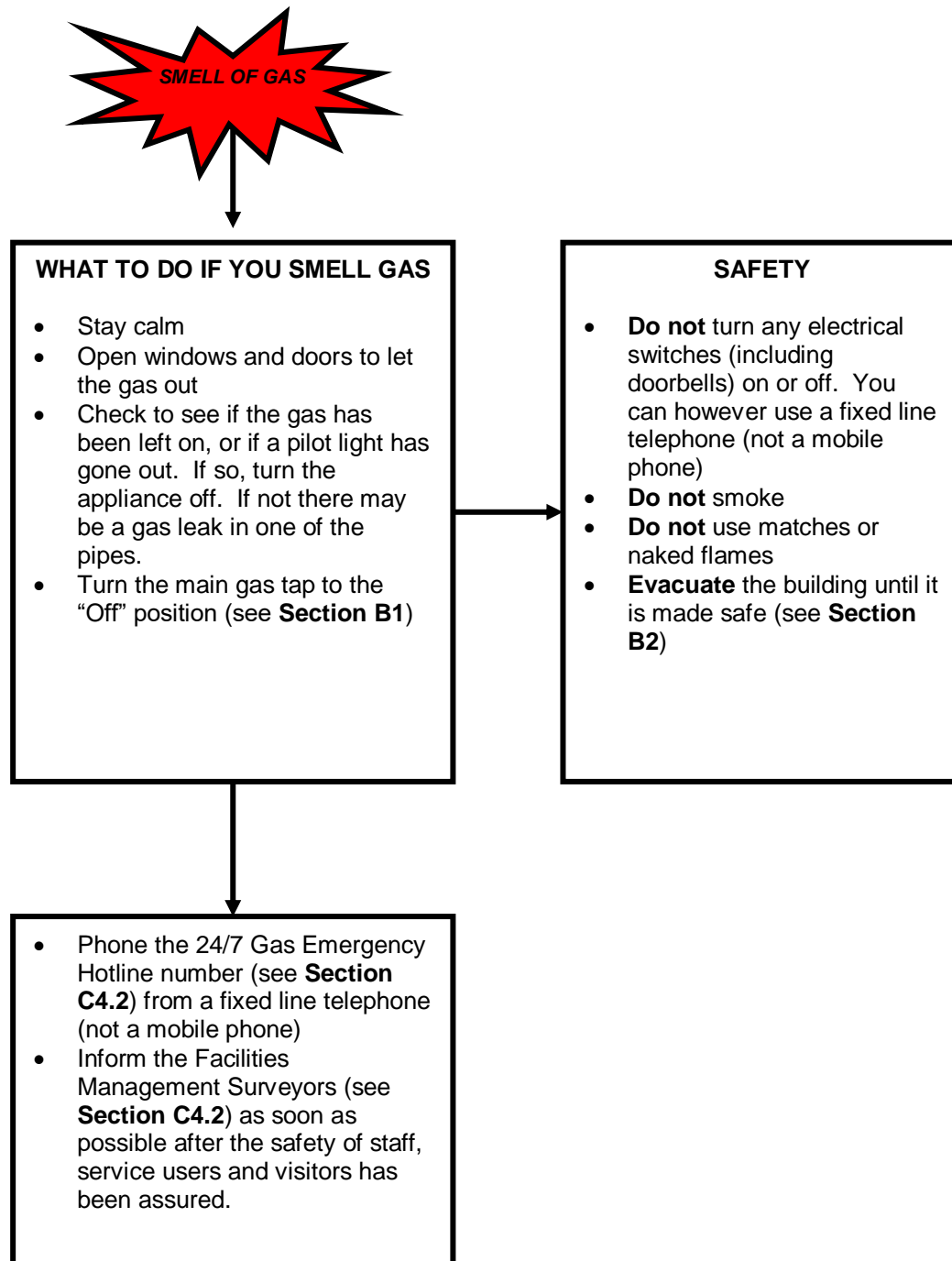


A1: Health and Safety Incidents

A1.1: Fire



A1.2: Gas Leak

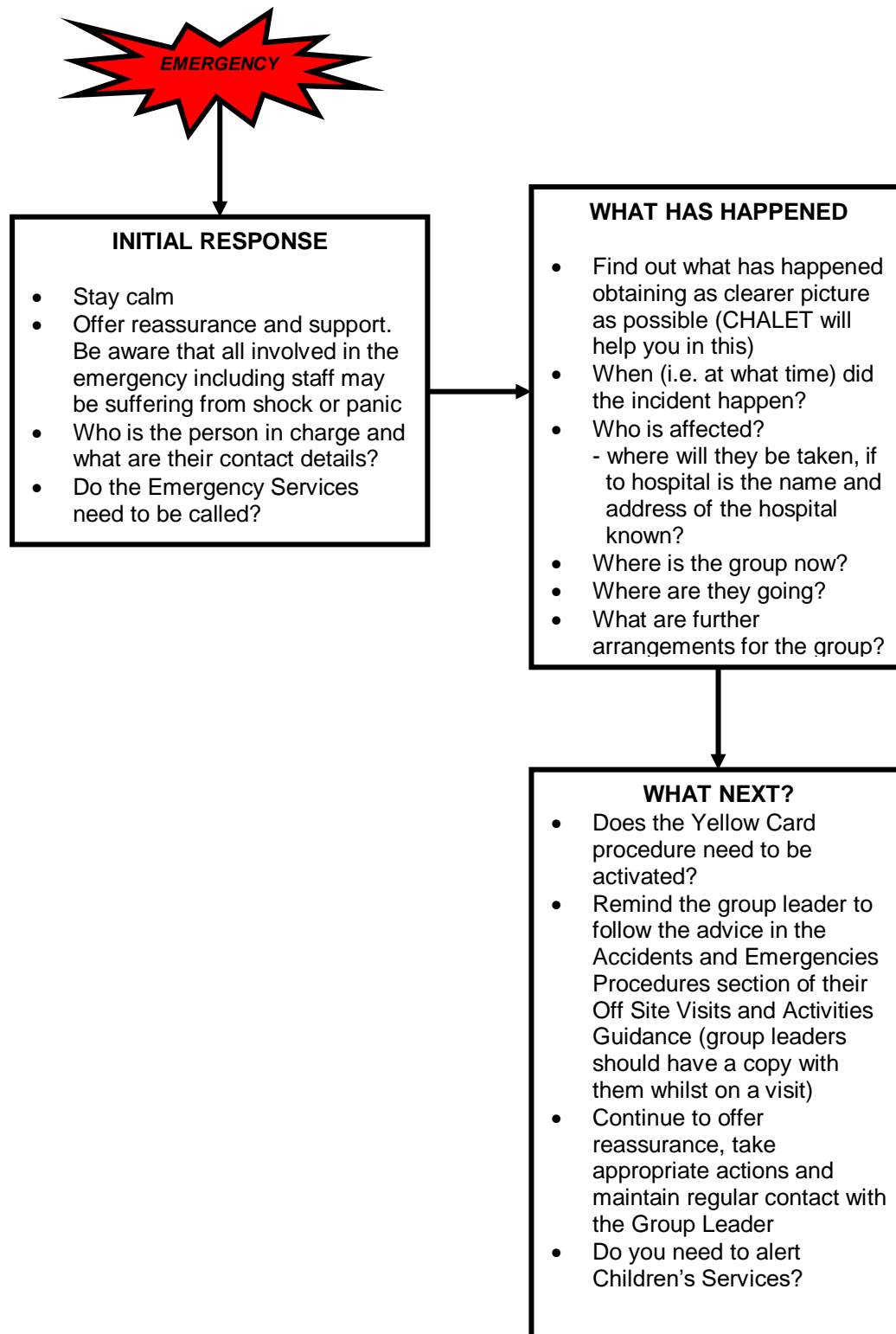


A1.3: Emergency on Education Visits

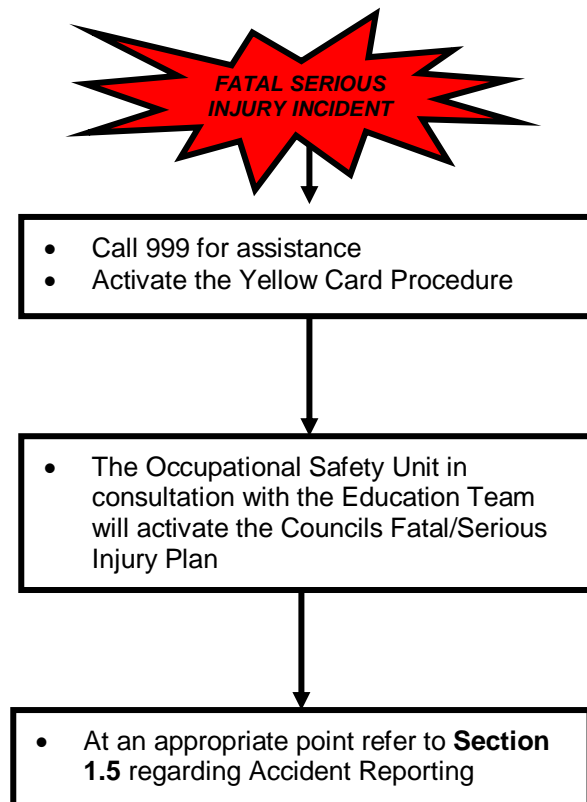
A1.3.1: Necessary Actions Prior to an Education Visit

Prior to any Educational Visit the appropriate actions in accordance with the Councils "Off Site Visits and Activities Guidance" published in 2005 and available on Bradford Schools Online website should be put into place.

A1.3.2: Initial Response to an Emergency on an Educational Visit



A1.4: Fatal/Serious Injury Incident



A1.5: Safety Incident

Notification of an incident or further information can be obtained by telephoning the Education Team on 01274 385585 or the Occupational Safety Team on 01274 431007

- Accident reporting procedure
- CLEAPSS Guidance (Consortium of Local Education Authorities for the Provision of School Science)
- First Aid Guidance for Schools
- Reporting dangerous occurrences (RIDDOR)

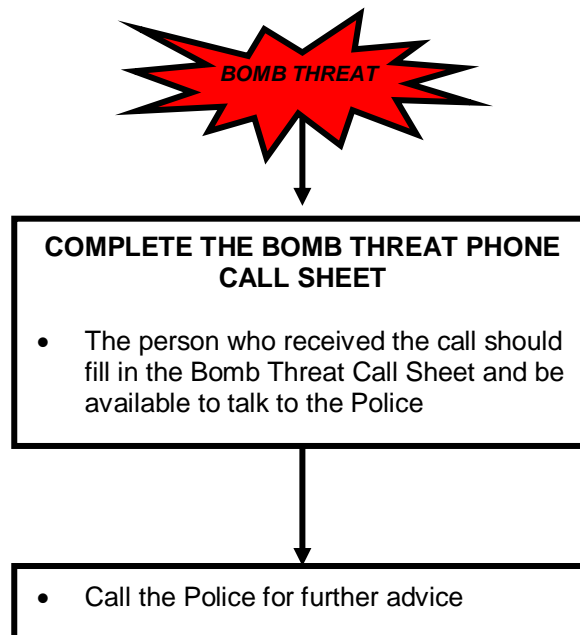
A1.6: Illness Outbreak

To give notification of an outbreak or for further information and guidance, telephone the Education Team on 01274 385585 or the Occupational Safety Team on 01274 431007

- Infection Control Guidance
- Reporting procedures
- MRSA Guidance
- Legionella Guidance
- Pandemic Influenza

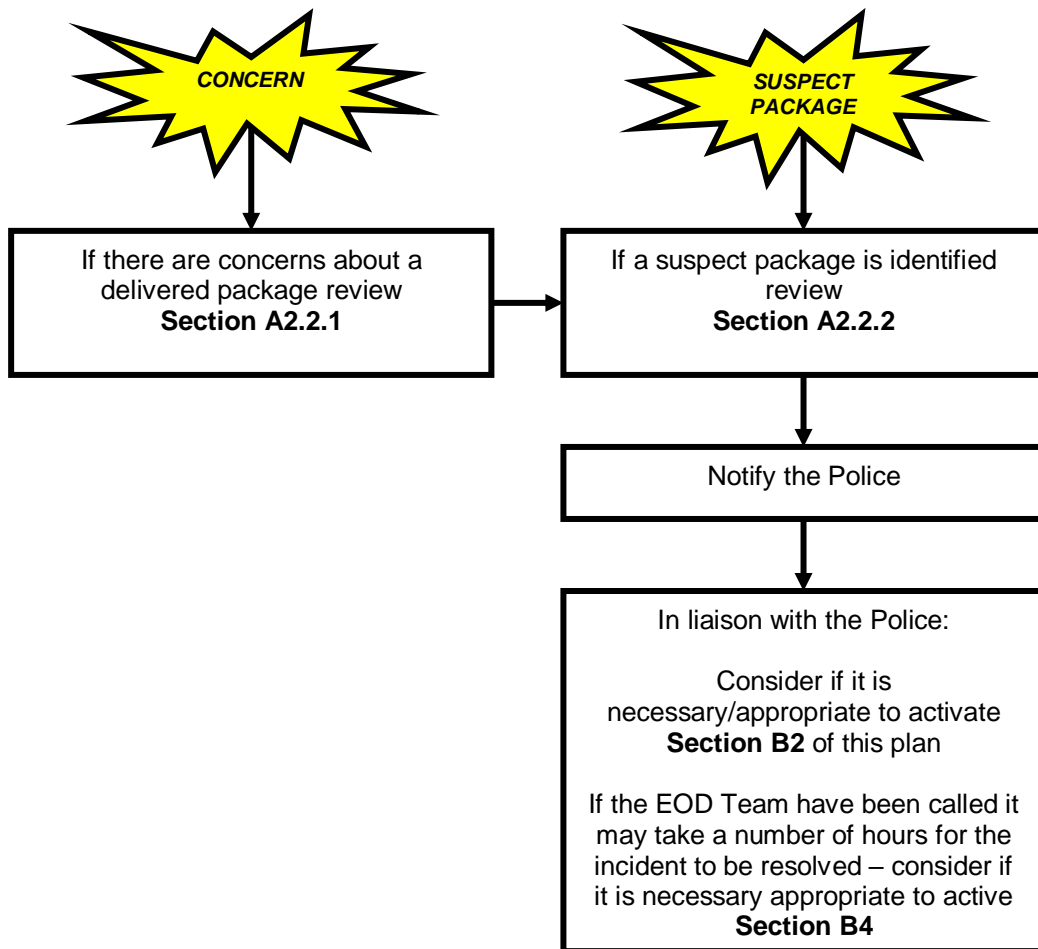
A2: Security Incidents

A2.1: Bomb Threats



Bomb threats usually turn out to be hoaxes however they must all be taken seriously.

A2.2: Suspect Packages



Note: The following advice in this section has been obtained and adapted from the Centre for the Protection of National Infrastructure (www.cpni.gov.uk) March 2008. Visit the site for the most up to date information and advice.

A2.2.1: Possible indicators that a delivered item may be of concern

Many of these indicators are quite general. One alone will not necessarily constitute a cause for concern. Their individual relevance will vary with context, e.g. from organization to organization, and in light of the current threat and response level. Any suspicions should be considered in combination with a good risk assessment.

General Indicators:

- Unexpected item, especially if hand delivered
- A padded envelope ('Jiffy Bag') or other bulky package
- Additional inner envelope or other contents that may be difficult to remove
- Labeling or excessive sealing that encourages opening at a particular end or in a particular way
- Oddly shaped or lopsided

- Envelope flap stuck down completely (normally gummed envelope flaps leave slight gaps at edges)
- Marked 'to be opened only by ' 'personal' or 'confidential'
- Item addressed to the organization or a title/post (rather than a specific individual)
- Unexpected or unusual origin (postmark and/or return address)
- No return address or return address that cannot be verified
- Poorly or inaccurately addressed
- Address printed unevenly or unusually
- Unfamiliar writing or unusual style
- Unusual postmark or no postmark
- More stamps than needed for size/weight of package
- Greasy or oily stains emanating from within.

Additional explosive or incendiary indicators:

- Unusually heavy or uneven weight distribution
- Small hole(s) in envelope or wrapping.

Additional Chemical, Biological, Radiological (CBR) indicators:

- Powders, liquids or odours emanating from package
- Wrapping stained by liquid leakage
- Unexpected items or materials found in package on opening or x-raying (loose or in a container): powdered, crystalline or granular solids; liquids; sticky substances or residues
- Unexpected odours observed on opening
- Sudden onset of illness or irritation of skin, eyes or nose.

A2.2.2: Action upon discovery of any suspicious item

You could discover a suspicious item in a post room, or anywhere else in the building:

- Avoid unnecessary handling
- Put the item down on a cleared flat surface
- Keep it separate so it is easily identifiable
- Do not move it
- Move away immediately
- Clear immediate area and each adjacent room, including rooms above and below
- If the suspect package is within a building consider whether it is necessary to activate Section B2 of this plan regarding a full site evacuation to a designated safe area/ if the suspect package is outside of the building it may be safer to keep pupils inside but away from areas adjacent to the package
- The process of dealing with suspect package incidents can be lengthy, consideration should be given about closing the school
- Do not use mobile phones or two-way radios in the cleared area or within fifteen metres of the suspect package.
- Notify the Police
- Communicate regularly with staff, visitors and the public.

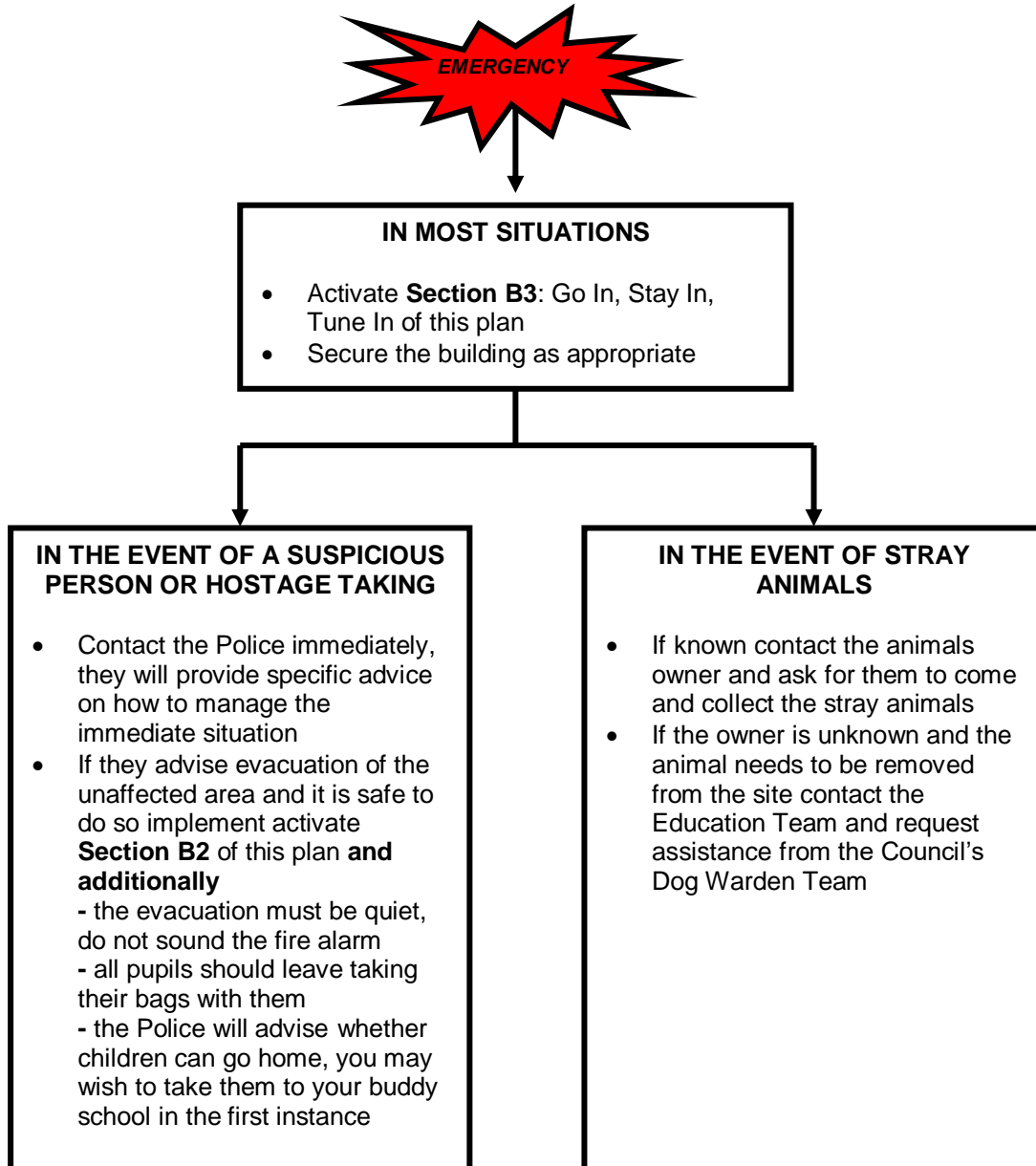
- If the item has been unwittingly opened, or partially opened prior to being deemed suspicious, it is vital that this is communicated to the police and responding EOD (Explosive Ordnance Disposal) team
- Ensure informants / witnesses remain available to brief the police, and that the accuracy of their observations is preserved: encourage witnesses immediately to record their observations in writing, and discourage them from discussing the incident or their observations with others prior to the arrival of the police.

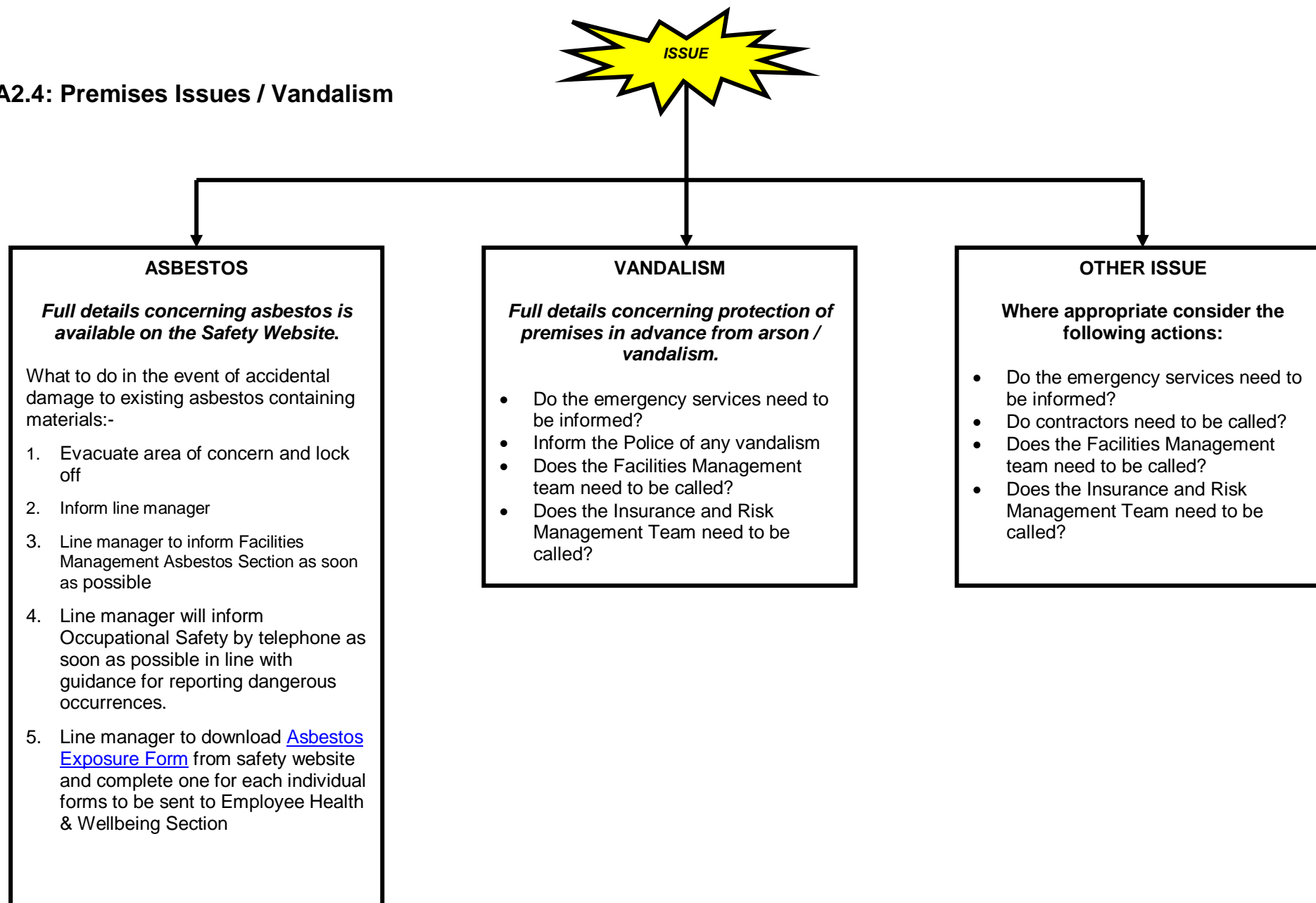
If there is any suggestion of Chemical, Biological, Radiological (CBR) materials:

- Move those directly affected to a safe location close to the incident - keep these individuals separate from those not involved – if you yourself have been in contact with individuals or the package concerned then this also applies to you
- Prevent others approaching or accessing the cleared areas.
- Ask people not to wander off - though you cannot contain them against their will
- You do not need to make any special arrangements beyond normal first aid provision. The emergency services will take responsibility for treatment of casualties.

A2.3: On-site incident

On-site incidents can vary in nature and context for example stray animals such as dogs which may pose a threat to the safety children to a person acting suspiciously. Any suspicions should be considered in combination with a good risk assessment.



A2.4: Premises Issues / Vandalism

A2.5: Violence on site

In the event of an incident involving violence the “Managing the risk from Violence and Aggression at Work – Education” document available on the Safety Website should always be consulted. The following “Reporting Violence Incidents (VIR4)” guide below is taken from this guidance.

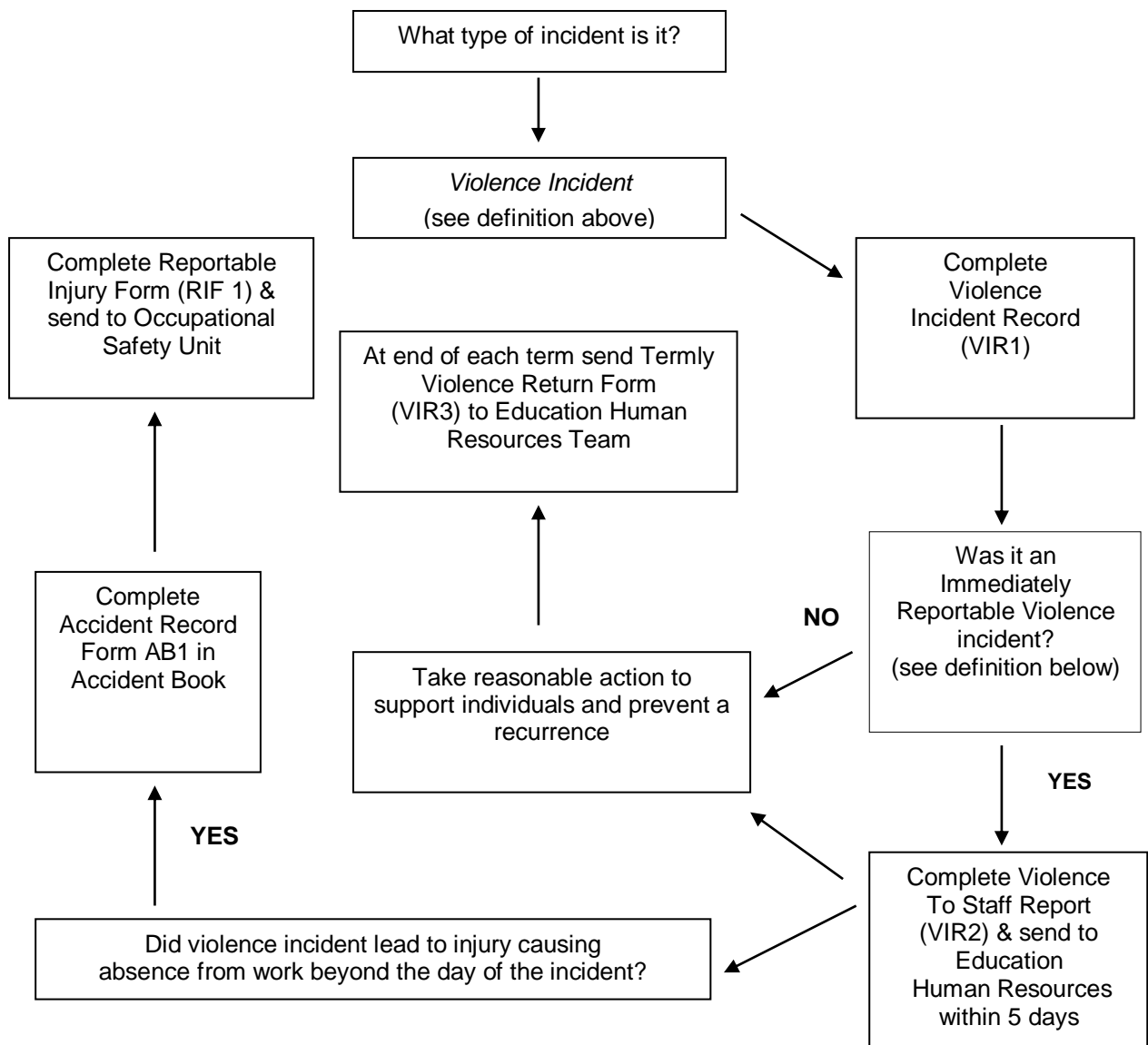
Definitions

Violence Incident

- Any incident in which an employee is abused, threatened or assaulted in circumstances relating to their work

Immediately Reportable Violence Incident

- Any physical assault which is malicious or directed specifically towards an individual, or
- Any serious sexual/racial/verbal threat directed specifically at an individual, or
- Any incident resulting in the individual being taken to hospital, receiving treatment from their GP or absence from work beyond the day of the incident
- Any incident resulting in a stress related absence of any duration directly attributable to the incident.



A3: Weather Incidents

A3.1.1: Overview

The Met Office operates the National Severe Weather Warning Service. There are four types of weather warnings issued through the service.

These are:

Green Warnings	No severe weather.
Yellow Warnings	Be Aware
Amber Warnings	Be Prepared
Red Warnings	Take Action

Additionally between June and September each year the Met Office operates the Heat Health Watch Service on behalf of the Department of Health.

The latest information concerning weather warnings in force and generic advice about action to take if severe weather is forecast is available from the Met Office website (www.metoffice.gov.uk) or via Weather Call (see Section C4.2).

In advance of and during weather related emergencies the Council's Emergency Management Team maintain a close liaison with Partner Agencies and Council Services including the Education Team in order to mitigate where possible any adverse effects and where this is not possible to manage and co-ordinate the response to an emergency.

The Emergency Management Team will maintain a District overview of the situation; this will be shared with the Education Team on a regular basis. Where appropriate requests for support and assistance made to the Education Team may be passed to the multi-agency response via the Emergency Management Team.

In advance of severe weather

- Follow any specific advice provided and specific actions detailed below
 - Section A3.1.2: Gales
 - Section A3.1.3: Heatwave
 - Section A3.1.4: Heavy Rain and Flooding
 - Section A3.1.5: Snow and Ice
- Maintain a watching brief regarding the developing situation
- Ensure contingency and contact arrangements are in place should they be required
- Education Team may offer advice in advance of severe weather where significant disruption is forecast or where a potential emergency is beginning to develop – Schools should take the appropriate action as directed

A3.1.2: In Advance of Severe Weather



GENERIC ADVICE

- Maintain a watching brief regarding the developing situation
- Ensure contingency and contact arrangements are in place should they be required
- Education Team may offer advice in advance of severe weather where significant disruption is forecast or where a potential emergency is beginning to develop – Schools should take the appropriate action as directed

GALES

- Secure premises including windows, doors and loft hatches as well as any loose objects which could be blown about outside
- Be aware of which structures may be more vulnerable to wind damage and take any necessary safety precautions e.g. close off parts of the site

HEATWAVE

There is no maximum temperature for indoor environments. The HSE recommend an indoor range of between 20°C and 24°C.

The threshold temperatures for the Heat Health Watch Service for the Yorkshire Region are daytime temperatures of 29°C or more and night time minimum temperature of 15°C or more.

Consideration should be given to the following:

- Physical enhancements to buildings to reduce solar gain
- Clothing as appropriate, this may include the relaxation of dress codes
- Use of low energy lighting over standard lighting

HEAVY RAIN / FLOODING

- Ensure you have appropriate arrangements and materials in place to both mitigate and manage flooding should your school / site be at risk – you should not expect the Council to be able to provide sandbags and should make appropriate arrangements for your school in advance

SNOW & ICE

- The school should have a procedure to inform Children if school is closed due to snow.
- Staff should be made aware at the earliest opportunity if the school is closed and any further action required of them.
- The school should have arrangements for gritting to take place during snow and ice events. These can be through Council winter maintenance arrangements.
- Bradford Schools Online should be used to inform if a school is closed.

During severe weather

- Follow Met Office advice and specific actions detailed below
 - Section A3.1.2: Gales
 - Section A3.1.3: Heatwave
 - Section A3.1.4: Heavy Rain and Flooding
 - Section A3.1.5: Snow and Ice
- Be aware of the wider District impacts of severe weather which may warrant action being taken in advance of disruption developing (e.g. early closure before transport networks become adversely affected and staff and pupils become stranded) – knowledge of the local situation would be beneficial in making this decision
- Any requests for assistance should be directed through the Education Team in the first instance unless the situation is life threatening at which point call 999
- Unless it is unsafe to do so the best advice during severe weather is "Go In, Stay In, Tune In" (Section B3)
- If evacuation is required activate Section B2
- If you are considering School closure due to weather conditions please refer to Section B4

A3.1.2: Gales

Gales are the most common cause of damage and disruption in the UK. Between 1962 and 1995, 184 deaths alone were caused by building failures resulting from wind. The average cost of damage each year is at least £300 million.

(Source Windstorms The Facts — report for ABI 2000).

Before the storm

- Secure loose objects such as ladders, outdoor furniture or anything else that could be blown into windows and other glazing and break them.
- Close and securely fasten doors and windows, particularly those on the windward side of the school, and especially large doors such as those on garages.
- Park vehicles in a garage, if available; otherwise keep them clear of buildings, trees, walls and fences.
- Close and secure loft trapdoors with bolts, particularly if roof pitch is less than 30°.
- If the school is fitted with storm shutters over the windows then ensure that these are closed and fastened.
- If chimney stacks are tall and in poor condition, move seating/tables away from areas directly below them.

During the storm

- Stay indoors as much as possible so long as it is safe to do so.
- If you do go out, try not to walk or shelter close to buildings and trees.
- Keep away from the sheltered side of boundary walls and fences — if these structures fail, they will collapse on this side.
- Do not go outside to repair damage while the storm is in progress.
- If possible, enter and leave your school through doors in the sheltered side, closing them behind you.

- Open internal doors only as needed, and close them behind you.
- Take care when driving on exposed routes such as bridges, or high open roads, delay your journey or find alternative routes if possible.
- Slow down and be aware of side winds, particular care should be taken if you are towing or are a high sided vehicle.
- Do not drive unless your journey is really necessary.

After the storm

- Be careful not to touch any electrical/telephone cables that have been blown down or are still hanging.
- Do not walk too close to walls, buildings and trees as they could have been weakened.

A3.1.3: Heatwave

Consideration should be given to the following:

- Reduced use of heat generating equipment such as computers
- Cooled drinks are available
- Instigating 5-10 minute “cool breaks” in parts of the building that are cooler
- Relocating classes to cooler areas where at all possible
- Be aware of staff / pupils who may be more vulnerable to the effects of heat and take appropriate precautions
- Relax or alter uniform dress code

A3.1.4: Heavy Rain and Flooding

During severe weather

- Both standing and fast flowing flood waters can be dangerous, if you think that premises may be affected and access restricted or lost then evacuation of the area should be considered as soon as it is apparent a situation is developing and if it is safe to do so (Section B2) - in general the best advice is to “Go In, Stay In, Tune In” (Section B3)
- Take all reasonable action to prevent flooding or where this is not possible move resources and equipment out of reach of flood water so far as is practicable
- Local flooding information for the River Aire and the River Wharfe is available from the Environment Agency’s Floodline Service by calling 0845 9881188 or by visiting www.environment-agency.gov.uk
- Flood waters are contaminated and pose a health hazard – health advice is available from Public Health – England on: [Public Health England | Department of Health](http://PublicHealthEngland.org.uk)

A3.1.5: Snow and Ice

There is guidance available on the School Safety Website however:
In advance of severe weather

- Ensure you have appropriate arrangements and materials in place to grit and clear the walkways and access/egress routes to the school. Have in place a contract with the Council’s winter maintenance team for clearing and gritting of the roads around the school. You may wish to consider the location of grit bins within the school grounds.

During severe weather

- If school is closing ensure the relevant people are informed as early as possible to avoid unnecessary travel. Place the information onto Bradford Schools Online. The Pulse radio station should be informed as they regularly broadcast school closure information.
- If school is open, the best policy is to go in, stay in and tune in. Road networks will be gritted prior to snow falling which will assist in staff and pupils making their way home. Regular weather and travel updates will be available on radio and television news channels. Advice and guidance can be obtained from the Education Team.
- Seek advice or guidance from Education Team and follow set guidelines for schools in the event of a severe weather incident.

A4: Utility Incidents

Disruption to electricity, gas and water supplies can and do occur, often as a result of severe weather conditions or accidental damage. Interruptions to supply (known as outages) usually happen suddenly and with little warning.

When outages occur, the problem is usually resolved quickly. But it's worth thinking about the actions you could take now to prepare for a short period without electricity, gas or mains water supplies. Having a well-stocked emergency kit at school will help you through until things get back to normal.

This kit *could* include such items as:

- A battery radio with spare batteries or a wind up radio (so you can be communicated with if the electricity supply is affected)
- A stock of battery torches with spare batteries or wind-up torches
- A fully stocked mobile first aid kit
- A note of local radio station frequencies and important phone numbers
- Copies of important documents like your school emergency plan
- A stock of bottled water
- High visibility vests
- Toiletries and details of important medicines
- Stock of cleansing wipes for hand wiping

Confirm who your electricity, gas and water suppliers are and make a note of their emergency contact details.

The utility companies work closely with local authorities to make sure that vulnerable people get the support they need during any disruptions to normal service.

Find out what local and national services are available in your area to provide news, advice and updates during times of disruption. If you have a wind-up or battery-powered radio, you will be able to listen to advice issued by local radio stations. A non-mains powered landline telephone will also help you stay in touch.

More support and advice is available from your gas, electricity, water and communications suppliers:

<http://www.northerngasnetworks.co.uk/>

<http://www.northernpowergrid.com/>

<http://www.yorkshirewater.com/>

A5: Offsite Incidents

There are no manufacturers near the school that pose a threat from fire or chemical leaks.

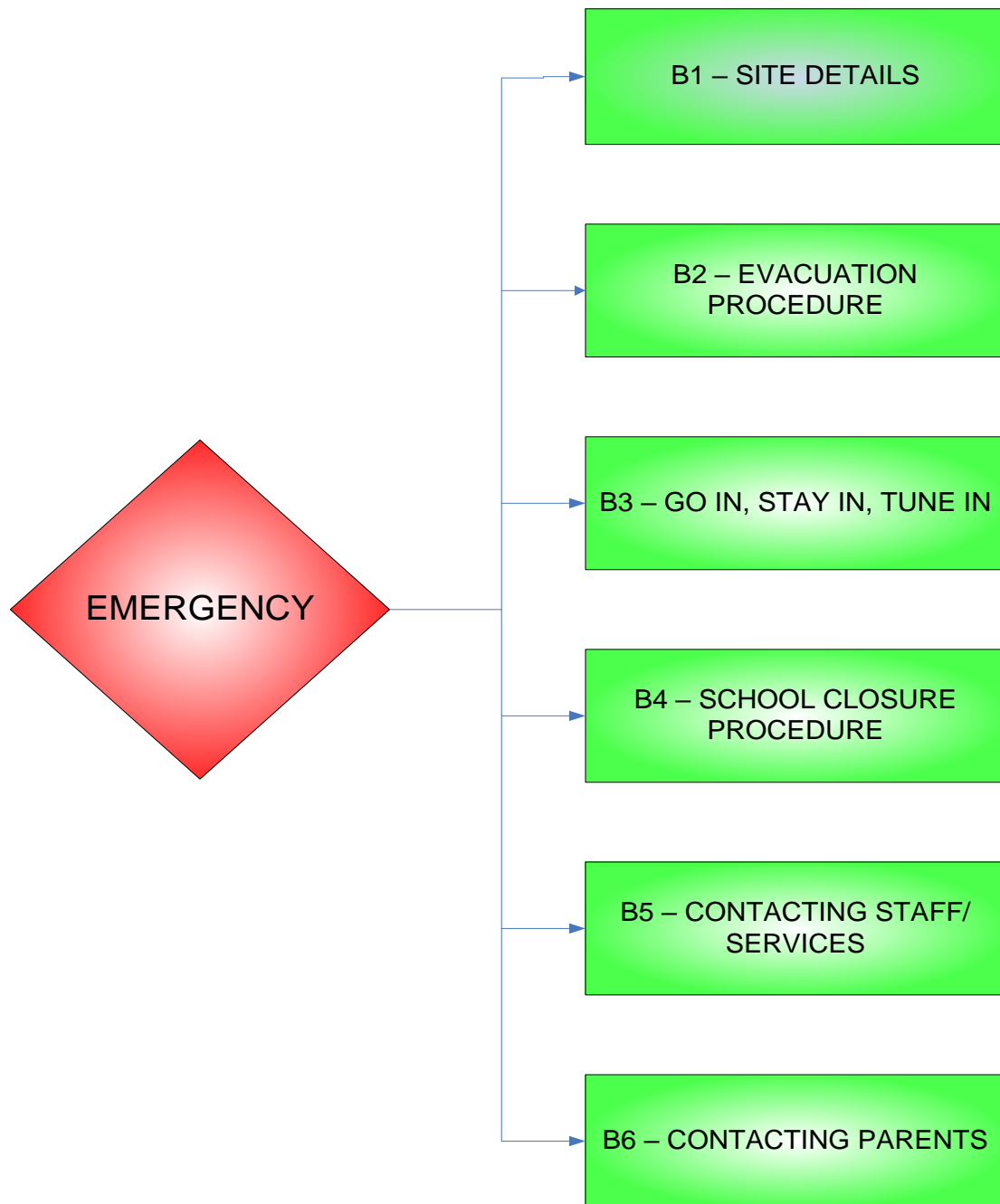
A6 Other Incidents to consider?

A First Aider accompanies all activities that do not provide a First Aider.

Risk assessments are carried out and signed off by the Head Teacher or Deputy Head teacher prior to any trip taking place. Chair of Governors sign off for residential excursions.

Copies of Risk Assessments are taken on the activity and include for example, Keighley Swimming Pool.

ANNEX B – RESPONSE PROTOCOLS



B1: Site Details

B3: Go In, Stay In, Tune In

If you are not directly involved in the incident, but are close by or believe you may be in danger, you should:

- go inside and stay away from doors and windows
- stay inside for as long as it is safe to do so
- tune in to your local radio, TV and internet news channels - local emergency responders (e.g. police and fire services) will use these to give you information

There may be times when you should not 'go in', for example if there is a fire, or the emergency services tell you not to.

Being prepared and being kept informed on developing emergency situations reduces anxiety. There is an agreement with radio and TV companies that, if there is a major emergency, they will interrupt broadcasting to give public safety advice and information about the incident, and will advise if a public helpline has been established.

You can also get information through the internet by visiting your local authority or any of the emergency services or your local BBC websites, where you will find public information on the incident.

BBC local radio for your area will be one of the broadcasters of emergency service messages. A list of local radio stations serving West Yorkshire should be detailed in your plan contacts.

B4: School Closure Procedure

In the event of the school having to be closed for unforeseen circumstances the following procedure will be followed.

If closure is before the start of the day the Head Teacher will inform the Executive Head & the SBM. The SBM will inform parents via School Ping /Facebook.. Details of the closure will be added to the BSO website.

If the closure is during the school day the Senior Leadership will contact all parents / carers to inform them of the closure and that their child will need collecting. If a parent / carer cannot be contacted then the child will remain in school until their parent / carer has been contacted and arrangements made.

B5: Contacting Staff / Services

The school uses a group texting service, school comms and the website to contact staff.

B6: Contacting Parents

Parents / carers can be contacted using the School Ping service.

Telephone numbers of all parents / carers are held on the School Information Management Tool (Arbor) .

If the service is unavailable a file is kept in a locked cupboard in the main office.

C2: Stationary

C2.1: CHALET Assessment

<i>CHALET is a good way to capture the key aspects of an emergency and will help you in responding to the emergency and sharing information. Regular assessments will help maintaining an overview of the incident.</i>			
Date & Time			Informant:
Assessor:			Contact:
		Consider	Assessment
C	Casualties	<ul style="list-style-type: none"> Approximate number of staff/pupils/others affected Approximate numbers of people injured 	
H	Hazards	<ul style="list-style-type: none"> Time of incident or time began Cause of the incident (if known) Hazards associated with the incident 	
A	Access	<ul style="list-style-type: none"> Access restrictions to the area affected 	
L	Location	<ul style="list-style-type: none"> Where exactly the incident occurred Where are people now – if they have moved where have they gone to? 	
E	Emergency Assistance (required/on scene)	<ul style="list-style-type: none"> Emergency services on scene / required Education Team Other services 	
T	Type of Emergency	<ul style="list-style-type: none"> What type of emergency is it e.g. Health and Safety / Security etc 	
Next Steps		<ul style="list-style-type: none"> Contact Emergency Services (if appropriate) Follow up actions detailed on the “School Emergency Plan Activation” flowchart on the front of the School’s Emergency Plan 	

- | | |
|--|---|
| | <ul style="list-style-type: none">• Liaise with appropriate Council Service e.g. Education Team etc |
|--|---|

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C2.3: Bomb Call Form:**Bomb Threat Phone Call Form**

Try to record as much detail about the message and the caller as possible.

Keep the caller talking as long as possible and ask pertinent questions about the threat i.e.

- **WHERE IS IT?**
- **WHEN WILL IT EXPLODE?**
- **WHY ARE YOU DOING THIS?**
- **WHAT IS THE PURPOSE?**

Make a note of the details of the message and any particular mannerisms or characteristics of the caller as soon as possible. Note also any background noises, accents, etc
As soon as possible contact the Police.

Checklist - Telephone Bomb Threat

Tick boxes and insert where necessary. Keep the caller talking and signal a colleague if you can

Callers Message:

Time:	
Date:	
Ask the caller:	<div style="display: flex;"> <div style="width: 10%; text-align: right;">a)</div> <div style="width: 30%;">When will it explode?</div> <div style="width: 60%;"></div> </div> <div style="display: flex;"> <div style="width: 10%; text-align: right;">b)</div> <div style="width: 30%;">Where is it?</div> <div style="width: 60%;"></div> </div> <div style="display: flex;"> <div style="width: 10%; text-align: right;">c)</div> <div style="width: 30%;">What does it look like?</div> <div style="width: 60%;"></div> </div> <div style="display: flex;"> <div style="width: 10%; text-align: right;">d)</div> <div style="width: 30%;">What kind of bomb is it?</div> <div style="width: 60%;"></div> </div> <div style="display: flex;"> <div style="width: 10%; text-align: right;">e)</div> <div style="width: 30%;">Why are you doing this?</div> <div style="width: 60%;"></div> </div> <div style="display: flex;"> <div style="width: 10%; text-align: right;">f)</div> <div style="width: 30%;">Who are you?</div> <div style="width: 60%;"></div> </div>

Origin:	<input type="checkbox"/> Mobile	<input type="checkbox"/>	<input type="checkbox"/> Land Line	<input type="checkbox"/>	<input type="checkbox"/> Phone Box	<input type="checkbox"/>	<input type="checkbox"/> Internal	<input type="checkbox"/>
Caller:	<input type="checkbox"/> Male	<input type="checkbox"/>	<input type="checkbox"/> Female	<input type="checkbox"/>	<input type="checkbox"/> Adult	<input type="checkbox"/>	<input type="checkbox"/> Child	<input type="checkbox"/>
Voice:	<input type="checkbox"/> Loud	<input type="checkbox"/>	<input type="checkbox"/> Soft	<input type="checkbox"/>	<input type="checkbox"/> Rough	<input type="checkbox"/>	<input type="checkbox"/> Refined	<input type="checkbox"/>
Pitch:	<input type="checkbox"/> High	<input type="checkbox"/>	<input type="checkbox"/> Medium	<input type="checkbox"/>	<input type="checkbox"/> Deep	<input type="checkbox"/>	<input type="checkbox"/> Disguised	<input type="checkbox"/>
Speech:	<input type="checkbox"/> Fast	<input type="checkbox"/>	<input type="checkbox"/> Slow	<input type="checkbox"/>	<input type="checkbox"/> Distinct	<input type="checkbox"/>	<input type="checkbox"/> Blurred	<input type="checkbox"/>
	<input type="checkbox"/> Stutter	<input type="checkbox"/>	<input type="checkbox"/> Lisp	<input type="checkbox"/>	<input type="checkbox"/> Other	<input type="checkbox"/>		
Language:	<input type="checkbox"/> Obscene	<input type="checkbox"/>	<input type="checkbox"/> Coarse	<input type="checkbox"/>	<input type="checkbox"/> Normal	<input type="checkbox"/>	<input type="checkbox"/> Educated	<input type="checkbox"/>
Accent:	<input type="checkbox"/> Local	<input type="checkbox"/>	<input type="checkbox"/> Regional	<input type="checkbox"/>	<input type="checkbox"/> Foreign	<input type="checkbox"/>		
Manner:	<input type="checkbox"/> Calm	<input type="checkbox"/>	<input type="checkbox"/> Angry	<input type="checkbox"/>	<input type="checkbox"/> Rational	<input type="checkbox"/>	<input type="checkbox"/> Irrational	<input type="checkbox"/>
	<input type="checkbox"/> Coherent	<input type="checkbox"/>	<input type="checkbox"/> Incoherent	<input type="checkbox"/>	<input type="checkbox"/> Deliberate	<input type="checkbox"/>	<input type="checkbox"/> Hysterical	<input type="checkbox"/>
	<input type="checkbox"/> Aggrieved	<input type="checkbox"/>	<input type="checkbox"/> Humorous	<input type="checkbox"/>	<input type="checkbox"/> Drunken	<input type="checkbox"/>		
Background:	<input type="checkbox"/> Factory	<input type="checkbox"/>	<input type="checkbox"/> Road Traffic	<input type="checkbox"/>	<input type="checkbox"/> Quiet	<input type="checkbox"/>		
Noise:	<input type="checkbox"/> Voices	<input type="checkbox"/>	<input type="checkbox"/> Music	<input type="checkbox"/>	<input type="checkbox"/> Other	<input type="checkbox"/>		

Call Received by:		Phone:	
Signed:		Location:	

C2.4: Suggested Personal Emergency Egress Plans (PEEPS)

There is guidance and a template for PEEPS on Bradford Schools Online. Alternatively you may wish to utilise the shorter format form below.

Template Personal Evacuation Egress Plan: This can be adapted to fit individual needs if required:		
Group or Individual Name:		
School/Facility:		
Activity: i.e. normal studies, school educational visit.		
Cause for additional Assistance:	Mobility:	
	Visual e.g. colour blind, dyslexia etc:	
	Hearing:	
	Wheelchair User:	
	Other (Please State)?	
Escape Procedure:		
Specialist Equipment required:		
Signature:		
Date:		

C4: School Emergency Response Contact Details

C4.1: School Contacts

Name	Role	Home Telephone	Mobile Telephone
Paula Howe	Head Teacher		
Arnold Raistrick	Deputy Head Teacher		
Deborah Howarth	CFO		
Rachel Kitson/Kathy Nutter	Office		

C4.2: Other Useful Contacts

Organisation	Office Hours	Out of Hours
<i>Bradford Council</i>		
Education Team	01274 385585	01274 431000
Emergency Management Team / Emergency Planning Duty Manager	01274 432011	01274 431000
Occupational Safety Unit	01274 431007	Via Emergency Management Team on 01274 431000
Schools Facilities Management	01274 385502	Via Emergency Management Team on 01274 431000
<i>"Buddy" School/Site</i>		
<i>Local Radio</i>		
The Pulse	01274 203040	01274 200200
<i>Transport Services</i>		
West Yorkshire Transport Services	01274 385584	
<i>Utilities</i>		
Northern Powergrid (Electricity)	0800 375 675	0800 375 675
Northern Gas Networks (Gas)	0845 6340508	0800 111 999
Yorkshire Water (Water)	0845 1242424	
<i>Other</i>		
Environment Agency Floodline	0845 9881188 (24hrs)	
Foreign Office (inc. links with British Consulate)	020 7270 1500	-
Met Office Weather Call	09014 722062 (60p a minute) (24hrs)	

C5: Parent Emergency Contact Details

A file is kept in the front office of the school.