



Exeter Learning Academy Trust

School Emergency Management Plan and Emergency Procedures

This policy was adopted by the Trustees of Exeter Learning Academy Trust on
5th June 2023

Review Date: June 2024.

Version control			
Prepared By	Premises & Compliance Manager		
Authorised By	Trust Board – Audit and Risk Committee		
Published Location	https://www.exeterlearningacademytrust.co.uk/		
Version Number	Date issued	Author	Update information
V01	21 June 2021.	Compliance Manager	
V02	June 2022	Premises & Compliance Officer	
V03	June 2023	Premises & Compliance Officer	

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1. INTRODUCTION

Emergencies can and do happen and an organisation's ability to respond appropriately in emergencies depends on the forethought and planning that has already taken place. Further to the Civil Contingencies Act 2004, it is the responsibility of all public bodies to set in place emergency plans for the continuity of their service. Exeter Learning Academy Trust has developed this emergency plan to ensure all Trust schools can manage emergencies effectively. The Trust schools are:

- Alphington Primary School
- Bowhill Primary School
- Ide Primary School
- St Thomas Primary School.

2. EMERGENCIES IN SCHOOLS

While it is not possible to plan for every possible eventuality that might arise, incidents are grouped into three levels:

- Level 0 – Localised Incidents
- Level 1 - Localised Emergencies
- Level 2 - Major Community Emergencies

Levels 1 and 2 are distinguished on how widespread their possible effect may be and the action that needs to be taken, not necessarily their potential severity. While the LA response and coordination is likely to take effect on the two higher levels only – localised and major community, it is considered worthwhile to include Level 0, since initial action taken is likely to be similar and there is a need to recognise the unforeseen.

2.1 Level 0: Localised Incident

Disruptive to routine but not an immediate threat to life or well-being

Incidents that can be dealt with locally and may, at most, require a limited closure of the school and includes limited disruption without involving risk to the well-being of individuals. Some support from the LA or other agencies may be necessary, and some incidents may require formal notification to the Local Authority (LA).

Examples:

- Severe weather problems
- Services – power, gas, water cut off
- Failed heating system

- Flooding or other weather damage
- Fallen trees
- Aircraft crash
- Factory explosion
- Terrorist action
- A more widespread disaster in the community
- A Flu epidemic or viral infection leading to national alert

As part of Devon County Council's response to a major emergency certain schools and colleges have been identified as Emergency Rest Centre's (ERC) for the temporary care of those made homeless by disaster. Such emergencies, and associated communications, will be coordinated through the emergency services (999) and the County Emergency Planning Team.

In the event of an emergency take necessary action locally and contact DCC Emergency Planning

Team Control Centre, Emergency Contact List, appendix 2, (07699 734637 – 24 hours) or Business Support Team Coordinator (01392 383369). Further contact may be necessary using the Contact Checklist (appendix 3) depending on the nature of the incident.

3. SCHOOL EMERGENCY MANAGEMENT PLAN

3.1

Scope of the School Emergency Plan.

Schools should plan to manage a range of potential threats, incidents and emergencies which are then documented in the School Management Plan, see templates, appendix 1. This would include making an assessment of the specific risks affecting the school and identifying any hazards which pose a particular risk, such as the proximity to an industrial estate, river or major road, as well as taking account of other potential risks, such as;

- A violent intrusion onto school premises by malicious persons, either in person or by means of arson or explosive device.
- Destruction or vandalism of part or whole of the school.
- The school building becoming unsafe as a result of fire or flooding.
- Severe weather.
- Death of a pupil, member of staff or governor.
- An epidemic.
- Serious incidents on educational visits.
- The release of hazardous substances near or on the school site.

Other events may also be deemed to be emergencies in schools because of the impact they have on teachers, pupils or other staff, sometimes for protracted periods of time:

- An incident in the community which is seen or experienced by pupils or staff.
- An incident affecting relatives of pupils, and which is known about within the school.
- An incident involving allegations within the school
- An incident affecting a nearby or comparable school.

Additional procedures for dealing with these types of emergencies are accounted for in the plan.

3.2

The principles of an emergency response.

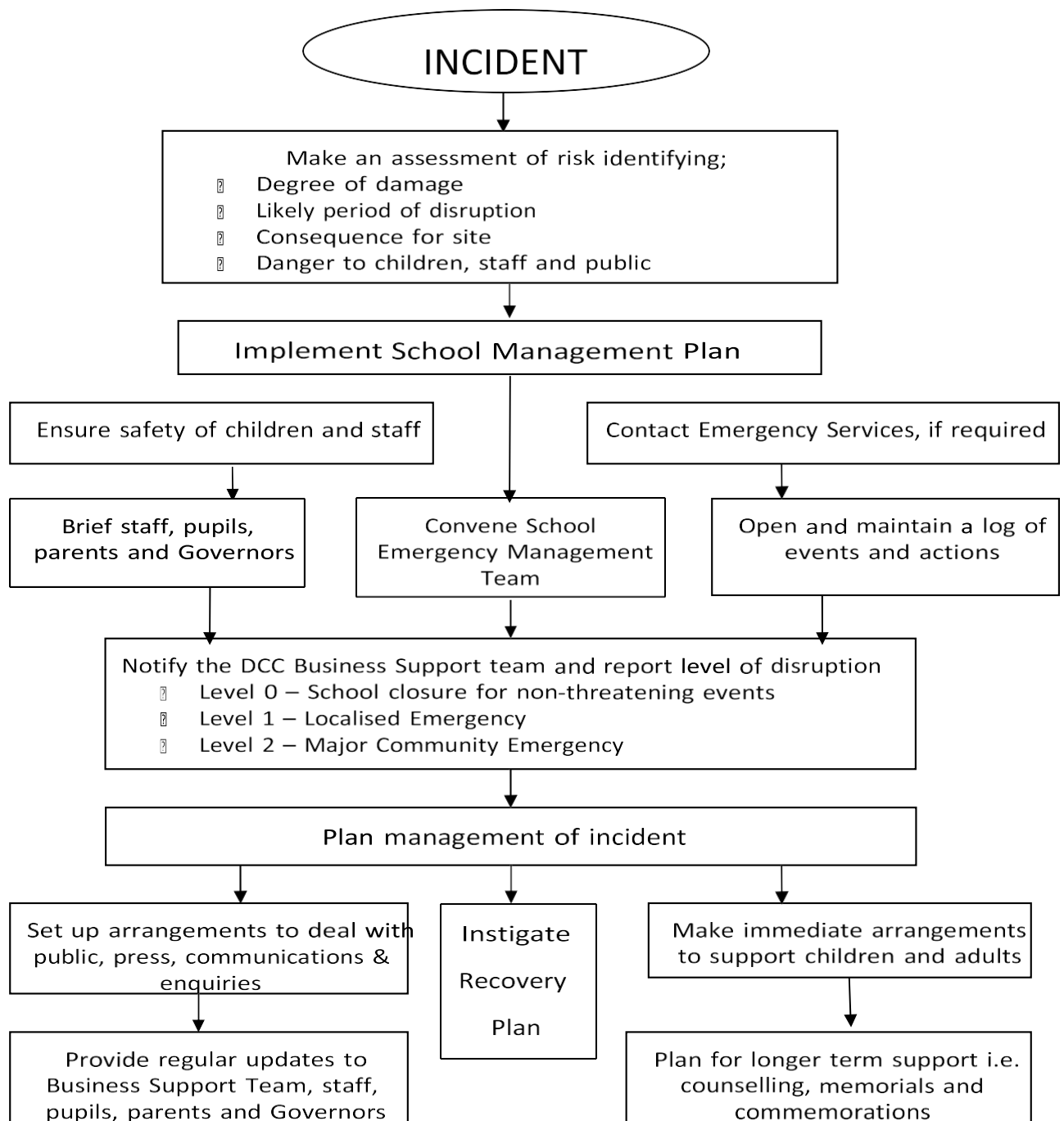
There are typical tasks and actions that a school may need to undertake to manage an incident. The School Emergency Plan clarifies who will undertake each task for a range of possible scenarios. The Head Teacher, or pre-agreed nominee, is responsible overall for each school's response to an emergency, however they should be supported by the School Emergency Management Team (SEMT).

The SEMT consists of senior staff who are willing to take key roles in an emergency, such as; communications, welfare, media management and resources, supported by admin and caretaking staff or a facilities manager. Identifying these staff and delegating roles in advance will save time in an emergency. However, whilst SEMT will coordinate actions at local level to minimise further risk during an emergency, the Local Authority (LA) and external services can be called on at any time to schools to carry out their day-to-day functions. In smaller schools, it may not be possible to nominate a full SEMT and most roles will be taken by the Head Teacher or nominee, with support from the office staff or caretaker. In these circumstances, please contact the LA as soon as possible.

The Devon County Council (DCC) Emergency Planning Team and the Children and Young Persons Services (CYPS) Business Support Team have dedicated staff who offer support and guidance, along with the LA and CYPS Business Continuity Plans which set out procedures and protocols for dealing with emergencies. These detail how emergency services, LA, health authority, voluntary agencies and other organisation's work together to mitigate the effects of any emergency.

3.3

Key Tasks and Actions Flowchart.



3.4

Roles and Responsibilities.

It is important that all staff involved in the school's response to an emergency are made fully aware of the procedures detailed in the Schools Emergency Plan, and training should be provided to ensure staff know their roles, are confident to carry out tasks assigned to them and can access available resources and facilities.

3.5

Action by: Head Teacher/Principal or Nominee.

Stage 1 - Initial Actions.

- Open, and maintain, a personal log of all factual information received, actions taken and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Consider whether incident requires involvement of the Local Authority Support Team. Initial contact should always be made with LA Team Coordinator – 01392 383369 in emergencies in case they have wider significance.
- If so, contact 01392 383369 (office hours) or 07623 382116 (24-hours)
- Establish who they will contact.
- Communication systems are put under enormous pressure in the immediate aftermath of an emergency but are vital to ensuring a well-managed response. It is likely that the main school number will quickly become jammed with incoming calls. Identify any other lines not generally known to the public, mobile or direct lines, 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 from the exchange should provide a useable line. The location of this telephone should be in the plan.

Initial actions - during term time.

Unless there is overwhelming pressure, avoid closing the school and endeavour to maintain normal routines & timetables.

Initial actions - outside term time (or outside school hours).

- Arrange for the Caretaker to open certain parts of the school as appropriate and to be available (and responsive) to requests.
- Arrange for immediate School Administration support.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- If the incident does attract media attention, you are likely to be inundated with requests for interviews and statements. Postpone Media comment until after the

County Council's Communications Officer arrives (who is part of LA Support Team if this service is bought in by the school). It is important that if names of those who may have been involved in the incident are known DO NOT release – or confirm – them to anyone, before they are formally agreed and parents are informed.

- If deputising for the Head Teacher, try if possible to contact and brief him/her.
- Inform the Chair of Governors of the incident and involvement of LA Support Team.
- Call in the designated staff members to form the School Emergency Management Team and nominate one as On-Site Coordinator to oversee the Team.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 – Once established

Brief the staff member acting as On-Site Coordinator to oversee the following;

- If LA Support Team has been activated, arrange for on-site facilities for the team.
- Agree appropriate identification of staff by using badges.
- Expect to see identification of LA Support Team officers.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring;
- sufficient help is available to answer the many calls that could be received (LA Support Team may be able to assist with a 'Help-Line').
- Staff maintain records of all calls received.
- Brief but up-to-date prepared statements are available to staff answering phone calls.
- Media calls are directed to the LA's Communications Officer.
- Care is taken when answering telephone calls.
- An independent telephone is made available for outgoing calls only – a mobile phone can be useful – but such messages can be readily intercepted.
- Remind telephone staff that some calls could be bogus.
- To arrange for all staff to be called in and if necessary, briefed at an early stage. (Subsequent briefings say twice per day for 10 minutes, should be arranged). To monitor how staff/colleagues are coping under pressure.
 - Pupils should be informed as soon as possible, in small groups by an adult who is familiar to them by giving accurate, factual information. In cases of tragic incident, the Educational Psychology Service can provide advice on how best to inform pupils.
 - To brief Team to discourage staff and pupils from speaking to the Media.
 - To arrange, if appropriate, for the Team to have a copy of the Next-of-Kin List.

Notifying Parents:

- If pupils are involved, the contacting of parents will be an important early task (remember if it is a major Incident, parents may well have already heard). It may be appropriate to ask parents to come to school for a briefing and support.
- Maintain regular contact with parents.
- If Incident is away from school, seek Police advice whether parents should travel to the scene, or whether children should be taken home.

Notifying Staff:

- Remember to have regular breaks, and advise others to do so.
- Maintain regular contact with staff (Teachers and office staff). Make a point of seeing that all staff involved know each other's roles and responsibilities.
- Always try to think of something positive to say to staff and respond positively to ideas and suggestions.
- Be available to see staff when required.
- Remember some members of staff may be so affected that they will not be able to help in supporting children
- Recognise also that if the burden of dealing with the situation falls on a small number of staff, they too could need professional support.
- If Incident is away from school, dissuade shocked staff from driving parents to the scene.
- Staff should continue to follow the school's policy for notifying absence and the Emergency Management Team should identify a central number for staff to use when reporting absence during the period of the incident.

Notifying Local Authority Support Team:

Maintain liaison with Business Support Team Coordinator for duration of incident.

Stage 3 – Period following the close of the incident.

- When appropriate, seek advice from LA Support Team and local clergy contact on special assemblies/funeral/memorial services.
- Prepare joint report with named Senior Officer, for Director of Children and Young People's Services (CYPS).
- Arrange for a member of staff to make contact with pupils at home or in hospital.
- Make sensitive arrangements for the return to school (as appropriate).

Stage 4 – Longer term issues.

The effects of some incidents can continue for years, thought will need to be given to work with staff to monitor pupils informally.

- Clarify procedures for referring pupils for individual help.
- Be aware that some staff may also need help in the longer term.
- Recognise and, if appropriate, mark anniversaries.
- Remember to make any new staff aware of which pupils were affected and how they were affected.
- Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Remember that if the incident does attract Media attention, it is likely that interest will continue for many weeks.

3.6

Action by: School/College Emergency Management Team.

Stage 1 – Initial Actions.

- Obtain full facts of incident from the Head Teacher.
- Open and continue to maintain a personal log of information received, actions taken and the time of those events.
- Assist, as appropriate, in assessing the emotional needs of staff and pupils.
- Co-ordinate rapid action to inform them sensitively and provide appropriate support.
- Assist class teachers who will undertake classroom briefings.
- Arrange special groups for very distressed pupils.

Stage 2 – Once Established.

- Under guidance from School On-Site Coordinator, assist the Head Teacher.
- Work with LA Support Team, Head Teacher and On-Site Coordinator as directed.

Stage 3 – Period Following Close of the Incident.

- As above.

3.7

Action by: School/College Administrators.

Stage 1 – Initial Actions.

- Obtain full facts of incident from Head Teacher
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- If coming in from home, remember to bring useful items, such as keys needed.

Stage 2 – Once established.

- Under guidance from School On-Site Coordinator, assist the Head Teacher (or Nominee).
- Work with LA Support Team, Head Teacher (or Nominee) and School On-Site Coordinator as directed.
- Remember the School Office is likely to be the first point of contact for visitors, so exercise caution in making comments concerning incoming telephone calls.
- take especial care when answering telephone calls early on.
- maintain a record of calls received.
- only give out information from prepared statements that will be made available.
- remember that some calls could be bogus.

Stage 3 – Period Following Close of the Incident.

- As above.

4. Additional Information.

4.1

Media interviews - Points to note

Liaise with the Corporate Communications Service as quickly as possible, and work with them to decide the information for release to the media, which should be agreed with the Head Teacher and Executive Director for Children and Young People's Services (CYPS) before release.

Do not allow the media onto the school premises or give them access to children unless there is a specific reason and permission and consents are in place. In most serious cases, the Police are likely to take the lead when dealing with the media, and offer some protection against media intrusion. Ensure pupils, staff, governors and parents are given accurate, up-to-date information at regular intervals and encourage them not to speculate or to encourage rumours.

(For any schools not buying into the DCC Communications Service).

- Have another person with you, if possible, to monitor the interview. If possible, agree an interview format i.e. establish what the interviewer wants to ask.
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't over-elaborate your answers.
- Refuse requests for photos or schoolwork of children/staff involved.

- Try to keep a grip on your emotions during interviews - especially if it is on TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.

4.2

School Closures

The decision to close the school is usually made by the Head Teacher and Governors having sought confirmation from the LA. School closures should be avoided where possible but where it is unavoidable, for health and safety reasons or staffing issues, consideration should be given to the contacting procedures for parents and school transport. The procedures for closures are detailed below.

4.2.1

Preparing for a severe weather event.

The following section details procedures for dealing with exceptional and emergency closures during severe weather. School closures disrupt children's education therefore schools should plan for severe weather on the assumption that they will generally stay open wherever possible, with closure always considered as the last resort.

School severe weather contingency plans should be prepared well before the bad weather season so that all staff, parents / guardians and pupils understand them. They should contain:

- General information, such as how to contact pupils' families and staff.
- Maintaining stocks of salt or grit.
- Identifying which walkways or areas need to be kept clear to allow people to get around the premises safely. (Provided staff follow the guidance provide by Devon Highways, act in a responsible manner and do not create additional hazards they will not be covered by the DCC Public Liability insurance).
- Estimate how many staff members need to be in attendance for the school to operate safely, if not to deliver the full normal curriculum.

It is therefore important that contingency plans are developed according to the local requirements of the individual establishment. Plans should include arrangements for issues such as roles and responsibilities, communication and media management, as well as how information about potential school closures and re-opening will be communicated to pupils, staff and parents.

4.2.2

Points to remember when remaining open during severe weather:

Remaining open during severe weather may increase risks arising from less supervision, longer journeys to and from school, minor slips and bumps, etc. There may be practical steps you can take to manage these increased risks, for example:

- Reducing the extent to which children have to move between school buildings for different lessons.
- Bringing some classes together in the hall to ensure adequate supervision.
- Ending the school day early so that children do not get home too late (while making arrangements for children who cannot get collected by parents until later).

When severe weather coincides with public examinations, every effort should be made to remain open for examination candidates, even if the rest of the school is closed.

4.2.3

Points to remember when making the decision to close in severe weather:

Closing a school is never an easy option. In taking a decision to close, the safety of pupils, staff and visitors is of paramount importance. The decision to close is delegated to the school governing body and Head Teachers who will know local weather and ground conditions, and the likely impact of the weather on numbers of staff and pupils who will be able to attend school.

However, before making the decision to close, the Head Teacher and Governing Body, should undertake a risk assessment and decide if there is significant risk of severe injury, ill health or inability to comply with relevant legislation which would lead to their decision to close part or all of the school. If the Council receives a severe weather warning this will be communicated to schools by e-mail. This does not mean your school has to close. The decision must be assessed individually by each school and may relate to whether children live within walking distance or where most pupils travel by public transport.

The attendance of many pupils will depend on road conditions and the decision of transport providers on whether or not to operate. Schools should liaise with transport contractors before making any decision as this will provide information on how many pupils to expect if the school remains open.

If the school decides to close, the contractors must be notified as soon as possible. However, if this decision is made after school buses have begun their journey to school, it is important to remember that bus contractors arriving at school with the pupils on board are under no obligation to take pupils home again immediately. School staff must remain at school to supervise the pupils remaining on site until contractors can take them home.

In timing the decision, it will be important to balance the likely accuracy of weather forecasts against the benefits of early decisions to help parents and staff plan ahead; in many cases, decisions will however need to be taken in the hours immediately before the start of the school day. However, it may be necessary for schools to close during the day; for example, if weather is deteriorating and children may not be able to get home later.

Once the decision to close the school is made, this message must be communicated as promptly as possible to all relevant parties, including the LA, local radio stations and transport services. The school should have a variety of methods to get information to parents, staff and pupils about closures and re-opening, including:

- Posting notices on the school gates.
- Messages via the local media.
- School and DCC websites.
- Staff telephone cascade.
- Parent telephone cascade.
- Text messaging, social networking sites such as Twitter.

Many staff will live some distance away from schools and transport problems may prevent them reaching school, however in the event of schools being closed to students, staff are still expected to report for work, unless notified differently by the Head Teacher.

Head Teachers should, in consultation with governors, staff, trade unions and professional associations, take into account, as well as the well-being and family needs of staff; how/where staff could best support the school's approach to remote learning.

4.2.5

Supporting learning during school closure.

Prolonged school closures could seriously affect children's education and schools have a legal duty to provide education "‘at school or otherwise’ for children who for any reason, may not for any period, receive suitable education unless arrangements are made for them". Schools should ensure a reasonable level of education is provided for all children if they are unable to attend schools due to closures during term time. Where schools decide to close for a temporary period it may be possible to support learning during closure, but the extent of this will vary and may depend on the length of closure.

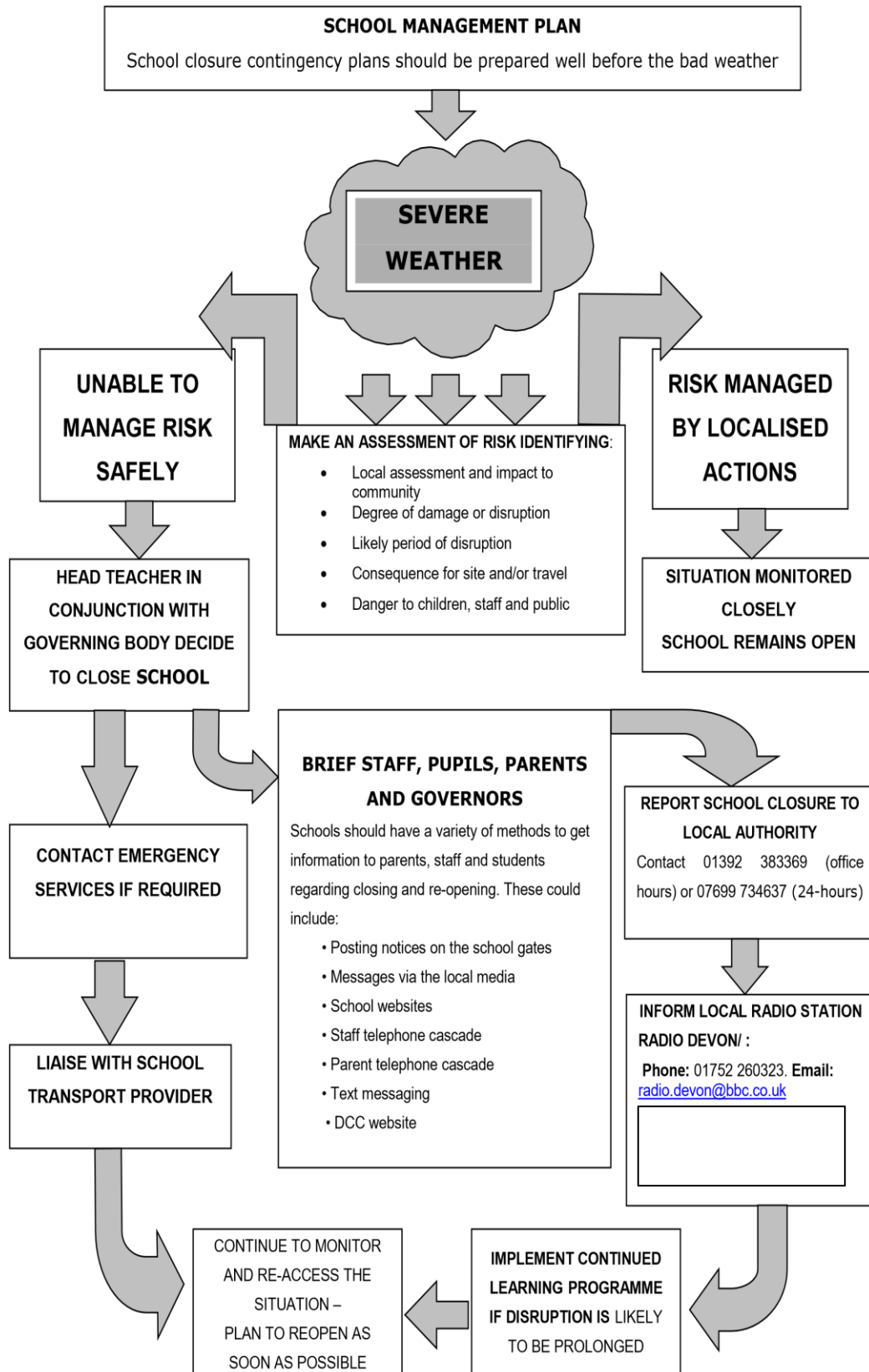
In considering this issue, schools need to take account of:

The accuracy of contact details they have for pupils and their families;

- The proportion of children who can access the internet and email at home – and if school's IT systems allow those with IT to access school systems from home.
- Security and child protection issues; for example, personal addresses, e-mail and telephone details of staff should not be made available to pupils or their parents,

More information: South West Grid for Learning: 08453077870/support@swgfl.org.uk

4.2.6 Severe Weather School Closure Flow Chart.



4.3

Insurance Claims.

The Trust buys in to the Risk Protection Arrangement for Academies.

Appendix 1 – School Emergency Plan.

Alphington Primary School Wheatsheaf Way, Exeter, EX2 8RQ	Bowhill Primary School Buddle Lane, Exeter, EX4 1JT	Ide Primary School High Street. Exeter EX2 9RN	St Thomas Primary School, Union Street, St Thomas, Exeter, Devon, EX2 9BB
The aim of this emergency plan is to describe how the schools will respond to an emergency in order to save lives and minimise the risk of injury to the school community in the event of a potential or actual life-threatening emergency.			
<p>The objectives of the school emergency plan are:</p> <ul style="list-style-type: none"> • To describe the locality in general, especially with regards to key locations. • To describe the school geography in detail, especially key locations. • To identify key responders (and deputies) including Incident Management Team. • To identify possible hazards and appropriate strategies for managing response. • To identify potential triggers for plan activation. • To identify how the Incident Team will communicate with extended school community. • To identify the immediate actions of the responders and school community. • To identify key locations relevant to the implementation of the plan. • To identify a training and exercise schedule. • To identify critical contact information. • To identify a plan audit and review process. 			
Person responsible for updating this plan:		ELAT Premises & Compliance Officer – Kelvyn Bond	
Critical School Contact information: ALPHINGTON PRIMARY SCHOOL		<p><u>Emergency point of contact</u> (Premises): Adrian Bach 07799904995 (caretaker Devon Norse) Sharon Tarr (Headteacher) 07985 224370 Kirsty Nairn 07961 776060 (Deputy Head)</p> <p><u>Emergency point of contact</u> (Child Welfare): Sharon Tarr (Headteacher) 07985 224370 Kirsty Nairn (Deputy Head) 07961 776060 (PSL) awaiting new appointment Helen Mewse (SENDCo) 07786 692724 <u>Reception</u>: 01392 254291</p>	

<div>Critical School</div> <div>Contact information:</div> <div>BOWHILL PRIMARY SCHOOL</div>	<div>BOWHILL KEY HOLDERS:</div> <div>Emergency Contact (in order of priority): <u>Contact Numbers</u></div> <div><div>1.</div><div>Mr Dave Hier (Premises)</div><div>H.</div><div>01392 425382</div></div> <div><div></div><div></div><div>M.</div><div>07798 565713</div></div> <div><div>2.</div><div>Marsh Barton Securities (Premises)</div><div>W.</div><div>01392 426947</div></div> <div><div>3.</div><div>Helen Eustace (Master)</div><div>M.</div><div>07775 716981</div></div> <div><div>4.</div><div>Angie Rowe (Master)</div><div>H.</div><div>01392 206585</div></div> <div><div></div><div></div><div>M.</div><div>07720 887415</div></div> <div><div>5.</div><div>Mrs Jo Dentith (Master) (Child Welfare)</div><div>H.</div><div>01626 892158</div></div> <div><div></div><div></div><div>M.</div><div>07508 543644</div></div> <div><div></div><div>Parent Support Adviser,</div><div>SCH</div><div>01392 206585</div></div> <div><div>Reception:</div><div>SCH</div><div>01392 206585</div></div>

Critical School Contact information: IDE PRIMARY SCHOOL		<u>IDE PRIMAY SCHOOL KEY HOLDERS:</u> <u>Emergency point of contact (Premises):</u> Pete Corney (caretaker) 07811 057876 or Alice Purcell (Head Teacher) 07825 446337 <u>Emergency point of contact (Child Welfare):</u> Alice Purcell (Head Teacher) 07825 446337 <u>Reception:</u> 01392 259964	
Critical School Contact information: ST THOMAS PRIMARY SCHOOL		<u>ST THOMAS KEY HOLDERS:</u> <u>Emergency point of contact (Premises)</u> 1) Secure Force 01626 362424 (24 hr) 2) Dagmara Klis (Caretaker Devon Norse) 3) Dan Jenkins 07967 821 404 (Head Teacher) 4) (Deputy Head Teacher) awaiting appointment <u>Emergency point of contact (Child Welfare):</u> Dan Jenkins 07967 821 404 (Head Teacher) (Deputy Head) awaiting appointment <u>Reception:</u> 01392 276854	
<u>Plan Activation</u> The plan will be activated under the following circumstances.		<ul style="list-style-type: none"> On activation of the fire alarm ^[2] On receipt of telephone call by emergency point of contact On being informed of a bomb threat. On being informed of an external treat. On being informed of an intruder within the school. On being informed of a sudden illness in the school. On receipt of information that the Head Teacher considers the plan to be activated. 	
Date of issue	June 2021	Date of next review:	June 2023
Alphington: No. pupils on roll	422 + 56 (pre-school)	Number of staff employed	53
Bowhill: No. pupils on roll	497	Number of staff employed	79
Ide: No. pupils on roll	128 + 25 (pre-school)	Number of staff employed	23
St Thomas: No. pupils on roll	198	Number of staff employed	29
Are accurate names, addresses & phone nos. held for staff, governors & pupils?	Yes	Contact details last updated:	Rolling Updates + Annual Check
Who is responsible for updating the contact details?	Staff – School Administrators Governors – Clerk to Governing Body		

How will Parents be kept informed of school closures and re-openings?	<ul style="list-style-type: none">Closure notices posted on gatesUpdate on School WebsiteUpdate on Local Radio / Text alert through schoolcomms			
The following addresses / contact details of important local institutions in the school neighbourhood:	<u>Police Station</u> : Non-Emergency 101 <u>Fire & Rescue Station</u> : Non-Emergency 01392 872 200 <u>Hospital / GP Surgery</u> : St Thomas Health Centre, Cowick Street, Exeter EX4 1HJ. Tel: 01392 676678			
	<u>Royal Devon & Exeter Hospital</u> : Gladstone Road, EX1 2ED. Tel: 01392 411611			
Who holds copies of the Emergency Plan?	<ul style="list-style-type: none">Head TeacherChair of Governing BodySchool Administrator / Office			
Are contact details for outside agencies including LA current and readily available?	<u>Alphington</u> : Office noticeboard / Health & Safety file <u>Bowhill</u> : Office noticeboard / Health & Safety file <u>Ide</u> : Office noticeboard / Health & Safety file <u>St Thomas</u> : Office noticeboard / Telephone book Administrator’s desk			
State the location of the following [See Site Plans, Appendix 4 – page 18]				
	ALPHINGTON	BOWHILL	IDE	ST THOMAS
Water cut off valve:	Main kitchen – marked on plan	Water Mains Stop cock - KS1 Girls' toilets - on fire escape plan.	Behind panel in Head Teacher’s office	Basement storeroom [see A on plan]
Gas mains valve:	External meter in marked box - Outside the door to the main kitchen	Main school in basement. Dining block – gas cut-off to right of building.	Cupboard under stairs – key in main office	External Gas Meter Box [see B on plan]
Electric meter:	Main corridor – need key from office	Main School basement, cut off switch in Electric cupboard. Dining block – plant room cut off.	High on wall in KS1 cloakroom (outside Maple class)	Switchboard Cupboard, Caretaker’s Store [see C on plan]
First incoming telephone point:	Admin office	Main School Office.	Admin office	Administrator’s Office [see D on plan]
What are the pre-planned arrangements for the following:				
Evacuation routes:	Appropriate routes illustrated on Fire Action signs in each habitable room			

Assembly points:	Alphington: Cage Bowhill: Far side of playground Ide: MUGA St Thomas: Far side of playground
Disabled evacuation routes:	As indicated on Fire Action signs, except upper floors where wheelchair users need to seek refuge places (no upper floor at Alphington)
Loss of premises:	No alternative facilities on site – school must close
Loss of water supply:	<ul style="list-style-type: none"> Toilets can be flushed using buckets for 1 day South-West Water bowser (or alternative supply) required on site by next day to keep the school open. Assess severity of impact as Incident Flowchart (above)
Loss of electric supply:	<ul style="list-style-type: none"> All children to bring-in packed lunches during emergency School day to be shortened in winter months unless generator (or alternative supply) brought on site.
	⚠ Assess severity of impact as Incident Flowchart (above)
Loss of gas supply:	<ul style="list-style-type: none"> Fan/Space heaters needed on site in cold weather to keep school open Assess severity of impact as Severe Weather Flowchart (see 4.2.6)
Loss of Communications :	<ul style="list-style-type: none"> Mobile phones to be used if landlines are unavailable. Letter sent home with children advising them of communications problems and temporary measures.
E.g.: texts, Twitter.	
Deliberate act of violence:	<ul style="list-style-type: none"> Children to be moved to a place of safety. Violent person or incident to be contained. Police to be summoned. Site to be secured, as far as possible. Assess severity of impact as Incident Flowchart (above) Communications support requested from LA
Bomb threat or act of terrorism:	<ul style="list-style-type: none"> School evacuated... then children led off-site to a place of safety <ul style="list-style-type: none"> Alphington Primary – Alphington Sports Centre – key held with Business Manager. Bowhill School – St Thomas Methodist Church Ide Primary – Village Hall St Thomas Primary – Bowhill School / Riverside Leisure Centre Police to be summoned. Assess severity of impact as Incident Flowchart (above) Communications support requested from LA
Death or serious injury at school or on excursion:	<ul style="list-style-type: none"> Emergency Services summoned Incident to be contained, as far as possible (Excursion abandoned) All children directly affected to be sent home Communications support requested from LA

Large clusters of localised human to human viral infection – likely Epidemic	<ul style="list-style-type: none"> • Cleaning regime to be stepped-up [school closed] • Parents informed • Assess severity of impact as Incident Flowchart (above) • Communications support requested from LA • Pupil and Staff absence to be monitored closely
What are the pre-planned arrangements for the following Severe Weather events:	
Flooding:	<p>www.environment-agency.gov.uk/floodline for flood map for area and to access advice on writing a flood plan</p> <ul style="list-style-type: none"> • Children led off-site to a place of safety • School to close and LA informed
Heat wave:	<ul style="list-style-type: none"> • Children and all staff reminded drink plenty of water, keep in the shade, use sun-screen etc. • Pupil and Staff absence to be monitored closely • Staff to be reminded about procedures in the event of fainting (and consequent injury) and heat-stroke. • Assess severity of impact as Severe Weather Flowchart (see 4.2.6)
Snow:	<p>Do you have sufficient supplies of salt: Yes</p> <p>List the site pathways and areas requiring salting:</p> <ul style="list-style-type: none"> • Path to main entrance • Ide: Slope on drive/bottom end of playground • Path round school to front and rear
	<ul style="list-style-type: none"> • All steps • Alphington: All entrances and exits • Alphington; Steps and slopes to the mobiles. • Alphington: entrance to the swimming pool <p>Procedures for closure:</p> <ul style="list-style-type: none"> • Assess severity of impact as Severe Weather Flowchart (see 4.2.6) • Pupil and Staff absence to be monitored closely • Share with local news/radios • Update the Devon school closure - each school to update website • Update the school's website • Message sent to parents through school systems
Arrangements for the management of young people and staff involved in visits and off-site activities	

Off-site visits information	24-hour access to information about groups e.g. Evolve (web based) or paper information about the visit. Emergency contact details for off-site staff and parents <ul style="list-style-type: none">• All off-site visits planned and managed in accordance to school’s policy and LA guidance• Full contact details given to all staff on excursion• Consent forms regarding medicines and notifications of any allergies etc held by excursion leader• Full contact details left with school office• Assess severity of impact as Incident Flowchart (above)
What processes are in place for continued learning during a prolonged emergency:	
Electronic teaching i.e. School learning platform:	<ul style="list-style-type: none">• School work to be published on school website• Schools to use their learning platforms to share work
Alternative premises:	None
Other sources:	
What are the pre-planned arrangements for safeguarding pupils and adults at risk during an emergency?	
Vulnerable Children	In an emergency, every effort is to be made to keep everyone together – pupils, staff, visitors, everyone – whether at the assembly point onsite or in transit to a place of greater safety. TAs assigned to vulnerable children are to accompany them whenever possible.
Pupils / Staff with Disabilities	
Make an assessment below of any other identified potential emergencies or specific hazards which pose a particular risk to your school and plan how you will deal with incident arising from them:	
Emergency Hazard	Emergency Plan
Flooding	As above
Gas leaks	As per Fire Evacuation Procedure
Unwanted Visitor(s)	<ul style="list-style-type: none">• [if children indoors] Points of entry to school to be secured• [if children outdoors] Staff posted at points of possible entry to raise the alarm• Police to be summoned

Appendix 2

Children and Young People's Services Emergency Contact Information

1. During Office hours contact the Business Support Team. Tel: 01392 383369
Email: <mailto:cypsbusinesssupportcountyhall-mailbox@devon.gov.uk>
2. Office Hours (24-hours) contact DCC Emergency Planning Team
Telephone: 07699 734637 - Messages will be cascaded to Senior CYPS Officers.
2. School Closures can be reported by using the telephone contacts above or online at:
<https://new.devon.gov.uk/schools/school-closures/closure-form/>

School closure information will automatically be updated on the website. PLEASE NOTE: You must update the record when the circumstances changes.

Appendix 3: Useful contacts

Please keep the checklist in an accessible location in the school. Copies should be available to members of senior management at home, in case of emergency out of hours.

Service	Name	Responsibility	Telephone No.
DCC Emergency Planning Team	Control Centre		07623 382116 24 hours
*LA Support Team Coordinators	Business ResourcesTeam	Strategic Support Officers	01392 383369
Devon Health & Safety Service	Simon Bates	County Health and Safety Manager	Help Desk 01392 382027
Insurance Services	Risk Protection Agreement	Gallagher Bassett Ltd (for RPA claims)	Email UK.RPA@gbtpa.com Telephone 0113 246 2040
Customer Services Team	Alison Layton-Hill	Customer Services Mgr	01392 383140
*Cleaning	Nick Richardson	Cleaning Contract Mgr	01392 382870
*Grounds	Matthew Chapman	Grounds Manager	01392 382980
Legal Services	Simon Clarey	Solicitor	01392 382278
SCOMIS	Helpline desk		01392 385300
ICT	Helpline desk		01392 382222
CYPS Finance	Nicky Allen	Principal Finance Mgr	01392 383146
*CYPS Outdoor Education Adviser	Brendan Stone	Outdoor Education Adviser	01392 385212
*DCC HR Service – CYPS	Helen Crossfield	Personnel Officer	686338 / 07980 594342
*DCC EPS Critical IncidentsTeam	Bea Blair-Smith	Principal Educational Psychologist	01392 686302
*CYPS Health & Safety Commissioning Officer	Melanie Wellard	Health, Safety & Wellbeing	01392 382873 07870 573065
*DCC Communications Service	David Hutchings	CYPS Communication Officer	01392 382594
*DCC Governor Services	Debbie Clapshaw	Manager - Governor Services	01392 383611 or 07973799850
District Council Environmental Health	Contact local DistrictCouncil	Environmental Protection	01392 265147
Health Authority Communicable diseases	Dr Mark Kealy	The Devon Health Protection Unit	01803 861833 or 01726627881

*denotes the LA Support Team

Appendix 4 - Sources of Further information

Health and Safety guidance and information on dealing with [emergencies](#), is available at [Source](#) or Devon Health and Safety Services on 01392 382027 or email Healthandsafety@devon.gov.uk.

Head Teachers / Governors will be directly supported by area H&S Adviser. Contact Devon Health & Safety Services for details. Employee support and assistance is available from:

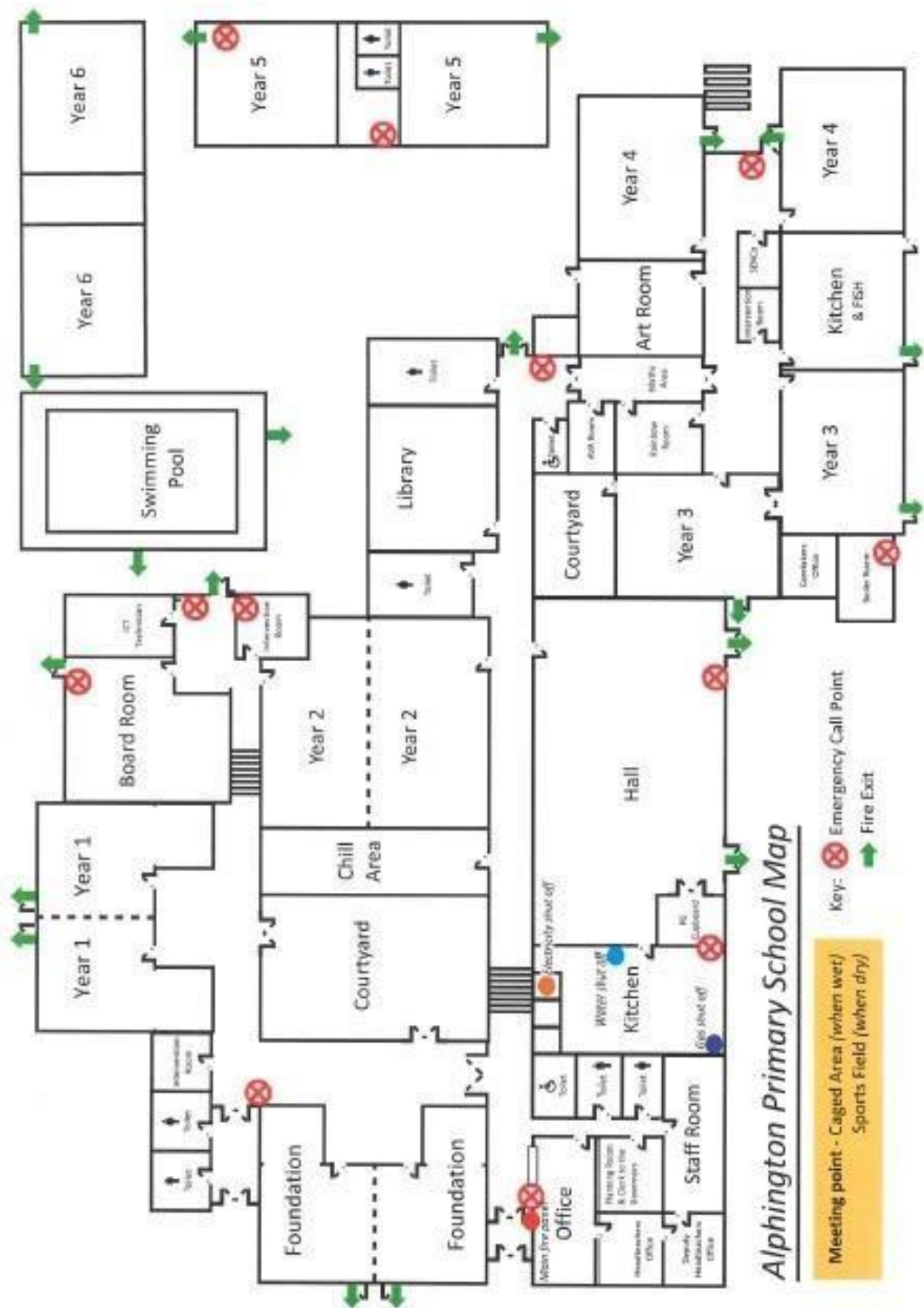
- Wellbeing@Work: 01392 383277 wellbeingreferral@devon.gov.uk
- HR Helpdesk: 01392 385555 [HR Helpdesk–Mailbox](#)
- Schools Helpline 01392 384567 schoolspersonnelhelpline@devon.gov.uk

Key DCC Guidance: CYPS [Emergency Contact Arrangements](#) / DCC [Emergency Planning](#)
South West Grid for Learning (SWGfL) Support: Tel: 0845 3077870/support@swgfl.org.uk

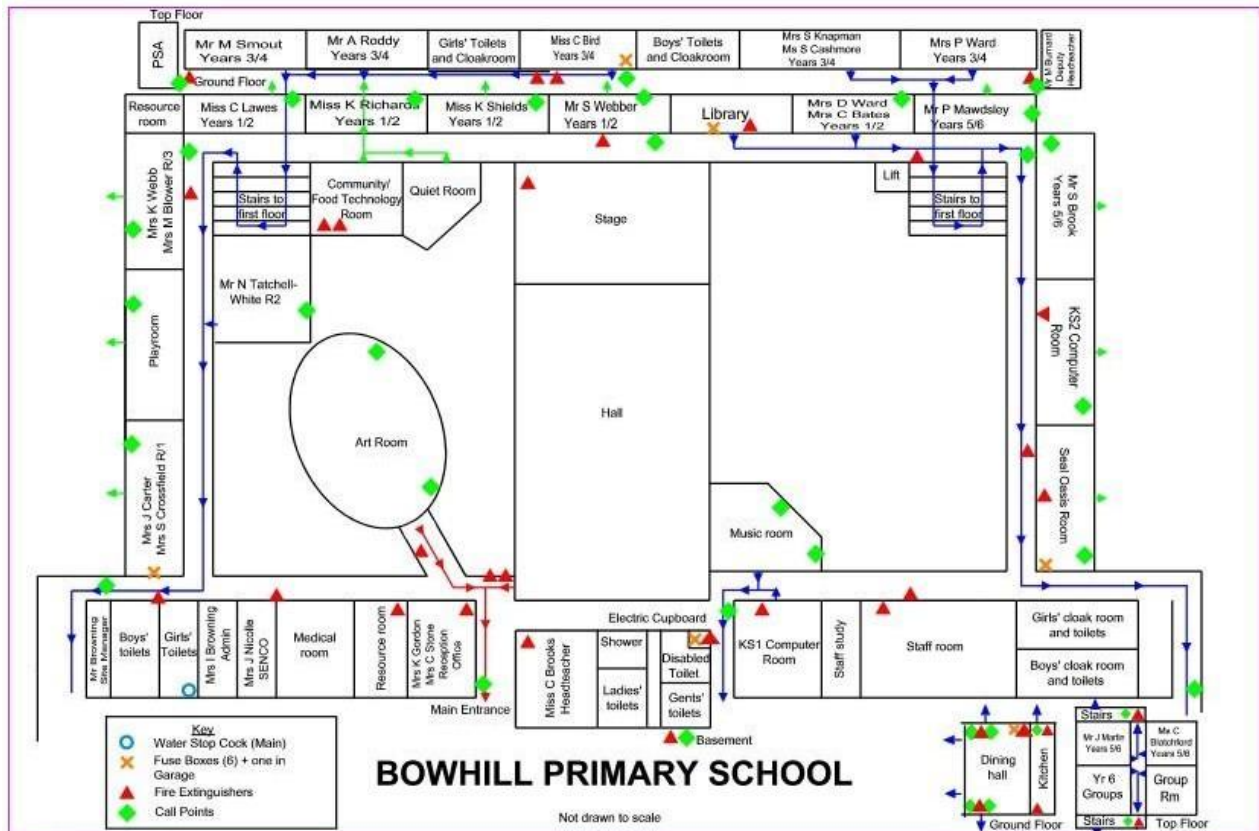
Severe Weather - Floods, hail, ice, snow – advice on preparing for extreme weather:

http://www.devon.gov.uk/winter_travel / <http://www.devon.gov.uk/extremeeventsconference>

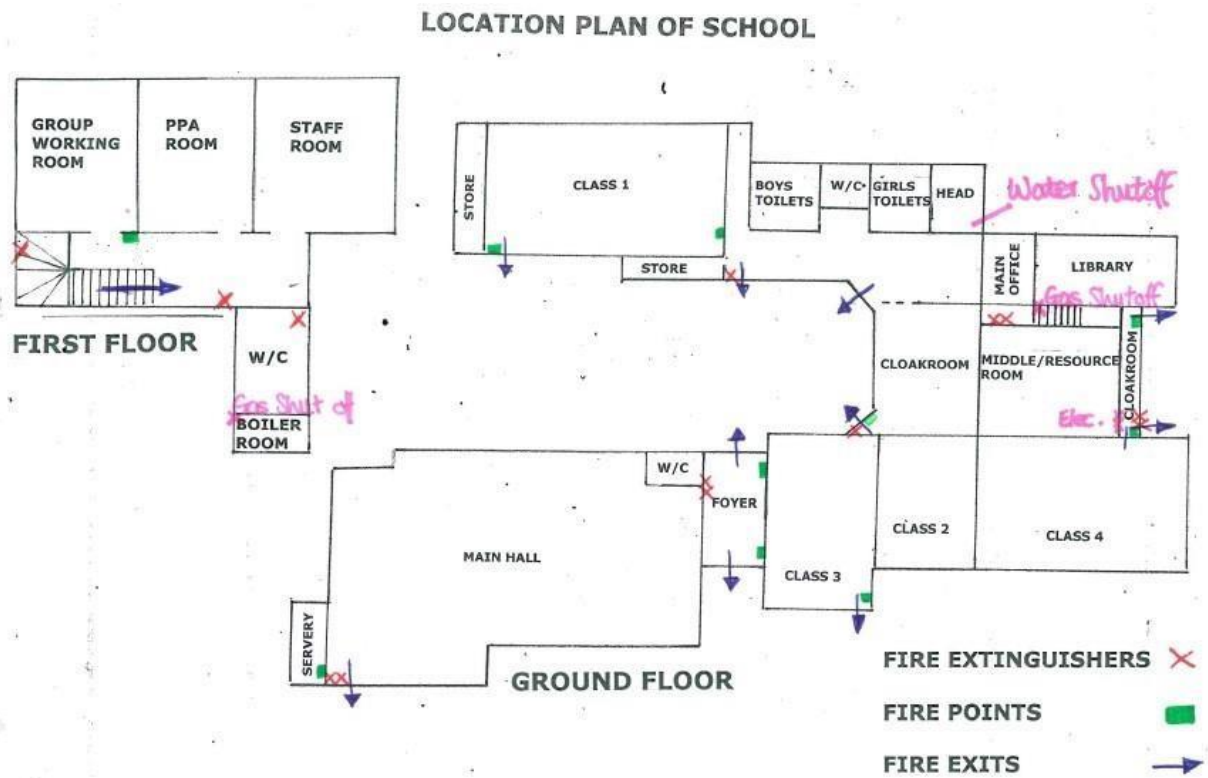
Alphington Primary School.



Bowhill Primary School.

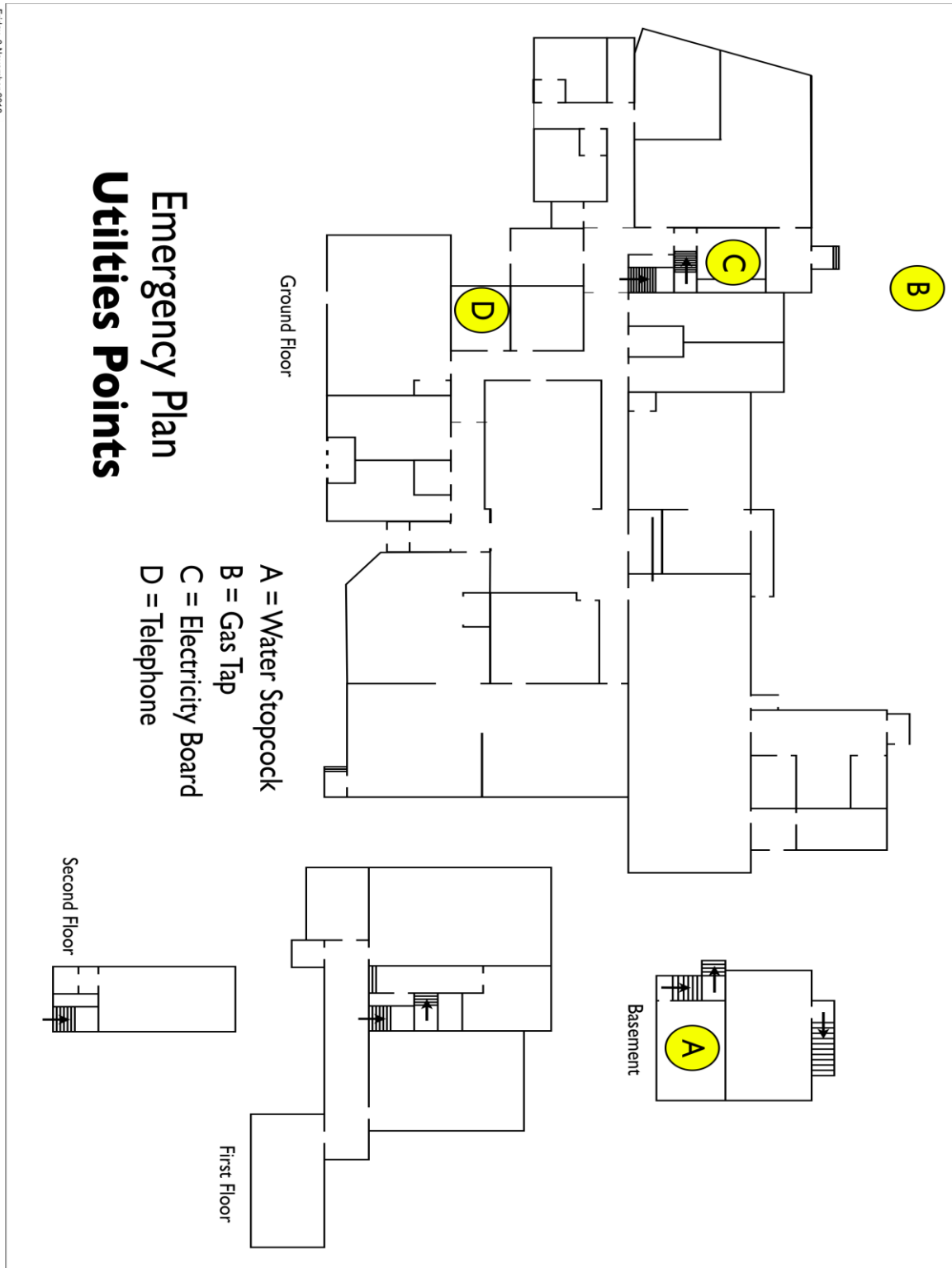


Ide Primary School.



St Thomas Primary School.

Friday, 9 November 2012



Updated Information

Page	Section	Information Updated	Date of Update	By
1		Change of date, Change of review date, Version Change, date issued change, Change of authors name	21/06/22	Kelvyn Bond
7	3.5	Change of emergency 24hr contact number	21/06/22	Kelvyn Bond
17	4.3	Change of name of responsible person	21/06/22	Kelvyn Bond
18	4.3	Change of contact name and contact number for Bowhill Primary School	29/06/22	Kelvyn Bond
19	4.3	Change of name for caretaker at St Thomas Primary school	29/06/22	Kelvyn Bond
19	4.3	Contact number for head teacher removed and contact details of acting head teacher added	29/06/22	Kelvyn Bond
19	4.3	Change of review date	29/06/22	Kelvyn Bond
19	4.3	Pupil and staff numbers updated	29/06/22	Kelvyn Bond
23		Update the Devon School Website removal of named person will now be down to individual schools	06/07/22	Kelvyn Bond
26	App 3	Change of number for DCC Emergency planning 24hr contact	06/07/22	Kelvyn Bond
26	App 3	Change of name for Devon Health & Safety and removal of 24hr contact number	06/07/22	Kelvyn Bond
17	4.3	Change of Caretakers name and contact details	19/05/2023	Kelvyn Bond
19	4.3	Change of Head Teachers name	19/05/2023	Kelvyn Bond

