Emergency Planning For Schools in Kent

2016 Edition
Immediate Actions

The following is a basic guide to managing most emergencies, as they occur. However, for emergency planning, please refer to the index on page 3 to find the relevant section.

- Apply First aid if necessary
- Call 999 if necessary for Police, Fire or Ambulance, but if non-emergency, notify Police on 101
- Clear area if necessary, ensuring child and adult safety and welfare
- Pick up grab bag
- Establish lines of responsibility and leadership
- Inform all staff to maintain timelines and records of all actions and events
- Contact Area Education Officer:
  - East Kent    Marisa White  03000 418794  07834 841560
  - North Kent  Ian Watts   03000 414302  07919 212062
  - South Kent  David Adams 03000 414989  07740 184848
  - West Kent   Jared Nehra 03000 412209  07786 191476
- Contact Chair of Governors
- Provide reassurance and a visible supporting presence
- Decide whether school or Police have the responsibility to inform parents if applicable
- Access LA support network via AEO
- Ensure safe condition of premises for school community (evacuate if necessary - refer to Section One)
- Manage media interest through press office. The Media Relations Officers for Education are:
  - Murray Evans, 03000 416071 or 07834 051150, murray.evans@kent.gov.uk
  - Ella Hughes, 03000 416282 or 07738 755491 ella.hughes@kent.gov.uk.
  - Out Of Hours, is through the call centre, 03000 414141 or silent hours, 03000 419191
- Protect school community from media intrusion as much as possible
- Review break/lunchtime/going home arrangements
- Consider impact on pupils/students/staff in other schools (family/friend connections)
- Contact Property emergency on 24 hour number 03000 419191, if necessary
- Maintain as normal a routine as possible
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Zika

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Major Emergencies
Pandemic or Epidemic Illness
Influenza
Ebola

Emergency that requires the School to be used as a Rest or Reception Centre

Weather, Climate and other Natural Emergencies
Heavy Snowfall or Extreme Cold Weather
Flooding
Storm and high winds
Drought
Earthquake

Animal and Plant Disease Outbreaks

Energy, Fuel and Utility Failure

Industrial Accidents, Chemical & Radiological Incidents

Aftermath

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Looking After Vulnerable Children and Young People in an Emergency

Major Emergencies
Additional Planning
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Appendix 11 The Kent Closures Website
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Appendix 13 Risk Assessment Template for Snow and Ice
Appendix 14 Personal Emergency Evacuation Plan
Section One
Introduction & Contact Information
How to Use This Guide
How would your school deal with some of the incidents, tragedies and disasters that have befallen schools in recent years?

Emergency planning is about being as ready as possible, just in case an emergency arises, with information, procedures and support systems that are:

- Flexible
- Published
- Practised
- Responsive

This document is designed to assist head teachers, bursars, caretakers and governing bodies in their planning for emergencies and for devising a School Emergency Plan. The guide is not a substitute for a School Emergency Plan. Your school is unique and will need you to have a plan in place for the safety and security of your pupils, staff and visitors.

The guide provides:
- A broad outline of actions that should be taken when an emergency arises.
- Suggestions of things you could do now to help you prepare for dealing with emergencies.
- An accessible list of contact details.

It is applicable for all schools, including local authority, foundation, aided, academy or free schools. The key difference is that some schools or academies will have contracts in place for maintenance or emergencies, rather than have access to KCC contractors. However, where the guidelines suggest contacting the Media Office, Educational Psychology or the Area Education Officer, we would strongly advise this is done as early as possible.

This document is intended to be dynamic. Schools, academies and other local authority establishments that suffer emergencies are encouraged to suggest ideas, examples of good practice, amendments and request additional information. Amendments and new information will be published as new appendices whenever necessary. Suggestions, amendments and corrections should be sent to your Area Education Officer.

A little time spent on developing crisis management and support systems will help you to cope with unusual or demanding situations if they arise.
Useful Contacts:

Area Education Officers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Mobile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marisa White</td>
<td>Area Education Officer for East Kent</td>
<td>03000 418794</td>
<td>07834 841560</td>
</tr>
<tr>
<td>Jane Wiles</td>
<td>Area Schools Officer, East Kent</td>
<td>03000 418924</td>
<td></td>
</tr>
<tr>
<td>Jill Clinton</td>
<td>PA to Marisa White</td>
<td>03000 410129</td>
<td></td>
</tr>
<tr>
<td>Ian Watts</td>
<td>Area Education Officer for North Kent</td>
<td>03000 414302</td>
<td>07919 212062</td>
</tr>
<tr>
<td>David Hart</td>
<td>Area Schools Officer, North Kent</td>
<td>03000 410195</td>
<td></td>
</tr>
<tr>
<td>Ann Drury</td>
<td>PA to Ian Watts</td>
<td>03000 410157</td>
<td></td>
</tr>
<tr>
<td>David Adams</td>
<td>Area Education Officer for South Kent</td>
<td>03000 414989</td>
<td>07740 184848</td>
</tr>
<tr>
<td>Lee Round</td>
<td>Area Schools Officer, South Kent</td>
<td>03000 412309</td>
<td></td>
</tr>
<tr>
<td>Julie Hawkins</td>
<td>PA to David Adams</td>
<td>03000 410199</td>
<td></td>
</tr>
<tr>
<td>Jared Nehra</td>
<td>Area Education Officer for West Kent</td>
<td>03000 412209</td>
<td>07786 191476</td>
</tr>
<tr>
<td>Michelle Hamilton</td>
<td>Area Schools Officer, West Kent</td>
<td>03000 412037</td>
<td></td>
</tr>
<tr>
<td>Deb Ledniczky</td>
<td>PA to Jared Nehra</td>
<td>03000 412134</td>
<td></td>
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</tbody>
</table>

Kent Police Force:
The code word ‘Operation Chalkboard’ has been allocated as a code word for Schools to indicate that an immediate, emergency response is required. This code word should not be used for non-urgent requests for Police assistance.

1. Immediate Urgent Assistance

Call 999 and give the code word “Operation Chalkboard Emergency” if;

- an intruder is on site at the school
- you know or suspect that someone has a weapon at school
- you have direct knowledge about an attempted potential or actual child abduction
- you have direct knowledge of a situation that endangers life at the school

2. Urgent Assistance

Call 999 if

- A child dies or is seriously injured at school
- there is a possibility of an intruder on site at the school
- you have direct knowledge about an approach by a stranger and you feel threatened
- a dangerous situation has occurred in the immediate vicinity of the school which requires Police co-ordination to manage
- you can see someone committing a crime, but there is no danger to pupils or staff
3. Non Urgent Assistance

Call the 101 police non-emergency number if:

- a theft is discovered at the school
- you have knowledge or a suspicion that drugs or other illegal substances are present in the school
- you discover intentional damage or vandalism to the school or property
- you need to speak to a local Police Officer
- you need to make a complaint about someone’s behaviour that merits Police involvement

Gas Leak Emergency Number:
If you smell gas, or have any reason to suspect a gas leak, call the number immediately.

0800 111 999

Other Useful Numbers:

Educational Psychology

<table>
<thead>
<tr>
<th>Andrew Heather</th>
<th>Principal Educational Psychologist</th>
</tr>
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<tr>
<td>OFFICE HOURS</td>
<td>03000 410100</td>
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<tr>
<td>OUT OF HOURS</td>
<td>03000 410101</td>
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Health & Safety

<table>
<thead>
<tr>
<th>Carol Cassin</th>
<th>Health &amp; Safety Advice Manager</th>
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<tbody>
<tr>
<td>Health and Safety Advice Line, 9am &amp; 5pm Mon-Fri</td>
<td>03000 417403</td>
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<tr>
<td></td>
<td>03000 418456</td>
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Property

- **Skanska** - covering schools in the following Districts: Dartford and Gravesham, Tunbridge Wells and Sevenoaks Helpdesk: 0800 901 2464, westkenthelpdesk@skanska.co.uk
- **Amey** – covering schools in the following Districts: Tonbridge and Malling, Maidstone, Ashford, Shepway Helpdesk: 01622 624003, midkentschools@amey.co.uk
- **Kier** – covering schools in the following Districts: Dover, Canterbury, Sheppey, Swale, Thanet Helpdesk: 0800 0562363, eastkentschools.helpdesk@kier.co.uk

Personnel

| HR Helpline | 03000 411110 |

Media Office

<table>
<thead>
<tr>
<th>Murray Evans</th>
<th>Press Officer (Education)</th>
<th>03000 416071 07834 051150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ella Hughes</td>
<td>Press Officer</td>
<td>03000 416282 07738 755491</td>
</tr>
<tr>
<td>Out of Hours</td>
<td></td>
<td>03000 419191 03000 414141</td>
</tr>
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</table>
Safeguarding

**North Kent** (Dartford, Gravesham, Sevenoaks)

Worrall House 30 Kings Hill Avenue, West Malling, ME19 4AE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office</th>
<th>Mobile</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Windiate</td>
<td>Area Safeguarding Adviser (Education)</td>
<td>03000 412445</td>
<td>07740 183798</td>
<td><a href="mailto:helen.windiate@kent.gov.uk">helen.windiate@kent.gov.uk</a></td>
</tr>
<tr>
<td>Linda Funnell</td>
<td>Safeguarding Admin Support (part-time)</td>
<td>03000 411995</td>
<td></td>
<td><a href="mailto:linda.funnell@kent.gov.uk">linda.funnell@kent.gov.uk</a></td>
</tr>
</tbody>
</table>

**West Kent** (Tonbridge & Malling, Tunbridge Wells, Maidstone).

Worrall House, 30 Kings Hill Avenue, West Malling, ME19 4AE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office</th>
<th>Mobile</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Claire Ray</td>
<td>Area Safeguarding Adviser (Education)</td>
<td>03000 412284</td>
<td>07920 108828</td>
<td><a href="mailto:claire.ray@kent.gov.uk">claire.ray@kent.gov.uk</a></td>
</tr>
<tr>
<td>Linda Funnell</td>
<td>Safeguarding Admin Support (part-time)</td>
<td>03000 411995</td>
<td></td>
<td><a href="mailto:linda.funnell@kent.gov.uk">linda.funnell@kent.gov.uk</a></td>
</tr>
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**East Kent** (Swale, Canterbury, Thanet)

Brook House, Reeves Way, Whitstable CT5 3SS

<table>
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<tr>
<th>Name</th>
<th>Position</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Mike O'Connell</td>
<td>Area Safeguarding Adviser (Education)</td>
<td>03000 418503</td>
<td>07740 183807</td>
<td>mike.o'<a href="mailto:connell@kent.gov.uk">connell@kent.gov.uk</a></td>
</tr>
<tr>
<td>Katie Agnew</td>
<td>Safeguarding Admin Support (P/T)</td>
<td>03000 418503</td>
<td></td>
<td><a href="mailto:katie.agnew@kent.gov.uk">katie.agnew@kent.gov.uk</a></td>
</tr>
</tbody>
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**South Kent** (Ashford, Shepway, Dover)

Kroner House, Eurogate Business Park, Ashford TN24 8XU

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<th>Mobile</th>
<th>Email</th>
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<tbody>
<tr>
<td>Peter Lewer</td>
<td>Area Safeguarding Adviser (Education)</td>
<td>03000 415648</td>
<td>07917 602413</td>
<td><a href="mailto:peter.lewer@kent.gov.uk">peter.lewer@kent.gov.uk</a></td>
</tr>
<tr>
<td>Lin Storton</td>
<td>Safeguarding Admin Support (P/T)</td>
<td>03000 415648</td>
<td></td>
<td><a href="mailto:linda.storton@kent.gov.uk">linda.storton@kent.gov.uk</a></td>
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Local Radio Stations

<table>
<thead>
<tr>
<th></th>
<th><strong>BBC Radio Kent</strong></th>
<th><strong>Invicta Radio</strong></th>
<th><strong>KMFM Radio</strong></th>
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<tbody>
<tr>
<td>FM</td>
<td>96.7, 97.6, 104.2</td>
<td>95.9, 96.1, 97.0, 102.8, 103.1</td>
<td>96.2, 96.4, 100.4, 101.6, 105.6, 106, 106.8, 107.2, 107.6, 107.9</td>
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<tr>
<td>AM</td>
<td>774, 1602</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>DAB</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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School Contact Database

The impact of emergencies can be dramatically reduced with effective communications. As part of your preparedness for an emergency, you should ensure that your school contact information is up-to-date.

You can access the school contact database here:
If you have not updated your school’s contact information recently, or there has been a change that you wish to notify, you should click “no” and input your school information.

Note that information is stored in full compliance of the Data Protection Act and information is only ever released to authorised persons who have a defined need to know in compliance with their duties.
Checklist of Preparedness for a Critical Incident

Equipment
- Whistles
- Torches
- Charged mobile phones
- Fluorescent jackets
- Stock of bottled water

Up-to-date information about:
- Pupil/student/staff emergency contact details.
- Individual pupil/student medical needs e.g. medication.
- Local Authority emergency contact details.
- Bus/coach lists.
- An emergency supply or support list to enlist extra help when needed (familiar supply teachers, retired staff, local colleagues, cluster collaboration).
- Pupil/student movement data (who is where, and when).

Is this information easily accessible?
- Is it in an appropriate format e.g. in a “grab bag” to take with you if evacuation is necessary?
- Should a copy be kept in another safe location e.g. at home or at a “partner” school?

A plan for communication:
- Evacuation procedures, visible and practised.
- Telephone lines – private, mobile, emergency access to neighbours. Your usual phone lines may be jammed by incoming calls
- Small room/quiet area for Police statements/counselling or interviews – somewhere to hold press briefings away from area of incident. Press briefings can then be timed to draw press presence away from school at critical times e.g. arrival and departure of pupils/students, briefing for parents/carers etc.
- Contact details for KCC Press Office who must be involved at an early stage.

Management support
- Access to qualified first aiders – preferably beyond the minimum requirement.
- Screening of entrances/exits (siting of school office can be critical).
- Closure of blinds/curtains on ground floor to protect from media interest.
- “Instant assemblies” (e.g. videos/DVDs) to release teaching staff for interview/support.
- Knowledge of resources available for helping to cope in the following days/weeks.
School Closure Procedure

No Children or Staff on Site
*Morning or previous Evening*

The closure or partial closure of a school is a last resort action and is usually made only on health and safety grounds. The reason for closure could be just about anything that affects the school's ability to provide a safe and secure environment for children to learn or staff to work.

Most circumstances that lead to closing a school are known about before any children arrive. These could include: heavy snow or ice, no water/power/heating, flooding, fire damage, or other risk factor that cannot be satisfactorily managed.

If you feel that the school site is not safe to access, you should:

- Receive a full assessment on the reasons for closure
- Perform a quick risk assessment
- Make a formal decision and update Schools Closure website
- Activate any local notification systems
- Inform AEO. See contact details.
- Inform chair of governors.
- Contact the KCC Media Office.
- Appoint staff to be at the school to inform and advise any parents, pupils or students who do not receive notification. Ensure anyone who arrives is able to return home.

Children or Staff on site
*During the Day*

Occasionally, you may need to close the school during a school day when pupils are on site. If so:

- Receive a full assessment on the reasons for closure
- Establish lines of responsibility, accountability and leadership.
- Perform a quick risk assessment
- Make a formal decision and update Schools Closure website
- Activate any local notification systems
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.
- Decide how the school should inform parents in addition to the Schools Closure website.
- Keep pupils/students in a safe place until parents/carers arrive and account for all children. This may be inside the school, but consider off site arrangements if use of the school building is compromised.
- Ensure that all pupils/students have a safe and reliable way to get home.
• Arrange for a member of staff to be at the school to inform and advise any parents, pupils or students who do not receive notification. Ensure anyone who arrives is able to return home.

Schools Closure Website
Kent County Council provides a dedicated portal to report when your school is partially or fully closed. It can also report when the situation changes and the school is re-opened. The portal can be accessed here:

www.kentclosures.co.uk

It is necessary to register first, so all schools are advised to log onto the website before it becomes necessary to do so.

Once registered, you, or an agreed school representative can log on and notify a school closure or that the school is open. The information you put in is available to any parent who accesses the website, the local media and local radio. In addition, parents can opt in to receive text messages when a relevant closure notification is logged.

Please see Appendix 11 for user instructions on how to use the Schools Closure database

KCC is required to record the number of days lost due to school closure. The Schools Closure website records this information automatically. Even if you maintain an in-house notification system, we would ask you to register and use the Schools Closure system as well. Notification takes less than two minutes.
Suggested Contents of a Grab Bag

A ‘Grab Bag’ is any type of bag/holdall that is kept in a convenient place and can be quickly acquired by the Head teacher or other responsible person in the event of an emergency. The bag contains useful things you may need if you cannot go back into a building during an emergency situation. It is not a legal requirement, but is highly recommended. It might prevent an emergency becoming a catastrophe.

Suggested Contents might include:

- School Emergency Plan
- Charged mobile phone
- Contact details for all staff and pupils, including next of kin
- Details of staff and pupils on medication
- Copy of the asbestos register
- Check lists of things to do (eg, security, shutting off water, electricity, gas etc)
- Notes on location of stop cocks, gas valves, fuse boxes etc.
- Useful telephone numbers
- Copies of the architects plans of the school if available
- The days school attendance register (probably impractical to update daily)
- Pens
- Clipboard
- Notepad/paper
- A few sheets of thick card
- Large marker pen
- Sellotape
- First aid kit
- Torch
- Large scissors
- Gloves disposable rubber
- A few foil blankets
- High visibility vests for leader and deputies
- Whistle or loudhailer
- Camera
- Spare set of master keys

This list is not exhaustive
Risk Assessment

A risk assessment is a process whereby the head teacher or appropriate designated person:

- assesses the possibility of an event occurring
- identifies possible measures that could be undertaken to reduce that possibility
- assesses the impact if the event occurs
- identifies possible measures to reduce or ameliorate the impact
- reassesses the risk in light of changing circumstances

It would be impractical to undertake a risk assessment for every possible eventuality. However, head teachers must assess the risks that might be peculiar to the school. Factors that might be unique include the location or design of the school. A risk assessment would be necessary if the school was sited near:

- a main road or motorway
- an industrial or chemical site
- power station
- refinery
- airport

Risk Assessment requirement during change

Head teachers should also consider a risk assessment any time that change is anticipated or forced on them due to an emergency. For example:

- bringing in supply teachers due to shortage
- evacuation of the school
- initiating a lock down
- a power failure during school time
- reduction in teacher numbers due to illness

If done effectively, the process of undertaking a risk assessment will highlight areas of weakness.
Format of a Risk Assessment
There are as many formats of Risk Assessment as there are risks. The format is less important than the content. A risk assessment for emergency planning purposes should show:

Hazard
A description of what might happen. The risk itself. An example might be “Gas leak in the boiler room” or “the Static Water Tank floods the main hall.”

Owner
The person responsible for monitoring the hazard and any changes or action that increases the chances of it occurring or its impact.

Likelihood
The chance of the risk occurring¹.

Risk reduction
A description of the measures that can be taken to reduce the likelihood of the hazard occurring.

Modified likelihood
The chances of the risk occurring if all reduction measures have been taken¹.

Impact
A description of the impact of the hazard if it occurs. Who, where and how it will impact.

Impact Assessment
What impact the hazard will have if it occurs¹.

Contingency Plan
A description of the plans and measures that can be put in place to reduce the impact if it occurs.

Modified impact
The impact of the hazard if contingency plans are followed correctly¹.

Modified Assessment of Risk
An overall assessment considering the modified likelihood and impact¹. This assessment is your basis on how much attention/resource you divert to Risk Reduction and Contingency Planning.

¹ Use a simple rating system, e.g. ‘red amber green’, ‘1-5’ or ‘low moderate high’.
Managing Media Interest

In the event of a newsworthy incident, the media (press, TV and radio) are highly likely to turn up and try to obtain more information. At such times, their interest may seem to become intrusive. However, it is important to recognise that media interest can be beneficial. Therefore, media interest needs to be managed. This is understood, even expected, by the news reporters.

An emergency plan should include arrangements for dealing with media interest. Members of the school community may feel pressured into giving interviews or making statements to the press, and it is important to have procedures set down in the school’s emergency plan and to stick to them. Depending on the nature of an incident, the task of coping with media pressures may fall to the police or local authority. However the police press officer will liaise closely with school staff to ensure briefing is accurate and arrange interviews when appropriate.

It would be helpful if you or other nominated member of staff (incl governors) were able to undertake training in media handling.

If, following an incident, you expect media interest, establish plans to manage it. However, if the emergency is serious, the Police / local authority may be better placed to take this task off you. Regardless, your first action should be to Contact the KCC Media Office.

- Murray Evans, 03000 416071 or 07834 051150, murray.evans@kent.gov.uk
- Ella Hughes, 03000 416282 or 07738 755491, ella.hughes@kent.gov.uk.
- Out Of Hours, is through the call centre, 03000 414141 or silent hours, 03000 419191

Other Actions
- Designate a particular phone number for media inquiries, and letting the local press know in advance what this will be (remember, local radio in particular can help keep the public informed about what is happening
- In the event of a major incident the police may decide to control access to the site to allow rescue services and investigators to carry out their work unhindered. Consider how you will manage school movement.
- If it is a major incident, the police will establish a media liaison point - this is a designated point at the disaster scene, preferably outside the outer cordon, for the reception of media personnel.
- Keep staff and pupils inside the school to prevent media representatives approaching anybody.
- Find a small room/quiet area for Police statements/counselling or interviews – somewhere to hold press briefings away from area of incident.
- Press briefings can then be timed to draw press presence away from school at critical times e.g. arrival and departure of pupils/students, briefing for parents/carers etc.
It would be wrong to say, don’t talk to the media. However, the media may be looking for a different angle than the one that you wish to put across. You may find the questions insensitive or even accusatory. You and your staff will have enough to do without having any additional pressure, so in many cases, speaking to the press may be better left to the Police or Local Authority. Do not be afraid to ask them to do this.

For smaller, local incidents however, a brief interview with someone authoritative at the scene of an incident can be a powerful way of defusing rumour and panic which may otherwise spread quickly. Points to note with media interviews:

- If possible, agree an interview format and establish what the interviewer wants to ask. Try to have another person with you to monitor the interview.
- Be clear in your own mind what you want to say, and talk it through with a colleague first if possible. But you need to be prepared to think on your feet.
- If possible, get statements checked by legal advisors and governors.
- Remember, you could be quoted on anything you say to a journalist, even if it is not a formal part of the interview. You are never 'off the record'.
- Stick to the facts and do not be drawn into speculation. If you do not know the answer, say so, clearly and honestly.
- Never say 'no comment'; listen to what is required, say you’ll check some details and give a time when you will get back to the journalist.
- Find out if they have a deadline. Prepare material based on accessible, factual evidence. Contact Media Office as required.
- Do get back and don’t delay too long. If you exceed the deadline, the story may be published without any of your input, perhaps leading to an unfortunate slant creating additional issues to unpick later. For example, it may be reported that you were ‘unavailable for comment’ or ‘refused to comment’ which can give a bad impression.
- Make a note of what is asked and what you say.
- Don’t answer ‘yes’ or ‘no’ to a long question which may then be interpreted in an unhelpful way; clarify the issue and reply with a short statement giving your message.
- If you need to put a time-scale on the interview, do so politely.
- Don’t over-elaborate your answers. Keep your answers brief.
- Do express your sympathies if appropriate.
- Remain calm and if you do not like the line of questioning, politely say that you feel that it would be inappropriate to answer that particular question at this stage.
- Politely refuse requests for photographs or schoolwork of children or staff involved.
- Do not allow journalists to wander around school premises unescorted.

If the interview is for television:
- Don’t wear sunglasses.
- Do not get angry and try not to get upset.
- Look at the person asking questions, never the camera.
- Ensure that the camera is positioned away from the school, or otherwise ensure that no child or parent can be seen.
- Camera operators usually leave their cameras rolling. Do not relax until you have walked away.
- Ask when and on which channel the interview will be broadcast.
Section Two

Dealing with Structural/Operational Emergencies

This section deals with some of the issues and challenges you may face over the condition or suitability of the school site or buildings, or an incident that disrupts the normal operation of the school.
Burglary or Criminal Damage

If burglary, forced entry or criminal damage is suspected:

- Do not enter the premises, close doors or move anything.
- Call police immediately using 999. If you have a suspicion that there is an intruder still on site, use the codeword “Operation Chalkboard”.
- Move children and staff away from the area into a safe place in another area of the building or outside depending on the nature and extent of the damage.
- Contact the 24 hour KCC Service Desk 03000 417 878
- Inform AEO and/or ASOO. See contact details.
- Contact the KCC Press Office.
- Inform chair of governors.
- Do not allow anyone to re-enter the site of the damage, until the Police say that it is OK to do so. If the damage is extensive, no one should enter the building until the surveyor has said it is OK.
- Review lunch/break/going home arrangements.

Dealing with Suspicious Mail

There is no suggestion that schools are likely to be the subject of a terrorist attack using chemical or biological substances via the mail services and the threat level has not increased over recent years. However, given the media comment on the potential for such events, the following guidance is provided for handling incoming post.

What to look for:

- A letter or package with suspicious or threatening messages written on it.
- Letters with oily stains.
- Envelopes that are bulky, discoloured or have a strange smell.
- Excessive tape or string.
- Unusual weight in relation to size.
- Unexpected post from overseas.
- Post with no stamps or non-cancelled stamps.
- Post with incorrect spelling of common names, places or titles.
- Postmark that does not match a return address.
- No return address.

When opening post:

- Examine/feel unopened packages for unusual objects or powder.
- Use a letter opener or other means rather than fingers.
- Open with a minimum amount of movement.
- Do not blow into the envelope in order to open it.
- Look at the contents inside an envelope/package before tipping them out.
- Keeps hands away from mouth during mail opening.
- Always wash hands after handling mail.

**If you are concerned about any item of post:**
- Do not open or disturb it any further.
- Inform the police.

**If you think you have opened a contaminated package:**
- Do not touch the package further or move it to another location.
- Notify the Police by 999 call.
- Shut windows and doors in the room and prevent anyone else from entering.
- Switch off any fans or room air conditioning equipment.
- If the package has not been opened leave the room, securing it if possible.
- Wash your hands thoroughly as soon as possible.
- Keep yourself separate from other people and remain available for medical examination if that is subsequently deemed necessary.
- Remain calm! In order to be affected by most toxins you have to get enough of the substance into your body through broken skin, swallowing it or inhaling it.
- Keep the package and its contents in the room where it was opened.

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**Evacuation**

*(For evacuation due to a Major Emergency see Section 3)*

Occasionally, you may need to evacuate the school during a school day when pupils are on site.

When evacuating a building the nature of the threat must be taken into account.

For example, if there is danger of explosion the evacuation site must be sufficiently far away to ensure that everyone is out of range of flying debris. An exploding propane (or other pressurised gas) tank can cause extensive damage for several hundred metres.

The risk may not come from within the school. It may come from a neighbouring industrial or residential site. When choosing suitable sites for evacuation the risk potential of neighbouring sites should be taken into consideration.

For example; if there is a fire in a nearby garage or factory which uses explosive or flammable chemicals, the school will need to be evacuated to ensure that pupils/students are not put in danger by flying missiles.

Advice to evacuate could come from Police or the Fire service, but it could be a decision that is made locally.

- Establish lines of responsibility, accountability and leadership.
- Pick up grab bag
- Update Schools Closure website, if able to do so
• Inform AEO. See contact details.
• Contact the KCC Media Office.
• Inform chair of governors.
• Decide how the school should inform parents in addition to the Schools Closure website.
• Ensure that all pupils/students have a safe and reliable way to get home.
• If possible, ensure that telephone operators and answer machine messages reflect the change in pick up location.

Pupil and Staff Safety – off site
If the school needs to be evacuated, it is important that you have alternate sites for parents to collect their children. It is highly undesirable for parents to arrive at the school and be unable to find their child(ren). Such sites must be well known or easily located. For example, a village hall, library, other school.

Access to Information
If you need to evacuate the school for a prolonged period of time you may not have ready access to contact details. A “grab bag” containing essential information could be prepared for such an eventuality, and a member of staff nominated to be responsible for it.

Alternatively a partnership arrangement could be made with a nearby school, or through the cluster, to accommodate pupils/students in case of an emergency.

It may be possible to have a reciprocal arrangement for storing contact details, providing suitable arrangements are put in place to ensure data protection.

Fire or Explosion, or Risk of Explosion

In the event of:

• a fire of ANY size, even if dealt with and believed to be extinguished.
• any explosion or release of flammable gas or liquid, likely to cause an explosion (for mains gas leak, see next section)

The head teacher or member of staff closest to the incident should immediately:

• Initiate school emergency procedures to evacuate the school (Fire/Bomb drill). Don’t delay. If it turns out to be a false alarm, it is still good practice.
• Notify fire brigade and ambulance if needed.
• Establish lines of responsibility, accountability and leadership.
• Inform all staff to maintain timelines and records of all actions and events.
• Account for all pupils/students, staff and visitors and remain in designated area, ensure designated area is safe from falling debris etc
• Plan for evacuation to a more suitable location as soon as possible.
• Close all doors and windows to fire or explosion area if safe to do so.
• Contact the Property Helpdesk
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.

**Re-Occupation**
Building contractors may be needed to repair damage. The school may not be safe to re-open until the surveyors have certified that it is safe to do so.

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**Gas Leak**

If a gas is suspected:

- If you know where the gas master switch is, turn it off.
- Phone the Gas Leak Emergency Number

0800 111 999

- Initiate school emergency procedures to evacuate the school (Fire drill). Don’t delay. If it turns out to be a false alarm, it is still good practice.
- Notify fire brigade and ambulance if needed.
- Extinguish all naked flames and don’t allow smoking.
- Don’t switch on/off any electrical appliances, including light switches
- Open doors and windows for ventilation if safe to do so
- Turn off any gas equipment you suspect to be the cause of the leak
- Keep other people away from the affected area
- Establish lines of responsibility, accountability and leadership.
- Account for all pupils/students, staff and visitors and remain in designated area, ensure designated area is safe.
- If necessary, plan for evacuation to a more suitable location as soon as possible.
- Contact the Property Helpdesk
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.

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**Localised Flood or Waste Spillage**

In the event of localised flood, major leak or waste water blockage, the head teacher or member of staff closest to the incident should immediately:

- Initiate school emergency procedures to evacuate the school (Fire/Bomb drill). Don’t delay. If it turns out to be a false alarm, it is still good practice.
- Notify fire brigade and ambulance if needed.
• If there is water inside the school buildings, turn off the electricity supply, but only if safe to do so.
• Establish lines of responsibility, accountability and leadership.
• Inform all staff to maintain timelines and records of all actions and events.
• Account for all pupils/students, staff and visitors and remain in designated area, ensure designated area is safe from falling debris etc, plan for evacuation to a more suitable location as soon as possible.
• Contact the Property Helpdesk
• Inform AEO. See contact details.
• Contact the KCC Media Office.
• Inform chair of governors.

Preventative Action
If safe to do so, some action can be taken which will reduce the damage to the school and enable earlier re-occupation.

• Put sandbags or flood boards in place round doorways, airbricks and other ingress points. If used properly, sandbags do work and save thousands of pounds in cleanup bills.
• Plug sinks, toilets, baths etc with sandbags to reduce sewage backflow.
• Unplug electrical items and move them to an upstairs room if possible.
• Move important documents to a dry area.

Re-Occupation
There is a serious danger of contamination after the water has drained away. Specialist contractors are needed to clear up after a school has been flooded and the school should not re-open until the surveyors have certified that it is safe to do so.

Hazardous Spillage on School Premises

• Clear the room and surrounding areas.
• Call fire service if necessary.
• Establish lines of responsibility, accountability and leadership.
• Inform all staff to maintain timelines and records of all actions and events.
• Remove contaminated clothing (beware of cross contamination) and shower affected person if contaminant is known to not react with water\(^2\).
• If pupils/students or staff are showing any adverse medical symptoms call for medical assistance.
• Try to contain the spillage by covering with sand, closing doors and windows etc.
• Contact the Property Helpdesk

\(^2\) Some chemicals and elements may possibly combust when water is applied. Examples include alkali metals (e.g. Lithium, Sodium, Potassium), certain alkali metal hydrides, chlorides, halides and anhydrides.
• Inform AEO. See contact details.
• Contact the KCC Media Office.
• Inform chair of governors.

**Power Failure**

Contact your electricity supplier to determine whether it is simply a power cut.

• If not a power cut, contact the Property Helpdesk
• Dependent on cause and extent of power failure, move pupils/students to safe area ensuring all are accounted for, or plan evacuation of the building.
• Consider closure action.
• Inform AEO. See contact details.
• Contact the KCC Media Office.
• Inform chair of governors.

**Structural Damage or Collapse**

**During a time when the building is occupied.**

If staff or pupils are in the vicinity of the damage, the head teacher or member of staff closest to the incident should immediately:

• Initiate school emergency procedures to evacuate the school (Fire/Bomb drill). Don’t delay. If it turns out to be a false alarm, it is still good practice.
• Notify Fire Brigade, Ambulance or Police if needed.
• Consider immediate First Aid procedures, i.e. evacuate if there is no risk to casualty, or if there is imminent further risk.
• Account for all pupils/students, staff and visitors and remain in designated area, ensure designated area is safe from falling debris etc, plan for evacuation to a more suitable location as soon as possible.
• Contact the Property Helpdesk
• Inform AEO. See contact details.
• Contact the KCC Media Office.
• Inform chair of governors.
• Establish lines of responsibility, accountability and leadership.
• Inform all staff to maintain timelines and records of all actions and events.

**During a time when the building is not occupied**

Ensure everyone remains in a safe place in another area of the building or outside, well away from the building depending on the nature and extent of the damage.
• Call police if damage was intentional. Call Fire Brigade if damage unintentional and the risk is serious.
• Consider school closure action if damage is extensive.
• Do not allow anyone to re-enter the building until it has been inspected by the surveyor.
• Contact the Property Helpdesk
• Inform AEO. See contact details.
• Contact the KCC Media Office.
• Inform chair of governors.
• Review lunch/break/going home arrangements.

Re-Occupation
Building contractors may be needed to repair damage. The school may not be safe to re-open until the surveyors have certified that it is safe to do so.
Section Three

Dealing with Human Emergencies

This section deals with some of the issues and challenges you may face that occur from people.
Counter Terrorism Planning & Advice

The advice from HM Government is that schools should be alert to the possibility of an attack, but not alarmed. You should ensure that you have adequate security plans and that such plans are still current and have been tested to ensure staff and students are prepared and confident.

Security guidance for educational establishments

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

Search Planning
- do you have plans to search your site to deal effectively with either bomb threats or for secreted threat items;
- are your staff and students familiar with those plans and what to do if they find a suspicious item;
- Good housekeeping reduces the opportunity for suspicious items to be placed and assists effective search.

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

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


STAY SAFE - Guidance for firearms and weapons attacks
Do your staff follow the Stay Safe principles? RUN HIDE TELL?

Stay safe film

Dynamic lockdown guidance
https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures

Staff Awareness and Security Culture:
Have you briefed your staff on how they can recognise suspicious activity?
Employee vigilance
http://www.cpni.gov.uk/advice/Personnel-security1/Employee-vigilance/

Are your staff aware of the procedures to follow should they suspect suspicious behaviour? (Anti-Terrorist Hotline 0800 789 321.

If you require an immediate response call 999)

Preparedness
Are your first aid kits and emergency grab bags checked regularly, complete and accessible?

Physical Security
Have you checked CCTV systems? Are they all working correctly? Are the date/time stamps accurate?
http://www.cpni.gov.uk/advice/Physical-security/CCTV/

Mail handling
A threat may still exist from items delivered to your establishment by hand or by post. Are your staff familiar with indicators for suspicious deliveries?
http://www.cpni.gov.uk/advice/Physical-security/Screening/Mail-and-deliveries/

Further advice

There is no change to the UK terrorist threat level, which remains at SEVERE; meaning an attack is highly likely.

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**Suspicious Device or Package**

If a bomb threat has been made (see next section) or a suspicious package has been found:

- Using a landline, dial 999 and contact Police. Use code word "Operation Chalkboard".
- Contact senior members of staff, but avoid the use of two-way radios and mobile phones where possible³.
- Pick up grab bag
- Avoid causing vibrations (from running, fire alarms) as they can detonate some devices.
- Move pupils/students/staff away⁴ from immediate danger⁵. If possible & appropriate, have them sitting down.

³ Some explosive devices may be designed to detonate using radio wave transmission.
⁴ Ensure that evacuating staff and children use a route that takes them away from the suspected danger area.
• Inform AEO. See contact details.
• Contact the KCC Press Office
• Account for all pupils/students, staff and visitors.
• Establish lines of responsibility, accountability and leadership and inform all staff
to maintain timelines and records of all actions and events.
• Inform parents if applicable and arrange a location for pickup, away from the
school site
• Do not allow anyone to re-enter the building until authorised to do so by the
police.
• Inform chair of governors.

Bomb Threat

Most bomb threats are made over the phone and the overwhelming majority are
hoaxes, made with the intent of causing alarm and disruption. Any hoax is a crime
and, no matter how ridiculous or unconvincing, must be reported to the police.
Dial 999 and police will respond. You should always consider their advice before a
decision is taken to close or evacuate.

If a bomb threat is made by telephone, stay calm and listen carefully.

Action During Call
• Ensure that any recording facility is switched on
• Obtain as much information as possible
• Try to record the exact wording of the threat.
• Try to get the caller to be precise about:
  • What time is the bomb set to explode?
  • Where exactly is the bomb located?
  • What kind of bomb is it?
  • What does it look like?
  • How did it get in to the school?
  • Why was it placed in the school?
  • Who does the caller represent?

Action Immediately after the Caller rings off
• Dial 1471 (if that facility operates and you have no automatic number display) to
  see if you can get their number.
• Complete the checklist below or at Appendix 14 as soon as the caller has hung
  up and Police have been informed.
• Immediately report the incident to the police. Give your impressions of the caller
  and an exact account of what was said
• Immediately report the incident to the relevant manager
• Do not leave your post unless ordered to evacuate

5. At least 100 metres from building. Further if possible.
Recording a Bomb Threat

Your name ______________________ Time and Date of Call ______________________

Number at which call was received (your extension number) ______________________

About the caller

Sex of Caller? Male [ ] Female [ ] Nationality ______________________ Age ______________________

Threat Language

Well spoken [ ] Taped [ ] Foul [ ] Incoherent [ ] Irrational [ ]

Message read by threatmaker ______________________

Caller’s voice

Excited [ ] Calm [ ] Crying [ ] Angry [ ] Nasal [ ]
Clearing throat [ ] Stutter [ ] Rapid [ ] Deep [ ] Slurred [ ]
Disguised [ ] Lisp [ ] Slow [ ] Hoarse [ ] Laughter [ ]
Familiar [ ] Who did it sound like? ______________________
Accent [ ] Which accent? ______________________

Background sounds

Street noises [ ] House noises [ ] Crockery [ ] PA System [ ]
Office machinery [ ] Animal noises [ ] Motor [ ] Booth [ ]
Factory machinery [ ] Static [ ] Clear [ ] Voices [ ]
Reception good/bad [ ] Payphone [ ] Music [ ] Children playing [ ]

Other give details ______________________

Any other remarks ______________________

Signature: ______________________ Date: ______________________
Aggressive or Unacceptable Behaviour from a visitor

Every school will have its own procedures for dealing with visitors, which balances a welcome to the school with security. Events which may have the potential to breach security are extremely rare but can be very distressing.

All schools will be aware of the need to safeguard children and staff by restricting the entry of visitors to known individuals and others who have identified themselves properly at reception. 6 If a visitor’s identity is not proved to the satisfaction of reception staff then they must not be admitted. If staff are unsure about the validity of identification produced it may be necessary to ask for additional corroboration e.g. through making a phone call to the visitor’s employer.

Should a visitor become threatening, abusive or aggressive to reception staff or appear to be under the influence of drugs or alcohol, call Police using 999 without delay.

Entry Systems
Most schools now use an electric ‘push button’ type entry system. It is important to restrict use of this system to authorised staff.

Pupils, parents and visitors must not have access to the door entry mechanism. Although it is recognised that schools are busy environments, maintaining control over visitor entry takes precedence over all other considerations.

Suspicious or Dangerous Person

Schools must plan for this eventuality. Every school must have a “Lock Down” procedure where the school is sealed off and no one is able to enter or leave until the situation is resolved.

Suspicious person seen outside school grounds
If a suspicious person is seen loitering or otherwise outside the school grounds, the school must:

- Have a dedicated alarm to alert all staff.
- Have appointed keyholders who immediately lock external doors.
- Staff inside rooms must lower blinds or draw curtains.
- Call Police immediately. Give the Police as much information as you can about the person.
  - Description
  - Name if known
  - Behaviour

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6 See Appendix 10 - Security and school visitors
Whether armed

- Staff should continue normal teaching.
- Do NOT leave the building to challenge the person.
- Wait for Police to give an all clear before unlocking doors.

Intruder inside grounds
If a suspicious person is seen in the school grounds, the school must not hesitate to react.

- Have a dedicated alarm to alert all staff.
- Appointed keyholders immediately lock external doors.
- Staff inside rooms must close windows, lower blinds or draw curtains and lock internal and ensure emergency exits are secure, but usable if need be.
- Move children away from windows and external doors or fire exits.
- Call Police immediately. Use 999, say 'Operation Chalkboard'. Give the Police as much information as you can about the suspicious person.
  - Description
  - Name if known
  - Behaviour
  - Whether armed
- Staff should try to maintain normalcy
- Do NOT leave the building to challenge the person
- Wait for Police to give an all clear

Intruder inside school buildings
If a suspicious person is seen inside the school buildings, the school must not hesitate to react.

- Have a dedicated alarm to alert all staff.
- Staff inside rooms must close windows, lower blinds or draw curtains, lock internal doors and ensure emergency exits are secure, but usable if need be.
- Move children away from windows and external doors or fire exits.
- Call Police immediately. Use 999, say 'Operation Chalkboard'. Give the Police as much information as you can about the suspicious person.
  - Description
  - Name if known
  - Behaviour
  - Whether armed
- Staff should remain calm but consider additional ways to block entry through internal doors while also considering an alternative emergency exit. This might be through a fire exit, other door or windows.
- Do NOT challenge or approach the person.
- Wait for Police to give an all clear.
For all incidents:
- Notify all staff and inform them to maintain timelines and records of all actions and events
- Establish lines of responsibility, accountability and leadership.
- Decide whether the school or the Police should inform parents if applicable.
- Move pupils/students out of view.
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.

It is a good idea for an alarm system to be fitted to each teaching room and the entrance and office areas. Staff will be reassured if there is a means for them to communicate unobtrusively or to summon assistance if they fear for their safety or the children in their care.

Abduction

In the case of an abduction or attempted abduction from school surroundings, or if there are concerns about a stranger loitering in or near school property, note as many details as possible e.g. physical description, type of vehicle, clothing etc.

If a child is abducted, whether from the school premises or elsewhere, the event will undoubtedly attract intense media attention.

- Call Police immediately. Use 999, say ‘Operation Chalkboard’
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.
- Agree a spokesperson to liaise with the media and Police. The headteacher may not necessarily be the best choice for this as there is no way of knowing how long the media will focus attention on the school and prolonged contact can be disruptive to school life. The AEO may be the most appropriate person for this.
- Decide whether the school or the Police should inform parents if applicable.
- Contact Educational Psychology for support, through AEO or directly. See contact details.
- At the end of the day, arrange a venue, out of school, for all relevant parties (police, headteacher, local clergy, chair of governors, AEO) to meet and review the previous day’s events and plan the strategy for the day.

Serious Assault by a Student

If a student commits a serious assault, whether using a weapon or not, it is essential that the following action is followed.
Immediate Action

- Do NOT challenge or approach the student.
- Consider initiating lockdown for ‘Intruder inside/outside School Buildings.’ This will depend on the suspected whereabouts of the student and the likelihood of further assault if the lockdown is initiated.
- CALL POLICE immediately. Use 999. If the student is armed\(^7\) or believed to be armed, say ‘Operation Chalkboard’. Give the Police as much information as you can about the suspicious person.
  - Description
  - Name if known
  - Behaviour and suspected action
  - Whether armed
- Ask POLICE to call an ambulance if there are casualties.
- Once the Police have been called, they take charge of the incident. Follow their instructions.
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Decide whether the school or the Police should inform parents if applicable.
- An area of the school may be a crime scene. No attempt should be made to clear up or tidy any area where an incident took place.

Student is suspected of being armed

If a member of staff suspects or receives information that a pupil is carrying some form of weapon, the best course of action is to call the Police and let them deal with it.

It is important to remember that the student may have no violent intent. Many children claim that they are carrying a weapon for ‘protection’ against bullies or other threats. The student may themselves be a victim.

However, such outcomes can only be considered after the situation is under control. If weapons are present, the Police are best placed to assist the school in getting control of a situation.

- Do not challenge or approach the student.
- Call Police using 999 and give the codeword ‘Operation Chalkboard’. Give the Police as much information as you can about the suspicious person.

\(^7\) In this context, ‘armed’ should be taken to mean ANY object that is being or could be used as a weapon. The level of Police response will depend on an accurate description of the weapon.
Name
Description
Behaviour
What the student is believed to be armed with, if known.

- Once the Police have been called, they take charge of the incident. Follow their instructions.
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Decide whether the school or the Police should inform parents if applicable.
- An area of the school may be a crime scene. No attempt should be made to clear up or tidy any area where an incident took place.

Searching a Pupil
Schools are now legally entitled to conduct a search of a student and their belongings.

In practice, schools might feel more comfortable restricting searches to bags rather than conducting a body search on the student. If a body search is considered necessary, it might be better to request Police assistance.

Further information can be found following the link below:


Death of a pupil or member of staff

Statutory Duty when a Child Dies
The Children Act 2004 places a statutory duty on Kent Safeguarding Children Board to review the deaths of all children ‘normally resident’ in Kent, whether expected or not. Chapter 5 of Working Together to Safeguard Children (2015) outlines the process to be followed in these circumstances and sets out the responsibilities of different professionals. The guide can be found here:


In the case of an unexpected death, an Early Response Meeting will be held and Chaired by a Consultation Paediatrician. This is to co-ordinate a response to the death, including support for the family and wider community, such as the school. Senior staff from schools are routinely invited to these meetings, which are held at short notice. If required, a Late Discussion Meeting will also be held some weeks after the death.
If there are suspicious circumstances surrounding the death, normal Child Protection Procedures will be followed.

In the case of all deaths and where a child is known to education services there is an expectation that a “Form B”, in an electronic format, will be completed. This information will be collated alongside information from other agencies and presented to the Child Death Overview Panel, a subgroup of the KSCB who are responsible for reviewing all deaths. More information on this process can found here: http://www.kscb.org.uk/procedures/child-death

The Education Safeguarding Team represent education services on the Child Death Overview Panel and co-ordinate both the immediate and longer term statutory responsibilities following the death of a child, including making contact with the school.

The procedures outlined above apply regardless of whether the death of a child occurred on school premises, during a school trip, or elsewhere.

The Education Psychology Service helps schools deal with the shock of crisis situations such as the death of a colleague, the death of a child or a traumatic incident such as a near death experience.

**School Action following a Death**

In addition to the statutory actions described above, the school has specific responsibilities.

- As mentioned, Kent Safeguarding Children Board (KSCB) have a statutory responsibility to review the deaths of all children under the age of 18, whether expected or not. KSCB procedures state that the board must be informed although this task is usually completed by health colleagues. Advice should be sought from the Education Safeguarding Team if this needs to be clarified.
- For any death of a child or member of staff, inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Contact Education Psychology for support, through AEO or directly. See contact details.
- Set up a list of people to contact and tracking who is told, by whom and when, in order to ensure that no one close to the situation will find out by chance and that no one is missed.

**School Bereavement Policy or Guidance**

It may be useful to develop a policy in case of bereavement. This could include:

- Identification of a named person (probably the head teacher) to co-ordinate the school’s response.
- Ensuring that all staff receive the information at the same time.
- Ensuring that all pupils/students are informed at the same time, though not necessarily in one group, and that this is done as promptly as circumstances allow. Parents/Carers to be informed on the same day, by letter.
- Developing a range of strategies to adopt in the days and weeks that follow a significant loss.
- Identifying an individual to keep in touch with the family on an on-going basis.
- Thinking about ways to celebrate a life. You may wish to organise a special assembly, either to coincide with the funeral or at a later date so that family members can participate if they wish to do so.
- Thinking about how to include the children. In the short-term pupils/students could contribute to a memory table or scrapbook. In the longer-term planting a tree or establishing an annual award might be considered. Memorial funds can lead to conflict and controversy over how and when the proceeds are distributed.
- Appendices 4, 5, 6, 7 & 8 offer further advice and resources.

### Death, Serious Injury or Medical Emergency Occurring on School Property

Never assume someone is dead until certified by medical personnel. Continue providing appropriate medical support.

- Notify emergency services.
- Call first aid staff to location.
- Establish lines of responsibility, accountability and leadership.
- If a child, inform KSCB immediately
- Inform all staff to maintain timelines and records of all actions and events.
- Ensure pupils/students are not exposed to trauma.
- Inform family of injured person (Police will do this).
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Contact Education Psychology for support, through AEO or directly. See contact details.
- Notify Health and Safety Executive (form HSE2508)

### Out of School or Journey Emergency

In order to meet the requirements set by the Health and Safety Executive all educational visits and/or offsite activities, irrespective of their purpose, activity or location have to be approved before they take place.
Maintained school visits that include an overnight stay and/or adventurous activities must obtain KCC approval via the e-go online system as per current guidance. The e-go url is at https://www.ges24.com/kent/ego/Live/. Also see Appendix 2.

Contact your Educational Visit Co ordinator (EVC) or Headteacher for your Username, Password and the web address to e-Go.

The LA approval is in addition to obtaining the approval of the Head of Establishment and Governors (Schools/Units) or Area Youth Officer (Youth Service).

In the event that an accident or emergency occurs while away from the school:

Follow normal procedure for alerting emergency services if required.

- Contact school immediately.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.
- Contact Educational Psychology for support, through AEO or directly. See contact details.
- Use a major incidents communications log to note down everyone you contact.

As with all critical incidents, an accident on a school journey is likely to attract intense media attention. Make sure the Media Office are fully briefed to assist you.

### Road Traffic Incident or Breakdown

It is generally advisable to move everyone as far away from the road or vehicles as possible.

- Alert Ambulance, Police, Fire Brigade or Breakdown Service as required.
- Arrange to move uninjured personnel to a place of safety.
- Ambulatory casualties should be moved, but you should not move non-ambulatory casualties unless they are in imminent and critical danger (e.g. fire) because you could make their injuries worse.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.
- Account for all staff and students.
- For any road traffic crash, call Police even if minor and regardless of fault.
- Inform AEO. See contact details.
- Contact the KCC Media Office.
- Inform chair of governors.
• Remain in sight of the vehicle (if safe to do so).
• Keep everyone together and undertake regular roll checks.
• Do not discuss incident with onlookers, do not admit, or place, blame.
• If a road traffic crash, complete a written account of the accident. Make it as comprehensive as possible. If a camera is available, take pictures of the scene of the crash.

Additional Advice for a Motorway Incident

• DO NOT STAY IN, NEXT TO OR NEAR THE VEHICLE
• Get ALL children and staff over the crash barrier\(^8\), regardless of the weather or other conditions.
• If there is an embankment or other safe area, move everyone as far away from the motorway traffic lanes and the accident site as possible.
• Do not let anyone return to the vehicle.
• Inform everyone to stay off the carriageway and hard shoulder and do not go on to it unless the Police or Highways Patrol gives you clearance to do so.

Suicide Threat or Attempt

• Provide first aid as appropriate.
• Call Emergency Services.
• Protect other pupils/students from witnessing the event
• Establish lines of responsibility, accountability and leadership.
• Inform all staff to maintain timelines and records of all actions and events.
• Inform AEO. See contact details.
• Contact the KCC Media Office.
• Inform chair of governors
• Contact Educational Psychology through AEO or directly.

Local Infection Outbreaks

For detailed information about managing outbreaks of all common infections in schools (including mumps, chicken pox, measles & norovirus):

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\(^8\) The hard shoulder is NOT SAFE. It is not uncommon for vehicles to stray over the hard shoulder lane dividing line. A heavy lorry travelling at 55 mph hitting a broken down minibus could be catastrophic if the minibus is still occupied.
Summary of Actions – Rashes & Skin Complaints

<table>
<thead>
<tr>
<th>Infection or complaint</th>
<th>Recommended period to be kept away from school, nursery or childminders</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete’s foot</td>
<td>None</td>
<td>Athlete’s foot is not a serious condition. Treatment is recommended</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Until all vesicles have crusted over</td>
<td>See: Vulnerable Children and Female Staff – Pregnancy</td>
</tr>
<tr>
<td>Cold sores, (Herpes simplex)</td>
<td>None</td>
<td>Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting</td>
</tr>
<tr>
<td>German measles (rubella)*</td>
<td>Four days from onset of rash (as per “Green Book”)</td>
<td>Preventable by immunisation (MMR x2 doses). See: Female Staff – Pregnancy</td>
</tr>
<tr>
<td>Hand, foot and mouth</td>
<td>None</td>
<td>Contact your local HPT if a large number of children are affected. Exclusion may be considered in some circumstances</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment</td>
<td>Antibiotic treatment speeds healing and reduces the infectious period</td>
</tr>
<tr>
<td>Measles*</td>
<td>Four days from onset of rash</td>
<td>Preventable by vaccination (MMR x2). See: Vulnerable Children and Female Staff – Pregnancy</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>None</td>
<td>A self-limiting condition</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Exclusion not usually required</td>
<td>Treatment is required</td>
</tr>
<tr>
<td>Roseola (infantum)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Scabies</td>
<td>Child can return after first treatment</td>
<td>Household and close contacts require treatment</td>
</tr>
<tr>
<td>Scarlet fever*</td>
<td>Child can return 24 hours after starting appropriate antibiotic treatment</td>
<td>Antibiotic treatment is recommended for the affected child</td>
</tr>
</tbody>
</table>

Summary of Actions – Diarrhoea and/or Vomiting

<table>
<thead>
<tr>
<th>Infection or complaint</th>
<th>Recommended period to be kept away from school, nursery or childminders</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diarrhoea and/or vomiting</td>
<td>48 hours from last episode of diarrhoea or vomiting</td>
<td></td>
</tr>
<tr>
<td><em>E. coli</em> O157 VTEC Typhoid* [and paratyphoid*] (enteric fever) Shigella (dysentery)</td>
<td>Should be excluded for 48 hours from the last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting</td>
<td>Further exclusion is required for children aged five years or younger and those who have difficulty in adhering to hygiene practices. Children in these categories should be excluded until there is</td>
</tr>
</tbody>
</table>
Evidence of microbiological clearance. This guidance may also apply to some contacts who may also require microbiological clearance. Please consult your local PHE centre for further advice.

| Cryptosporidiosis | Exclude for 48 hours from the last episode of diarrhoea | Exclusion from swimming is advisable for two weeks after the diarrhoea has settled |

**Norovirus**

Norovirus is the most common cause of infectious gastroenteritis (diarrhoea & vomiting) in England and Wales and is easily spread from one person to another, with it being able to survive in the environment for many days. In addition, outbreaks can be difficult to control and long-lasting. As there are many different strains of norovirus, and immunity is short-lived, outbreaks tend to affect more than 50% of susceptible people. Any semi-closed environment where large numbers of people congregate for periods of several days (e.g. schools, care homes, hospitals) provides an ideal environment for the spread of the disease. Norovirus is highly contagious.

**Prevention of a Norovirus outbreak**

It is spread by contact with contaminated surfaces, or contact with infected people and through consumption of contaminated foods or water. The same principles apply as for other diseases involving vomiting and/or diarrhoea:

- **Good hygiene** – to avoid cases of diarrhoea and/or vomiting occurring in school it is important that meticulous attention is paid to hand hygiene and effective cleaning of surfaces and floors. Vomiting causes widespread contamination of the surrounding area through spraying of particles too small to be seen by the naked eye. Anything potentially contaminated needs thorough cleaning with hot soapy water.
- **Pupils, staff and visitors** should have facilities to wash their hands thoroughly with liquid soap applied from a dispenser and running warm water after every visit to the toilet and before handling or eating food, and should dry them on disposable paper towels.
- **Young children** may need supervision to ensure that adequate hand washing takes place. An adequate supply of toilet paper, liquid soap and paper towels should be available in school toilets at all times.
- **Toilet bowls, seats and flush handles** along with any other surfaces that may have been touched by contaminated hands should be disinfected daily. A simple solution of a disinfectant at the correct dilution is all that is required.
- **The wash hand basins in toilet blocks** should not be used for drinking water and the use of communal drinking fountains should be discontinued.

**Symptoms**

It has an incubation period of 12 to 48 hours, with the first sign usually a sudden onset of nausea followed by projectile vomiting and watery diarrhoea. Some people may have a raised temperature, headaches and aching limbs. Most people will make a full recovery within 1-2 days.
**Management of a Norovirus Outbreak**

It is important that any outbreak of norovirus in your school is responded to quickly. If you have any concerns, please look at the Public Health England website ([https://www.gov.uk/search?q=norovirus](https://www.gov.uk/search?q=norovirus)) for further advice and help. Please also contact your Area Education Officer.

Those who have been infected should be excluded for up to 48 hours after their symptoms have ceased.

Like all viral infections, norovirus does not respond to treatment with antibiotics. There is no specific treatment for norovirus apart from letting the illness run its course. It is important to drink plenty of fluids to prevent dehydration and replace lost minerals.

The virus is quite tough and can survive for several days on surfaces or objects touched by an infected person. It is however, easily destroyed by cleaning with bleach-based disinfectant. Wiping over furniture, equipment and workstations is effective at preventing norovirus. Sharing of personal items should be discouraged. Hand washing (which should be a matter of regular routine) should be encouraged.

It is important that cleaning staff follow the established procedures for cleaning bodily fluids. Standard cleaning practices are sufficient and the level of PPE required for such cleaning is gloves and aprons, although care should be taken to avoid any contact.

The following website provides games and learning resources to help young people learn about microbes and hygiene: [http://www.e-bug.eu](http://www.e-bug.eu)

**Bacterial Food Poisoning**

(Campylobacter, Listeria, Salmonella, E.Coli, etc)

Broadly, symptoms can be similar to Norovirus, although raised temperatures are much more likely and probably higher. It is possible to catch food poisoning bacteria from an infected person though contact, but cross infection will usually only occurs when an infected person prepares food or drinks for others.

All these bacteria can cause complications for pregnant women, very young children or those with compromised immune systems.

**If infected:**

- rest as much as possible
- eat when you feel up to it – sticking to small, light and non-fatty meals at first (bland foods such as toast, crackers, rice and bananas are good choices)
- avoid alcohol, caffeine, fizzy drinks and spicy and fatty foods because they may make you feel worse
- contact your GP if your symptoms are severe or don't start to improve in a few days.

**Preventing the spread of infection if infected**

- don’t prepare food for other people
- keep contact with vulnerable people, such as the elderly or very young, to a minimum.
• stay off work or school until at least 48 hours after the last episode of diarrhoea.
• make sure everyone in your household (including yourself) washes their hands with soap and warm water regularly – particularly after going to the toilet and before and after preparing food
• clean surfaces, toilet seats, flush handles, basins and taps frequently
• don’t use someone else’s possessions, especially towels and clothes
• wash the laundry of the infected person on the hottest washing machine setting

**Zika**
This is not infectious, unlikely to appear in Britain and can only be transferred by certain species of mosquito (or very rarely, sexual contact).
Section Four

Major Emergencies

This section deals with some of the issues and challenges you may face as a school when the area you are situated experiences a Major Emergency. This could also be applicable if a major emergency elsewhere disrupts the normal operation of the school.
Major Emergencies

What is a Major Emergency
Any event (happening with or without warning) causing, or threatening, death or serious injury, damage to property or the environment, or serious disruption to the community which, because of the scale of the impact cannot be dealt with by the emergency services and local authorities as part of their day to day activities.

A major emergency involving Category 1 and 2 responders\(^9\) is likely to have a massive impact on schools’ ability to function. The pressures on the Headteacher and Governing Body are difficult to overstate during such times. Planning and preparation time is rarely wasted and could save lives, property and money.

Guidance on Major Emergencies
This section of the guide provides more in-depth guidance and information to enable Schools to plan for major emergencies and manage them effectively.

There are obviously many different situations that may become Major Emergencies. Some will cause significant disruption and some will not have any effect. The following, however are the ones that are most likely to have an effect.

- Pandemic Illness
- Any emergency that requires the School to be used as a rest centre
- Weather, Climate and other Natural Disasters
- Animal and Plant Disease Outbreaks
- Energy and Utility Failure
- Chemical & Radiological Incidents

Academies, Free Schools & Voluntary Aided Schools

The problems caused by a Major Emergency that impact on a VA, Academy or FreeSchool would be the same as that for a local authority school. However, the budget and accountability issues may be different.

Governing Bodies and Headteachers of VA schools, Academies and Free Schools should still follow the procedures listed in the rest of this section. The local authority would endeavour to assist any school during an emergency.

\(^9\) “Category 1 responder”. Also known as the “core responders”, such as the emergency services, local authorities, health bodies and certain Government agencies. Category 2 responders are known as the “co-operating responders”, such as highways, electricity, gas, HSE etc.
Pandemic or Epidemic Illness

What do Pandemic & Epidemic mean?
An epidemic is a widespread occurrence of an infectious or contagious disease in a community at a particular time. A disease becomes pandemic when it spreads beyond a region to infect large numbers of people worldwide.

Examples of diseases that have caused pandemics or epidemics include Influenza, Bubonic Fever, Typhoid, Cholera, Measles & Ebola. Today, medical science has largely eradicated many of the diseases that have caused pandemics. In recent times, the diseases which continue to cause concern are those which would put massive stress on UK health services:
- Influenza because of the virus’ morbidity, mortality, infectiousness, contagiousness and its capacity to mutate, becoming resistant to infection control methods (which increases mortality rate).
- Ebola because of the contagiousness and high mortality rate.
- Norovirus because of the contagiousness of the virus.
- General advice on other infectious or contagious diseases commonly encountered at schools.

Influenza
What is Epidemic or Pandemic Influenza?
An outbreak of influenza might occur when a new, highly contagious and dangerous strain of the influenza virus appears, in contrast to the ‘ordinary’ or ‘seasonal’ flu outbreaks which we see every winter. Flu outbreaks occur infrequently – usually every few decades. We saw one in 2009 and there were three in the last century. 1918, 1957 and 1968.

A new flu virus may not follow the usual seasonal pattern of ordinary influenza. It could occur at any time of the year.

The flu virus is easily passed from person to person. When an infected person talks, coughs or sneezes, the virus is present in the air. It can also spread through hand/face contact after touching a person or surface contaminated with the virus. The increasing speed and volume of modern travel means contagious diseases can travel very rapidly round the globe. Probably less than six months and possibly just a few weeks.

How might Pandemic Influenza affect the UK?
Once the pandemic reaches the UK it will take a few weeks to take hold, but it will then cause widespread illness across the country over a period of 2-3 months. There may be a second or third wave of illness a few weeks or months later. Previous experience suggests around a quarter of the population will develop flu during this time.

A flu pandemic will, therefore, place considerable pressure on health and social services due to the greatly increased number of patients with influenza who will require treatment together with depletion of the workforce due to illness.
Everyone is at risk during a flu pandemic, as few will have any sort of immunity to the virus. Older people and those with chronic health problems may be at greater risk of severe complication like pneumonia but until the virus starts circulating it is not possible to know for sure who is at greatest risk.

The last Influenza Pandemic caused widespread flu, however, the severity was generally very low. There were 474 fatalities nationally, but these occurred mainly in people who had some form of other health issue. A new pandemic of influenza may be derived from a different strain of virus and infection rate, morbidity and mortality rate might be much more severe.

**Ideas for Planning for an Influenza Epidemic or Pandemic**

With a bit of forethought, the effects of influenza might be significantly ameliorated. Possible ideas include:

- Identify who would make any decision on whether to close (and reopen) the school in the case of government advice, staff absence or to prevent the spread of infection.
- Determine who is the Local Authority (LA) liaison on this issue.
- Consider developing partnerships with other schools, possibly through cluster organisation or other existing arrangements.
- Check whether your school is suitably equipped with materials needed to implement infection control measures (e.g. tissues and tissue disposal, hot water and soap).
- Check cleaning arrangements / contracts and whether special provision could be provided during an outbreak.
- Consider developing and testing communication and dissemination plans for staff, students, and families, including information about possible closures, any timetable changes, and – where relevant - transport changes. Possible avenues of communication may include automated phone messages, phone trees, e-mail, web sites, text-messaging and local media outlets.
- Consider allocating some curriculum time to discussion and learning about the disease.
- Compile a list of key contacts.
- Check and update pupil and parent/carer contact details. Consider also compiling home email addresses for students and parents/carers who have access to the internet at home.
- Consider how you might operate in the event of key staff absence (including both teaching and ancillary staff). Review arrangements for covering teaching and non-teaching duties.
- Consider the allocation of responsibilities, duties and cover arrangements during an outbreak, including who would take key decisions in the event of leadership team absence.
- Review procedures for communicating with staff, students, and families.
- Consider pastoral needs of the students and staff; are there staff training needs that could be met soon?
• Identify the languages spoken by the student population and their families. Is information available in those languages?
• Consider the needs of disabled students or staff or others with special educational needs.
• Develop template letters, both for closure and reopening. Review the online closure website.
• Consider compiling a pool of parents / volunteers (who are CRB checked) who could be used to supervise children in times of significant absence.

**Staff Absenteeism**
During an epidemic or pandemic outbreak of flu, staff will be absent from work if:

• They are ill with flu. Numbers in this category will depend on the clinical attack rate and the recovery time. If the attack rate is 50%, half of staff in total will be sick (and hence absent from work for a period) over the whole course of the pandemic. Fortunately, it is unlikely that all staff who become infected will be absent at the same time.
• They need to care for children or other family members who are ill with flu.
• They need to care for their own un-infected children or family members because of local school closures.
• They have non-flu medical problems. With the extra pressures on the Health Services, this risk increases.
• They may take their statutory Annual Leave entitlement. While it might seem necessary to ask staff to not take Annual leave during an outbreak, this may not be the case and head teachers should assess the situation in their school.
• They decide to absent themselves for other reasons. This includes industrial action or unauthorised absence due to fears about infection.
• Large scale transport disruption making it difficult for staff to get to work.

If staff are absent, head teachers should be supportive and understanding where appropriate. The speed of return to normalcy will be faster if staff feel that they are valued.

Staff who fall ill should be advised to stay at home and rest, drink plenty of fluids and consider using anti-pyretic medicines such as aspirin, ibuprofen or paracetemol. Staff should not be allowed back until they are fully recovered in case of relapse and to reduce the risk of infecting others. Note that the virus will mutate and there may be no immunity to a second bout of illness and it is common to become re-affected (although symptoms may be reduced for a second bout).

The severity of illness will vary greatly from person to person, anything from four or five days to two weeks. Staff should not be expected to return after a set amount of days.

**Considering School Closure**
Closing schools has a massive impact on business continuity and the maintenance of essential services. It is understood that parents and carers of children may be working in other public service sectors (including emergency services, schools or
hospitals). If a school is closed, the parent or carer will be forced to remain away from work to look after their child. This will further deplete the workforce of the essential services. Therefore, Kent County Council policy is that wherever possible, schools should remain open and operate stringent control measures to reduce the chances of staff or pupils becoming infected.

The decision to close a school should be taken by the Head teacher following consultation with the AEO, whenever practical. The procedure for closing a school is the same as described in the chapter on “Emergency Closure”, in Section One.

If a school is threatened by closure, there are several options that could be considered first. It would be necessary for the head teacher to undertake a risk assessment before implementing any of these options.

- Bringing staff in from other schools that are already closed.
- Using supply teachers.
- Collaborative working. If two or more school are experiencing staff shortages, consider closing one school and keeping the other open.
- Closing single year groups.
- If classes are half full, schools might wish to consider offering space to each other.

Reducing the Risk to Staff and Pupils
Anti-viral drugs have been stockpiled by the Health Authorities, but until the exact strain of virus has been identified, they are unlikely to be issued.

The best course of action is implementing robust infection control practices. You can significantly reduce the risk of catching or spreading influenza by:

1. Publicising Control Measures in your School
Simple posters and a publicity campaign to communicate facts and dispel myth. What works and what does not. For example:

- Posters encouraging staff and children to cover noses and mouths when coughing or sneezing.
- Support the use of anti-viral tissues and insisting on proper safe disposal of dirty tissues. Bag and bin them.
- Publicise good basic hygiene, for example washing hands frequently with soap and water to reduce the spread of the virus from your hands to your face, or to other people.
- Warn against borrowing and lending personal effects.

2. Teaching Practice
Teachers should consider prevention during teaching and lesson planning. For example:

- Encourage hygienic practices.
- Inform children regularly of best practice and advice.
- Avoid unnecessary mixing of classes.
- Stay alert for early Flu symptoms (high temperature, feverish, tiredness, lethargy).
- Although it is recognised as being impractical for some lessons, teachers should discourage unnecessary personal contact.
- Avoiding non-essential travel and crowds whenever possible.

3. School Management
Headteachers and Governing Bodies should consider the pandemic issues and infection control in day to day school management. For example:

- Review existing plans and initiate.
- Review staffing regularly and have plans in place to manage for possible staff shortages.
- Suspend all visits or excursions that increase the possibility of exposure to the virus.
- Forbid non-essential visitors.
- Understand all the issues around pandemic flu.
- Review cleansing procedures. Ensure that hard surfaces (e.g. kitchen worktops, door handles) are thoroughly cleaned using an antiviral cleaner.
- Review waste disposal procedures.
- Consider moving to class assemblies rather than whole school.
- Deal with illness and death in accordance with the guidelines in Section Two.

Ebola
What is Ebola?
Ebola is a virus that originated in animals in parts of West Africa. It is passed from human to human through contact with bodily fluids (blood, sweat, vomit, faeces, etc.) of an infected person who is showing symptoms. It is NOT an airborne virus. The virus can survive outside the body, on surfaces for several hours. However it is very fragile and is easily destroyed by cleaning with disinfectant, or even soap and water.

Ebola has a high mortality rate ranging between 50% to 85%, although it is expected that in the West, the mortality rate would be lower. There are cures and vaccines being developed.

A significant outbreak is highly unlikely in the UK. Public Health England (PHE) have estimated that there will be a handful of cases in the England for every worldwide outbreak.

Ebola symptoms are very similar to several other illnesses, and include: headache, sore throat, sweating, fever, vomiting, diarrhoea, unexplained bleeding, serious malaise, collapse or bruising of the skin. Because the symptoms are so similar to other illnesses, it is important to ascertain key information about where the patient has been, who they have been close to etc.
Treatment is through good nursing and rehydration. Many survivors appear to have lifetime immunity, although the virus can hide itself in the body, only to reappear at a later date, causing serious complications.

A person who is infected with Ebola appears to be only contagious if they are showing symptoms. If there are no symptoms, the person is probably not contagious. Symptoms can appear any time from two days to 21 days following infection.

**Action For Schools**
The role of the school is likely to be limited to initial alerting of possible cases and ensuring thorough area cleaning and managing the PR aftermath.

**Identification**
As with all illnesses, if a child or student presents with any generic symptoms, the school will have procedures in place to inform parents and move the child away from other children (the same for flu, measles, norovirus, mumps, etc.) until the child can be taken home.

If however, the child presents with more serious symptoms, (vomiting or diarrhoea (with blood present), unexplained bleeding or collapse, then the school should call 999 and request an ambulance as normal. On arrival, the paramedics will make an assessment. If Ebola is suspected, then they will notify PHE who will mobilise local resources and establish control. PHE is the responsible body for managing any instances of Ebola in England. There has been national testing of the preparedness of PHE and local authorities.

A positive diagnosis of Ebola will take about 24 hours from the start of PHE notification.

**Cleaning**
Ebola is a fragile virus and is easily destroyed by thorough cleaning with soap and water or disinfectant. It is important that cleaning staff follow the established procedures for cleaning bodily fluids. Standard cleaning practices are sufficient and the level of PPE required for such cleaning is gloves and aprons, although care should be taken to avoid any contact.

It would be a good idea to clean the workstation of the child and any area where the child worked although it should be stressed that it is far more likely that the illness is something other than Ebola. Hand washing (which should be a matter of regular routine) should be encouraged.

**Managing PR**
Ebola is a highly emotive issue and until a positive diagnosis is returned, it is important that Ebola is not mentioned to a wider school population. If a positive diagnosis is returned, PHE will coordinate the media messaging through the KCC media office.

The school must not release the name of the child outside the school, although following advice from KCC Media, an assembly to the school by the head teacher might be deemed appropriate. No one at the school should provide information through unofficial channels and no unplanned announcement should be made.
Social media is likely to give this significant coverage. PHE and KCC media have strategies for this, but certainly, school staff should not engage and parents should be advised of the facts.
Emergency that requires the School to be used as a Rest or Reception Centre

In the event of any Major Emergency, school buildings and/or facilities (including services co-located in schools, e.g. nurseries) may be taken over by a local authority and used for other purposes.

One of the more usual uses is as an Emergency Rest Centre or Survivor Reception Centre. Schools often have the facilities to receive, record, care for, feed and temporarily house large numbers of people.

The procedure for establishing a Rest Centre is tried and tested. A centre can be set up fairly quickly. The local Borough and District Councils will often be the agency that sets up a rest centre which may then be taken over as the greater resources of the County Council are brought in.

The procedure is that as soon as the need is identified, the headteacher and caretaker (keyholders) are informed and asked to open the school. The lead agency than installs supplies and equipment and the centre becomes open to receive evacuees.

The Impact on the School
Naturally, normal schooling is impossible under these circumstances. The school will be closed.

As early as possible, the head teacher should initiate the contact procedure to try and inform as many parents as possible. The use of the school closure website can facilitate this, as relevant websites and local radio stations would be automatically updated.

Inevitably, some students and parents will turn up. A small team of staff needs to be posted at the school entrances to explain the situation. The message given out needs to be that the school is closed, and parents should refer to the schools closures website, listen to local radio or ring the school that evening for news. A dedicated telephone number with a short answerphone message may be helpful here.

The responsibility lies with the AEO and the Head teacher to make suitable alternative arrangements if it looks as if the Rest Centre will be maintained for more than a few days.

Once the rest centre is no longer required the lead agency will clear and clean the buildings before handing back to the school.
Weather, Climate and other Natural Emergencies

The local authority and other Category 1 responders will manage major emergencies caused by weather or climate or other natural disasters.

Schools may be affected in the following ways, depending on the emergency:

- The school is situated inside the emergency area and is directly affected.
- The school is situated outside the emergency area, but an essential service has failed due to the emergency.
- The school is situated outside the emergency area, but has been taken over for use as a local authority rest centre.
- Staff or pupils are unable to get to the school because of the emergency.

Possible Causes of a Natural Emergency

- Heavy Snowfall or Extreme Cold Weather
- Flooding
- Storm and high winds
- Drought
- Earthquake

Considering whether or not to close a School

The decision to close a school has a massive impact on business continuity and the maintenance of essential services. Parents and carers of children may be working in other public service sectors (including schools and hospitals). If a school is closed, the parent or carer will be forced to remain away from work to look after their child. This will further deplete the workforce of the essential services.

Therefore, Kent County Council policy and preference is that schools should remain open, if practical and safe to do so.

If a head teacher is considering closing their school, they must contact the AEO first, even if local authority emergency planning officers are on site.

If the advice is to close the school, the procedure for dealing with this sort of incident are exactly the same as listed for emergency closure in Section 1.

- Make sure that all pupils/students have a safe and reliable way to get home.
- Keep pupils/students in a safe place until parents/carers arrive and account for all children

Heavy Snowfall or Extreme Cold Weather

Every winter brings the possibility of snow and ice. Extreme bad weather can cause widespread and prolonged disruption. Schools are often affected and it can be difficult to maintain an education service.
This guidance provides advice for headteachers about risks schools may face, preventative strategies and advice on how to communicate a school closure to parents, stakeholders and the Local Authority.

This guidance aims to be a useful touchstone and offer reassurance that acting reasonably and applying sound risk assessment principles will enable headteachers to determine risks and to confidently make the best decisions for schools.

As a fundamental principle every effort must be made to keep schools open, even if only limited numbers of pupils can attend. There is a legal requirement to keep schools open for children to attend for 190 days per year (380 sessions). However schools may close due to ‘unavoidable’ circumstances. Those circumstances being that it is no longer safe for staff or pupils to be onsite. The cancellation of public transport or the inability to run a normal timetable due to staff absences are not considered unavoidable circumstances.

The government has stressed the importance of schools remaining open, wherever possible, as closures have a knock on effect on parents/carers who are key workers in other areas of the public sector, e.g. Health Services, thus undermining crucial service delivery. The overriding principle is, therefore, for schools to remain open to the maximum degree possible, as is consistent with health and safety requirements, even if it is not possible to run a full timetable.

Preparation for Severe Snow and Ice
There are long and short term actions you can take that will increase your ability to remain open during times of severe snow and ice.

Long term – consider these actions weeks in advance of the winter months:

- Develop a written school policy for extreme snow and icy conditions and ensure it is fully communicated to staff and parents/carers.
- Ensure stocks of salt/grit/sand are adequate for the time of year and foreseeable weather.
- Consider alternative local suppliers such as your Parish Council. Please remember salt stocks should be sourced well in advance of winter NOT days before predicted snow as transporting salt may be inhibited by bad weather.
- Identify the outdoor areas used by pedestrians most likely to be affected by ice, for example: building entrances, pedestrian walkways, shortcuts, sloped areas and areas constantly in the shade or wet.
- Ensure water, boiler and heating systems are regularly maintained.
- Inspect windows and exterior doors for draughts. Consider repairs and draught proofing.
- Check that pipes are appropriately lagged.
- Consider making arrangements with a contractor to clear the school site (as supermarkets do) and possibly work with other schools to share the service.
- Talk to local community groups that may be able to support during heavy snow and ice.
- Perhaps put an agreement in place in advance of severe weather.
Short term – consider these actions **days** before forecasted severe snow and ice:

- Regularly check weather forecasts via news and websites. Take action whenever freezing temperatures are forecast. A designated member of staff could regularly monitor the following sites:
  - The Weather Channel [http://uk.weather.com](http://uk.weather.com)
  - BBC Weather [http://www.bbc.co.uk/weather](http://www.bbc.co.uk/weather)
  - Met Office [http://www.metoffice.gov.uk](http://www.metoffice.gov.uk)

- Leaving heating on a low setting overnight.
- Where curtains and blinds are fitted consider closing them at night to retain heat.
- Closing doors between areas of differing temperatures.
- To enable proper circulation of warm air consider keeping radiators clear of obstruction.
- Put procedures in place to prevent any icy surface forming and/or to keep pedestrians off the slippery surface. Use grit or similar on areas prone to being slippery in frosty/icy conditions.
  - Gritting should be carried out when frost, ice and snow is forecast or when walkways are likely to be damp or wet and the ground temperatures are at, or below freezing.
  - The best time is early evening before the frost settles, if this is possible (or additional salt is required), use it early in the morning before people arrive. Salt doesn’t work instantly, it needs sufficient time to dissolve into the moisture on the ground. Please remember, if you grit when it is raining heavily the salt will be washed away causing a problem if the rain then turns to snow.
- Cover walkways e.g. by an arbour high enough for people to walk through or use an insulating material on smaller areas overnight.
- Divert pedestrians to less slippery walkways and barrier off existing ones.
- Put plans in place to restrict the movement of pupils and staff around the school grounds.
- Remember it is not always necessary to clear the car park of snow as it can be taken out of use until such time as it is safe to be used. Staff can make alternative parking arrangements providing it is safe to do so.
- Try to ensure access points into buildings have the means for people to wipe off water, snow or ice from their shoes.

**School Staff**

Please remember you cannot direct a member of staff to drive in severe weather. However the expectation is that staff will make every effort to attend school during severe snow and ice except in the most extreme cases where they can demonstrate a high degree of risk or by virtue of distance or terrain and absence of transport that it’s simply not possible for them to attend.

- The headteacher should be aware of the location of their staff and be able to communicate with them to determine attendance.
- Consider asking staff what alternative arrangements they intend to make to get to work: walk, bus, train, car sharing.
- If possible, arrange for staff to accommodate each other locally in severe conditions if returning home is impossible.
- An agreement may be reached for certain staff not to be expected until later in the morning or to be released early.

**Risk Assessment/Management**

Risk management and assessment aims to help schools identify potential risks in advance of severe snow and ice and ensure appropriate control measures are implemented. It also assists headteachers in making the right decision on the day by adopting an approach that is grounded in common sense and being proportionate.

The decision to close or restrict attendance should be taken by the headteacher of the school or in their absence by the most senior member of the teaching staff available and after the completion of a suitable and sufficient risk assessment.

The following should be considered and management systems put in place:

- Is the school building accessible?
  - Are pedestrian routes on the school grounds passable?
  - Is there means to clear these routes e.g. salt/ grit?
  - Can priority be made in respect to slopes, steps or ramps or can these areas be restricted from use?
  - Outside metal staircases should also be avoided unless appropriately treated.
- Can the headteacher ensure enough teaching and/or supervisory staff to operate safely?
  - The emphasis would be to operate safely, not whether a full or normal curriculum could be followed.
  - There are no supervisor ratios for non-teaching periods. Internal management should decide staffing numbers depending on risk and by considering the type of pupils (age, behaviour, disabilities) and the type of activity they are doing.
- Is the school appropriately heated?
  - Is there enough fuel for the day?
- Are water systems working appropriately?
- Is it possible to restrict outside play to limit the snow/ice becoming compacted and therefore more dangerous.
It is vital a risk assessment is completed prior to the decision being taken to close, in order to ensure all the safety issues have been considered and control measures implemented. It will also serve as evidence should justification be needed to defend the school closure.

During each day headteachers will want to review their risk assessment. It is expected that a school will remain open until normal time for the end of the school day. However if the revised risk assessment indicates that circumstances have changed to such an extent that the headteacher believes conditions are now unsafe, early closure may be necessary. In such circumstances the school should register their closure online (see ‘Communication with Parents and Staff’).

A school must never close completely unless the headteacher is certain that no child will present his/herself. A member of school staff must remain on site in case any students or staff arrive at the school after it has announced it is closed. Arrangements must always be made for the security of children and parental consent must be sought if sending them home.

If you have any questions about completing a risk assessment, please contact Kent County Council’s Health and Safety Unit on 01622 694476.

Communication with Parents and Staff
It is vital that parents and staff are made aware of the school’s closure as early as possible. Please also consider any onsite stakeholders that may also be affected if the school is closed e.g. Adult Education classes etc.

Communication with parents in advance of severe snow/ice
You may already do this but consider communicating with parents in advance of severe snow and ice via a school newsletter to aid preparation and ensure they know how to find out if the school is closed.

• Remind parents about the preparations the school will be undertaking to ensure the school remains open for as long as possible.
• Remind parents they can go online to see if their school is closed www.kentclosures.co.uk
• The Kent Closures website will also display closures for a number of services including libraries, nurseries and Children’s Centres.
• Remind parents they can hear about school closures by listening to KMFM, BBC Radio Kent and Heart FM.
• They can also visit www.kent.gov.uk/winter for more information about salting routes, KCC, services affected, travel issues etc.
• Suggest parents may want to sign up for the SMS or email alerts on www.kentclosures.co.uk
• Please be aware there is a charge for SMS alerts.
Flooding

Flooding in Kent is usually a result of sustained rainfall causing rivers to overflow or a coastal phenomenon known as a storm tide. Flash flooding following heavy rain does not often cause major problems in the South East, but it can exacerbate a situation.

If serious flooding occurs, even if it is not in the immediate vicinity, it will affect a wide area of infrastructure. Transport, housing, energy, water supplies, daily services or deliveries may all be affected during flooding. The most likely effect on schools is likely to be reduced numbers of staff and pupils attending.

As part of emergency planning, head teachers must check the ‘Flood Map’ on the Environment website to ascertain whether their school or local area is at risk of flooding. Flood information and the flood map link can be found on this page: https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather

If a school is assessed to be at risk of flooding, the Head teacher should:

- Develop a plan with the caretaker for reducing the flood damage to the school buildings and grounds.
- Acquire sandbags or even flood boards if the risk is deemed serious.
- Read the available advice on the Environment website.

School Closure
If a school becomes flooded due to high tide or rivers that have burst their banks, the school must be closed (See Section One). The danger comes from not only fast moving water and unseen hazards but also the floating objects, contaminants and sewage that may be carried by floodwaters. The school should initiate the action to secure, cordon off, arrange insurance, commission repairs and clean up.

Flood Warnings
The Environment Agency issues Flood Warnings of increasing severity. These are: Flood Watch, Flood Warning, Severe Flood Warning and All Clear

The Environment Agency aim to give two hours notice of flooding - day or night. Warnings are issued by:

- broadcast on TV weather bulletins
- local and national radio weather
- local radio travel reports.
- By sending a warning message direct to people at home or at work by telephone, fax or pager
- Flood Wardens to alert the local community when a flood warning is issued.
- Public address, loudhailer or siren systems
- Floodline 0845 988 1188.
Flood Watch

Flooding is possible. Be prepared

Head teachers of schools that are in an area that receives a Flood Watch should:

- Remain in regular communication with the AEO.
- Check with the Flood information and the flood map link on this page:  
  [https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather](https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather), or Floodline 0845 988 1188) to ascertain flood risk to the school.
- Contact their Water Supplier every day to check on the quality and availability of water.
- Contact their energy suppliers every day to check on the availability of power supply.
- Warn staff and pupils of the risk that the school may be closed.
- Advise staff and pupils of the dangers during flooding:
  - Don't try to walk through floodwater. Six inches of fast flowing water can knock you over. Manhole covers may have come off and there may be other hidden hazards.
  - Don't drive through floodwater. Two feet of water will float a car.
  - Never ever try to swim through floodwater. It is easy to get swept away or be struck by an object in the water. The water may also be extremely cold.
  - Don't walk on sea defences, riverbanks or cross river bridges if possible - they may collapse in extreme situations or you may be swept off by large waves.
  - Stay away from coastlines. Waves may be dangerous and there is a real risk of being struck by stones and pebbles being thrown up by waves.

Flood Warning

Flooding is expected. Immediate action required

In addition to the measures taken for “Flood Watch”, Head teachers of schools that are in an area that receives a Flood Warning must ensure that their caretakers:

- Put sandbags or flood boards in place round doorways, airbricks & other ingress points. If used properly, sandbags work & save thousands of pounds in cleanup bills.
- Plug sinks, toilets, baths etc with sandbags to reduce sewage backflow.
- Be ready to turn off gas and electricity.
- Unplug electrical items and move them to an upstairs room if possible.
- Move important documents to an upper floor if time permits.
- Co-operate with emergency services and local authorities.
- Use daylight as much as possible. Working in the dark will be a lot harder if the electricity fails.
• Have torches available.
• Listen to the local news and to the emergency services who will advise if evacuation is necessary.

Severe Flood Warning

Severe flooding. Danger to life

Head teachers of schools that are in an area that receives a Severe Flood Warning must immediately evacuate the building and if occupied, move all personnel to higher ground.

A Severe Flood Warning is not issued lightly. It is not always preceded by a ‘Flood Watch’ or ‘Flood Warning’ notice.

Warning no longer in force

Flood warnings and flood alerts have been withdrawn

Head teachers should continue to listen to weather reports and check flood warnings.

Head teachers should note that a serious danger of contamination is still present after the flood has drained away. Specialist contractors are needed to clear up after a school has been flooded and the school should not re-open until the surveyors have certified that it is safe to do so.

Storm and high winds

Storms and high winds have the potential to cause major emergencies.

In 1987, Kent suffered severe damage by the ‘hurricane’. Many buildings were damaged and unsafe to use. Trees were blown over causing significant disruption to road and rail transport. The channel ports were closed.

If a large storm occurs, it will affect all aspects of the service infrastructure. Transport, housing, energy, water supplies, daily services or deliveries may all be affected because of the damage. Road and rail infrastructure is usually cleared up quite quickly. The most serious long-term problem for schools is likely to be damage to school buildings.

It is difficult to plan for preventing storm damage. However, Headteachers and Caretakers should be alert to structural issues of the school building, e.g. loose tiles, brickwork, chimney stacks, masts, etc and inform the local authority of any maintenance issues. Similarly, dangerous or overhanging trees might need attention.

Head teachers need to plan for the aftermath, but the issues are common to other weather or natural disaster emergencies. In the event of damage or expected damage, head teachers should:
• Notify Fire Brigade, Ambulance or Police if needed.
• Consider immediate First Aid procedures, i.e. evacuate if there is no risk to casualty, or if there is imminent further risk.
• Consider full closure (speak to AEO).
• If the school is to remain open, cordon off damaged buildings with rope or tape, ensuring a safe distance is maintained.
• Inform staff and pupils of the damage and the necessity of keeping well clear.
• Contact the Property Helpdesk or in-house maintenance to take all the necessary action to secure, cordon off, arrange insurance, commission repairs or consider temporary accommodation etc.
• Inform chair of governors.
• The most important consideration is that if any school buildings are damaged, the school should not use the building until it has been passed by the surveyors.
• Account for all pupils/students, staff and visitors and remain in designated area, ensure designated area is safe from falling debris etc, plan for evacuation to a more suitable location as soon as possible.
• Contact the KCC Media Office.
• Establish lines of responsibility, accountability and leadership.
• Inform all staff to maintain timelines and records of all actions and events.

Drought
A drought should only affect a school when it has become very severe. Even if standpipes are in operation for domestic consumers, water supplies to schools are usually maintained.

Should water supplies to a school be suspended, then it is highly unlikely that a school could remain open.

It is largely impractical to plan for drought conditions but as water supplies become stretched, the school should be doing everything it can to assist in conserving water.

Southern (https://www.southernwater.co.uk/water-resources) and South East Water (http://www.southeastwater.co.uk/your-water/saving-water) provide useful guides on practical measures to conserve water.

Earthquake
More than 200 earthquakes occur in the UK every year. Statistically, the UK should experience a quake of at least 5.0 every eight years and one of between 4.0 and 4.9 every two years. In the last 700 years, Kent has experienced at least two earthquakes of more than 6.0 magnitude.

Kent experiences earthquakes several times a year, but only a very few cause any damage. On 28 April 2007, Kent experienced an earthquake of 4.3 on the Richter scale. Some structural damage occurred across a wide area and fifty homes were evacuated. On 22 May 2015, a 4.2 magnitude earthquake was recorded in Kent.
It is impractical to plan for earthquake damage but Headteachers and Caretakers should be alert to structural issues of the school building, e.g. loose tiles, brickwork, chimney stacks, masts, etc. that could be exacerbated by an earthquake. Heads should inform the local authority of any maintenance issues promptly.

Head teachers need to plan for the aftermath, but the issues are common to other natural disaster emergencies. If a Headteacher suspects structural damage, they should:

- Notify Fire Brigade, Ambulance or Police if needed.
- Consider immediate First Aid procedures, i.e. evacuate if there is no risk to casualty, or if there is imminent further risk.
- Consider full closure (speak to AEO).
- If the school is to remain open, cordon off damaged buildings with rope or tape, ensuring a safe distance is maintained.
- Inform staff and pupils of the damage and the necessity of keeping well clear.
- Contact the Property Helpdesk or in-house maintenance to take all the necessary action to secure, cordon off, arrange insurance, commission repairs or consider temporary accommodation etc.
- Inform chair of governors.
- The most important consideration is that if any school buildings are damaged, the school should not use the building until it has been passed by the surveyors.
- Account for all pupils/students, staff and visitors and remain in designated area, ensure designated area is safe from falling debris etc, plan for evacuation to a more suitable location as soon as possible.
- Contact the KCC Media Office.
- Establish lines of responsibility, accountability and leadership.
- Inform all staff to maintain timelines and records of all actions and events.

Animal and Plant Disease Outbreaks

Much of Kent is rural and farming forms a large part of the Kent economy.

There are many animal and plant diseases and infestations, which could cause untold damage to the farming economy if they occurred. Notifiable animal diseases include: Foot and Mouth Disease, Avian influenza (Bird flu), Bluetongue, BSE and Swine Fever. Plant diseases and infestations include: Colorado beetle and Potato rot.

Should any of these diseases or infestations occur, the primary defence is containment. This may involve huge areas of the countryside being closed to the casual visitor. It is not uncommon for farming families to be confined to their homes until suitable disinfectant procedures have been put in place.

The effect on rural schools can be quite serious. The rural school is a meeting place where farming community children congregate. Consequently, the DEFRA
Local Disease Control Centre (LDCC) may request that schools in or near an affected area introduce robust disinfectant and containment procedures.

Planning for disease outbreaks is not really possible.

It is unlikely that a school will be asked to close although pupil and staff movement to and from the school will become more difficult.

Head teachers should:

- Seek advice from the DEFRA Local Disease Control Centre and other competent authorities.
- Educate and inform pupils and staff on the issues of disease containment.
- Suspend nature walks, rambles etc.
- Consider suspending visits or excursions
- Ensure that disinfectant practices are robustly adhered to.
- Review travel plans to reduce vehicular transport and if necessary, look for different walking routes to/from the school.

**Energy, Fuel and Utility Failure**

Communities depend on energy and essential utilities to exist. When something causes them to fail, the impact can be far-reaching.

Essential services are those that are external to the school and could include:

- Electricity, gas or fuel oil supply
- Vehicle fuel
- Water supply
- Waste collection
- Communication networks (telephone, cellular phone)
- The emergency services
- Government and Local Authority services

There are many factors that could cause these services to fail. Shortages, damage to infrastructure, industrial action, bad weather to name but a few.

The impact that a failure may have on a schools ability to function may necessitate closure. Each situation is different and the decision will depend on other factors. Power or fuel disruption is a more serious issue during winter, for example.

Closing schools has a massive impact on business continuity and the maintenance of essential services. It is understood that parents and carers of children may be working in other public service sectors (including schools and hospitals). If a school is closed, the parent or carer will be forced to remain away from work to look after their child. This will further deplete the workforce of the essential services.
Therefore, Kent County Council policy is that wherever possible, schools should remain open.

If a head teacher is considering closing their school, they must contact the AEO first, even if local authority emergency planning officers are on site.

If the advice is to close the school, the procedure for dealing with this is exactly the same as for emergency closure in Section 1.

Industrial Accidents, Chemical & Radiological Incidents

This section covers the accidental or intentional release of hazardous, toxic or radioactive substances and the action that schools need to take.

The Control of Major Accident Hazard Regulations 1999 (The COMAH Regulations) made under Health and Safety legislation are aimed at reducing the risk to the public from sites which store and use a range of hazardous substances. COMAH sites are required by law to have extensive emergency plans. It is a good idea for Head teachers to have some awareness of these plans if their school is in an area that may be affected by an accident.

There are several possibilities of chemical or radiological incidents, but the most likely is a release of toxic, corrosive or explosive gas or smoke. A gas cloud will move with the wind so schools even some distance away may eventually become affected.

The most important consideration here is that evacuation and closure of the school may NOT be the safe option. The local authority and the COMAH site is responsible for initiating an off-site plan and part of that would involve warning local schools.

Emergency planning for schools that are in the vicinity of hazardous sites should already be in place. Because the emergency might impact very rapidly, it is important that the school has well-rehearsed procedures in place.

Ideas for planning might include:

- Schools must have, and practice, a distinct signal to close all doors and windows and remain inside the building.
- Consider provision of stocks of food and drink on site.
- Consider whether occupants can sleep on site if necessary. Blankets, heaters etc.
- Check pupils and staff who have regular medication have sufficient.
- If situated near a site that might pose an atmospheric or chemical risk, consider acquiring a supply of face masks (or even wet cloths). If the atmosphere becomes contaminated, breathing through masks may reduce the risk of damage to health.
Considering Shelter or Evacuation?
The Health Protection Agency is responsible for providing guidance for managing major industrial incidents. Each industrial plant, factory or site that uses hazardous materials maintains a plan that predicates the decision to shelter or evacuate. The factors that will be considered are:

- Is the substance harmful?
- Will the public be exposed?
- Might the public be exposed sometime in the future?
- Will the risk be reduced by dilution?
- How long could the exposure last? Minutes, hours, days etc.

Using these questions, the factory or site will then recommend a course of action to the Police and local authority.

Shelter
Sheltering is usually the recommended course of action. Once inside a school building, substance exposure is reduced by about 90%. A few simple measures can reduce that exposure to almost negligible.

- Check all windows and doors are closed.
- Turn off central heating / mechanical ventilation / air conditioning to reduce air circulation.
- Eliminate any ignition sources.
- Ingress points (door sills, window frames, air bricks) should be sealed with wet cloths, towels or even wet newspaper.
- Depending on the substance, move to an upper or lower floor according to advice.
- Avoid using canteens and toilets as these rooms generally have better ventilation.

Good practice during a sheltering emergency includes:

- Listening in to local radio (battery powered or wind up) for further advice. (Go in, Stay in, Tune in).
- Keep Police informed of conditions by landline.
- Avoid using mobile phones, the networks may be needed by the emergency services.
- Plan for what you would do if a parent/carer turned up at the school to collect their child. They may be contaminated and put your pupils/students/staff at risk.
- Keep all staff and children in a limited area.
- Use buildings and rooms that are less likely to have ventilation.
- Making regular checks on staff and children.
- The Police or the local authority will give the “All Clear” announcement. Rumour and anecdotal information should be disregarded. Once the “All Clear” has been
officially received, advice should be sought about whether or not decontamination is necessary.

- Note that before children are allowed to go home, it might be a good idea to ensure that their homes are not under threat. Consider keeping children at school until the full picture is known.

**Evacuation**

A decision to evacuate a school may be taken before, during or after an incident. The Health Protection Agency guidelines use the following to decide whether evacuation is the best action.

- Size of evacuation zone.
- Is there sufficient time to evacuate?
- How long will the evacuation take?
- Method of informing schools and the community.
- The time of day.
- Weather and outside temperature.
- Availability, suitability and capacity of rest centre network.

If a decision is taken to evacuate a school, the Police, the Fire Brigade or the local authority will notify this to the head teacher. It is likely that the school would have received prior notification that the authorities are considering evacuation. A lot of time can be saved if the head teacher takes a few precautionary measures.

- Inform and warn all staff.
- Listen to local radio.
- Ensure all children have their belongings with them at all times.
- Check those on regular medication have sufficient. If not and medication is essential, alert Police and the local authority immediately.
- Assign specific people to be available to assist less mobile children.
- The head teacher must ensure that they have their ‘grab bag’ ready to hand. It should contain, at the very least, contact details for staff, next of kin details for children and a working mobile phone.
- Keep doors and windows tightly closed.
- Keep the AEO notified of the situation.
- Arrange an activity bag for use in the rest centre.

If an evacuation is ordered, the school staff and pupils should comply with the evacuation plan. Before leaving, and if safe to do so, the head teacher should:

- Ensure all doors and windows are closed.
- Turn off central heating / mechanical ventilation / air conditioning to reduce air circulation.
- ONLY if time permits, seal ingress points (door sills, window frames, air bricks) with wet cloths, towels or wet newspaper.
- Secure the school.
It is likely that all personnel at the school would be evacuated to the same rest centre. Management of the children at the rest centre is likely to be challenging. There will likely be evacuees (possibly elderly or sick) who have had trying experiences. Rest centre staff will try and keep children apart from other evacuees.

Staff should endeavour to keep the pupils occupied with simple games. This will be easier for younger children.

Staff at the rest centre should provide guidance on further action, including information on who to contact if symptoms develop.

**Post Evacuation Action**

Staff at the rest centre will issue the “All Clear” announcement. Rumour and anecdotal information should be ignored. Once an official “All Clear” has been received, children should be sent home if safe to do so. The school should NOT be re-occupied until advice has been sought about decontamination. It is likely that the school will undergo environmental sampling to ensure that it is safe to occupy. This may take several days if the evacuation zone is large.

---

**Aftermath**

The period of time after an Emergency is also a difficult time that should be planned for. The actual duration of this recovery period might be measured in months, possibly even years. An extreme example, the Aberfan disaster in 1966, saw the deaths of half the school age children in one village. Naturally it had far reaching consequences on future generations of the community.

Hopefully, any emergencies encountered in Kent will have a shorter recovery period. The effects however should be planned for.

Effects could include:

- Lengthy debriefing sessions
- Lessons learned
- New procedures being developed and implemented
- Increase in staff sickness rate
- Increase in long term sickness rate
- Increase in staff turnover
- Grieving process
- Budgetary difficulties, both short and medium term
- Parts of buildings remaining out of use, or destroyed
- Building and repair works
- Possible dispersal of classes to other schools/locations

An awareness of possible aftermath effects will enable headteachers to plan to return to normalcy as quickly as possible.
Local authority support should be sought early on. The Educational Psychology Services have experience of dealing with how such issues affect children.
Section Five

Vulnerable Children, Pupils & Students
Looking After Vulnerable Children and Young People in an Emergency

Major Emergencies
Children are often the part of the population most affected by during an emergency. In addition to the dangers to which they are directly exposed there is also, in wider crisis, the possibility of removal or reductions if their support in family and community.

Major Emergencies are managed by the Emergency Services and specialist council services, such as educational psychology and safeguarding. During such major events, these services will liaise with partners to ensure the safety and security of vulnerable children.

In the event of a major emergency, there is the possibility of children being separated from family, or possibly even losing a family member. Such children should be regarded as vulnerable.

Additional Planning
The most common issues that face schools are those experienced by children or young people with disabilities, children in local authority care and other similar challenges, during events that reduce mobility or change familiar environments. Examples of this include: losses of power or water, evacuations, lock downs, floods, fires, road traffic incidents, etc.

Children have needs which must be differentiated according to their specific circumstances (e.g. disability, age, medical needs, behavioural support) Thus the support that a primary aged child needs may be very different from those of a secondary school student.

There is potential for the dignity of a vulnerable or disabled child to be compromised in the natural urgency to ensure safety. Careful advance planning is required to ameliorate this.

Every child with additional needs, be they physical, medical, mental, behavioural or a combination of these, would likely necessitate a school to undertake additional Emergency Planning. This should seek to identify what additional considerations or resources should be put in place to ensure that a vulnerable child is not at a higher risk from an emergency, than any other child.

Planning for vulnerable children should not be generic, with plans being tailored, where practical, on the individual needs of the child or young person.

Plans should include a Personal Emergency Evacuation Plan, identification of an appropriately qualified support staff, confirmed home contact information, location of support equipment and medical information if appropriate.
Evacuation of Disabled Children, Young People or Staff in an Emergency


- Electric wheelchair user
- Wheelchair user
- Mobility impaired person
- Asthma and other breathing / health issues
- Visually impaired person
- Hearing impaired person
- Dyslexic/orientation disorders
- Learning difficulty / autism
- Mental health problems
- Dexterity problems

For these people, a Personal Emergency Evacuation Plan (PEEP) is required. The aim of a PEEP is to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants. In schools, such a plan should also reflect other forms of emergency that necessitate evacuation.

A PEEP should be produced as soon as a pupil is enrolled who may present with difficulties in an emergency.

A template Personal Emergency Evacuation Plan for children is at Appendix 14. It should be appropriately adapted for staff or visitors as required.

Some people may have difficulty in evacuation situations that they would not normally have e.g. people who have asthma may be affected in smoky conditions caused by fire, or people may be affected by the stress of an emergency situation. Such people should have a PEEP in place.

A prominent notice should invite persons entering the premises to declare if they require assistance. An example:

<table>
<thead>
<tr>
<th>We operate a system of assisted evacuation for disabled persons and others who may need help in an emergency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please speak to our reception staff and we will provide you with a suitable strategy. We have trained members of staff who are able to assist you if it is necessary to evacuate. These staff will be constantly aware of your location in the premises, as they are with other persons.</td>
</tr>
<tr>
<td>In the event of an emergency, we want to ensure that we provide you with assistance in the most appropriate way for you.</td>
</tr>
</tbody>
</table>
Staff will ensure that children in their care are evacuated safely. You must follow instructions given by staff for your own safe evacuation.
Section Six

Appendices
# Appendix 1
## Major Incident Communications Log

<table>
<thead>
<tr>
<th>Date / Time</th>
<th>Method of Contact *</th>
<th>To / From</th>
<th>Concerning</th>
<th>Initial</th>
</tr>
</thead>
</table>

* T  Telephone  
  E  Email  
  V  Verbal (face-to-face)  
  L  Letter  
  F  Fax
Appendix 2
A crisis situation occurring during an out of County activity:

The Group Leader must complete the form before departure and have a copy with them at all times.

If an incident occurs, make immediate contact, either directly or through the school, with the LEA.

School Contact Number (school time):

School Contact Number (out of hours):

KCC Emergency Number (office hours): (out of office hours)

Social Services Contact Number (out of hours including weekends and bank holidays)
If abroad also contact Consulate/Embassy. Consulate/Embassy Number:

The School must make contact with:
AEO

AEO Office/Mobile Number

District Head of PSSI Office/Mobile Number

(In his or her absence ensure the PA knows it is an emergency), or if out of office hours use the KCC Social Services 24 hour contact number.
Advise chair of governors.
Trigger school emergency plan.
All press enquiries should be referred to KCC Media Office:
The AEO Must

- Alert Director immediately

The Director will (as appropriate):

- Alert Corporate Director, key Members and other key contacts.
- Arrange for group’s return home to be organised.
- Set up district support team.
- Advise school support team.
- Identify further officers if needed to travel to scene.
- Make accommodation and insurance arrangements for ‘Away Team’.
- Identify advance ‘Away Team’ and dispatch.
- Identify core support group and alert Educational Psychology Service.
- Liaise with Police Casualty Bureau/Consulate and officers at the scene to plan response.
- Liaise with Media Office.
- Alert Emergency Planning Office.
  - In the event of casualties, link with Social Services re support for relatives/identification of bodies/transport home.
Appendix 3
Out Of County Emergency Plan

Locally notify:
Police
Hospitals
Consulate/Embassy

GROUP IN CRISIS

Tasks:
- Care of injured/uninjured
- Care of visiting relatives
- Immediate agency interface

Notify School or Unit
Contact Number in Kent

Contact designated EYP
Senior officer / Director

Notify AEO

Director

Notify Directors

LOCAL TEAM set up
comprising Designated
Officer + supporting staff.
Responsible for:
- Support to school or group
- Identifying local needs
- Local media interface
- Counselling
- Set up support centre for parents etc.

CORE HOME TEAM set up
comprising AEO or Director
Responsible for:
- Communications
- Co-ordinating information
- Supporting local and away teams
- Transport
- Public/media relations
- Finance
- Record keeping – begin incident log

Informs:
- Media Office
- DMT
- Key Members
- Local Members
- Diocese (if appropriate)
- Emergency Planning

SCHOOL OR UNIT
Responsible for:
- Recovery
- Support and information to relatives
- Support to others in school/unit

AWAY TEAM dispatched comprising:
AEO or EYP Director + Psychologist
Responsible for:
- Management of local operation
- Support to group in crisis
- Needs of injured/uninjured
- Care of visiting relatives
- Interface with local agencies
- Return travel
- Local media interface

Additional team members dispatched if required
Appendix 4
When a Child in School Dies

Suggestions on how to include the children:

A memory table – a small table, or the child’s desk, on which pictures, photographs, flowers, mementoes, poems, pictures etc can be placed. Staff and parents/carers should be encouraged to be involved in this if they wish. The table can remain for as long as the class, or school, wish, but it should be the pupils/students’ decision on how to dismantle it, as this is part of ‘moving on’.

Planting a tree – in memory of the child who has died. Small notes from the children can be buried with the tree when it is planted. This may also form part of a memorial service.

Celebration of life service – this may be held at the same time as the funeral in order for the school to feel that they are taking part. Otherwise, the parents/carers of the child who has died could be invited to the school in order to attend a separate service. Favourite songs, poems specially written or a special story could be included, and the pupils/students should be encouraged to take an active part in preparing and presenting the service.

A scrapbook – filled with pictures, photos, poems, letters etc, collated by the class or school, for the parents/carers of the child who has died. This is a very tangible souvenir of their child and his or her time in school.

A collage – similar to the scrapbook, but in the form of a picture, can be displayed within the school.

An award – might be presented at the end of each term to the pupil/student’s memory. This could be an award in a subject in which the child who died was particularly good. Otherwise this could be awarded to someone who had shown particular qualities, such as sensitivity, exceptional kindness or bravery.

DOING something in memory of someone who has died is part of the healing process. It is a life skill to be able to remember sad as well as happy times, and learn to deal with them.

We all need reassurance that we will not be forgotten.
Appendix 5
Form A - Notification of a Child Death

CDOP Identifier (Unique Identifying Number).........................................................

This form to be returned to CDOP Manager at:
Address: Room 2.60 Sessions House Email: cdop@kent.gov.uk
County Hall Fax 01622 694114
Maidstone Kent
ME14 1XQ

The information on these forms and the security for transferring it to the CDOP Co-ordinator should be clarified and agreed with your local Caldicott guardian.

If there are a number of agencies involved, liaison should take place to agree which agency will submit the Notification.

**Child’s Details**

<table>
<thead>
<tr>
<th>Full Name of Child</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Any aliases</td>
<td></td>
</tr>
<tr>
<td>DOB / Age</td>
<td>/ / days/months/years</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Postcode</td>
<td></td>
</tr>
<tr>
<td>School/nursery etc</td>
<td></td>
</tr>
<tr>
<td>Date &amp; time of death</td>
<td>/ / Time</td>
</tr>
<tr>
<td>Other significant family members</td>
<td></td>
</tr>
</tbody>
</table>

**Referral details**

<table>
<thead>
<tr>
<th>Date of referral</th>
<th>/ /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of referrer</td>
<td></td>
</tr>
<tr>
<td>Agency</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Tel Number</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>
### Details of the death:

<table>
<thead>
<tr>
<th>Location of death or fatal event</th>
<th>(Give address if different from above)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Death expected?</th>
<th>Expected</th>
<th>Unexpected†</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reported to Coroner</th>
<th>Y / N / NK /NA</th>
<th>Date: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reported to Registrar</th>
<th>Y / N / NK /NA</th>
<th>Date: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has a medical certificate of cause of death been issued?</th>
<th>Y / N / NK /NA</th>
<th>Date: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post mortem examination:</th>
<th>Y / N / NK /NA</th>
<th>Date: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

† An unexpected death is defined as the death of a child which was not anticipated as a significant possibility 24 hours before the death or where there was a similarly unexpected collapse leading to or precipitating the events which led to the death.

### Notification Details:

Please outline circumstances leading to notification. Also include if any other review is being undertaken e.g. internal agency review; any action being taken as a result of this death. (**Please provide as much detail as possible expanding this box or inserting additional pages as required**).
Sample Letter to Parents/Carers

Dear Parents/Carers

It is with great sadness that I am writing to inform you of the death of a pupil/student from our school.

We learned this morning that ........... has died after a (insert an appropriate phrase, such as ‘after a short illness’, or ‘after a tragic accident’). Mr and Mrs ........... have told me that ........... died peacefully, in hospital last night.

The pupils/students in school were told by their teachers this morning and lessons were suspended to allow them time for their individual and shared sorrow.

It is our intention, with Mr and Mrs ...........’s permission, to hold a Celebration of Life service on the same day as the funeral will be taking place, in order for the whole school to be part of this time. You are more than welcome to join us at this service.

I enclose a book list and some suggested websites that might help you to help your child with the grief.

Yours sincerely
Appendix 7
A Policy for Bereavement and Loss: a Model

Rationale:

We believe that the learning environment should be challenging, expecting pupils/students to take as much control of their lives as they are able. In order to achieve this, pupils/students must be given relevant knowledge and experience to reflect on the world within and beyond the school.

We believe that bereavement and loss are an inevitable part of living and growing. Therefore, to achieve our aims of challenge and independence, we must comfort pupils/students with the reality of bereavement and loss so that they can develop their own appropriate range of emotional, spiritual and intellectual responses to deal with these experiences.

We believe that the ethos of the school, based on openness and mutual support, provides a framework in which these experiences can be realised in an enriching manner.

Process
The school will act in a planned and agreed manner, so that all staff know what is expected and can contribute their part in a way that is consistent with the values that have been adopted.

- Someone of significance to all in the school community should prepare themselves for the inevitability of loss. They should have already thought through the way in which they intend to respond so that their thoughts and actions are ordered. This named person, probably the head, will co-ordinate the school’s response and be fundamental in creating the most appropriate atmosphere.

- As far as possible, all staff should be told together by the named person. By creating a list of people to be told, the school can be sure that no one close to the situation will find out by chance.

- All the pupils/students and parents/carers will be told at the same time and as promptly as circumstances will allow. Pupils/students in school will be told face-to-face, parents/carers by letter the same day. Absentees from school will also need to be informed. The school will have procedures to track who is informed, when and by whom, to ensure that no one is missed. Roles and responsibilities for those involved in this aspect will be clearly stated.

- The school will have a range of strategies that it may adopt in the days and weeks that follow any significant loss. Decisions about which to undertake will be determined following discussions with the family concerned and will take into account the cultural/religious beliefs of the family.
• An individual or small group of school staff will be identified to keep in touch with the family so contact from the family’s point of view is manageable but also does not come to an abrupt end after all the initial attention.

Curriculum
In the event of bereavement or significant loss the school has established clear guidelines for action. However, a truly proactive school will prepare for such an experience by ensuring that it is dealt with as a matter of course for all pupils/students within planned programmes of study within the school’s curriculum. Some opportunities may include:

1. RE
The spiritual dimension relating to loss and bereavement can be explored within themes dealing with:
• Rites of Passage
• Worship
• Key beliefs and values within the major world religions.

2. PSHE
The emotional element and the nature of ongoing relationships with those who suffer bereavement or loss can be explored within PSHE.

3. Science
The reality of death can be included in schemes of work dealing with
• Ourselves
• Life processes.

4. Cross-Curricular Studies
There are a number of opportunities within cross-curricular themes and dimensions such as equal opportunities or citizenship where the issues can be raised.

In planning for such experiences there must be a continuity of practice which is consistent with the rationale explicitly stated in this policy.

Parents/carers
In acknowledging the role of the school in dealing with bereavement and loss, the school must not undermine the place of parents/carers in this process.

The parents/carers remain the most significant support to young people trying to come to terms with the death of a school friend. The school can support parents/carers in this by:

• Sharing with parents/carers the intentions of the school to act in a particular way in the event of a death.
• Offering guidance to parents/carers on how they might act. Schools may even wish to do this formally by running training sessions and workshops.
• Keeping parents/carers fully informed about the actions of the school throughout the immediate period of grieving.

• Parents/carers will be invited to be involved in any school response that occurs after the death, e.g. a memorial service. The format of any memorial service will take into account the beliefs of the bereaved family.

Outcomes
By adopting a planned and considered approach the school can promote desired, positive outcomes for both staff and pupils/students within the school and those in the wider school community. These may include:

Staff will
• Feel equally valued.
• Have an opportunity to prepare themselves for the challenging role they face.
• Be given time and space to work through their own feelings.
• Become aware of the skills needed, and be offered training, to develop them.

Pupils/students will
• Be offered support by sensitive, trained staff working in unison.
• Grow as a result of this experience and be more able to come to terms with their feelings.
• Develop a sense of perspective about their own lives and the fears that this might engender.

The school will
• Have clear expectations about the way it will act, not simply react.
• Promote a sense of unity and identity in the whole community.

The family will
• Have real support to draw on.
• Be given an opportunity to reinforce feelings of worth rather than a sense of loss.

The parents/carers will
• Be drawn into a closer partnership with the school.
• Be given guidance on how to support their sons and daughters.
• Have time to prepare their own responses to loss and bereavement.
Appendix 8
Resource List

Film
Channel 4      Life Stuff: Without You              448381
This video explores the experiences of young people whose lives have been affected by bereavement. The documentary focuses on individuals in very different circumstances and traces the ways they have come to terms with grief and loss.  
25 mins.  Age 14-19

Websites
Cruse Bereavement Care:  
http://www.crusebereavementcare.org.uk/  
This site is designed to help deal with bereavement and focuses on individual reactions and factors affecting responses to bereavement.

http://www.crusebereavementcare.org.uk/information_schools.html  
This site discusses a planning framework for dealing with a death in the school community.

RD4U (means the "road for you")  
An interactive part of the Cruse website, designed by young people for young people. Includes an email (or phone) link to trained volunteers who will respond.

Royal College of Psychiatrists  
http://www.rcpsych.ac.uk/info/bereav.htm  
Includes:
- Factsheet 15 for parents and teachers - Death in the family - helping children to cope.
- Details of books “When Dad died” (cremation) and “When Mum died” (burial).
- CD ROMs Coping when someone has died for Primary and Secondary Schools.  
  Guidance for teachers and families (distributed to schools by Rotary Clubs)

The Child Bereavement Trust  
http://www.childbereavement.org.uk  
Has sections on understanding bereavement for bereaved families and for young people.
## Appendix 9
Bereavement & Loss, a Book List for Schools

<table>
<thead>
<tr>
<th>Series</th>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Publisher</th>
<th>Date</th>
<th>Approx. Age</th>
<th>Description</th>
<th>Fiction / Non fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A daughter like me</td>
<td>Roy, Jacqueline</td>
<td>670866288</td>
<td>Viking</td>
<td>1996</td>
<td>Primary</td>
<td>Bessie gets into trouble speaking her own mind, not like her two sisters who keep their heads down when things go wrong. When dad disappears, the three girls suddenly alone in a strange city, must draw strength and courage from each other.</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>A long way home</td>
<td>Turnbull, Ann</td>
<td>744541670</td>
<td>Walker</td>
<td>1997</td>
<td>Primary</td>
<td>I won't go to the orphanage, she thought. I'll never go there, they can't make me. Since the age of 5, Helen has lived at the Bradleys' with her mother. She's never known her father, who went missing, presumed dead, in the Great War. Now mum is dead. Set in 1930. A moving and dramatic story of a young girl's valiant search for a place she can truly call home</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>A taste of Blackberries</td>
<td>Doris Buchanan Smith</td>
<td>140320202</td>
<td>Harper Collins</td>
<td>1992</td>
<td>Older Primary</td>
<td>Based on the death of a best friend from a bee sting. Written in first person singular.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Badger's parting gifts</td>
<td>Varley, Susan</td>
<td>862640628</td>
<td>Andersen Press</td>
<td>1984</td>
<td>Infant, Primary</td>
<td>Badger's friends learn to cope with his death.</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Beginning and endings with Lifetimes in between</td>
<td>B Mallonie</td>
<td>882640628</td>
<td>Andersen Press</td>
<td>1998</td>
<td>Primary</td>
<td>Helps a child to understand the cycle of birth, life and death</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>What's Happening Death</td>
<td>Bryant-Mole, Karen</td>
<td>750213795</td>
<td>Wayland</td>
<td>1992</td>
<td>Primary, Secondary</td>
<td>with photos covers death of parents, siblings, grandparents, funerals, feelings, grief.</td>
<td>N</td>
</tr>
</tbody>
</table>
### Dealing with Death

**Haughton, Emma** 750216417 Wayland 1995 Infant, Primary, Secondary

Losing someone you love is like losing a part of yourself. It can be even more painful if those around you avoid sharing their grief or assume you will get over it quickly because you are young.

---

### Lets Talk about Death and dying

**Thompson, Colin** 91768179 Hutchinson 2001 Infant, Primary

Answers questions e.g. what is dying?

### Falling Angels

**Thompson, Colin** 91768179 Hutchinson 2001 Infant, Primary

Picture book - surreal story about a girl who can fly. She takes her grandma flying to fulfil her dying wish.

### Families, Can't live with them, Can't live without them

**Leavy, Una** 184121083 Orchard 1999 Infant, Primary

Picture book about a visit to see Pappa, who dies shortly afterwards and the resulting grieving and memories.
<table>
<thead>
<tr>
<th><strong>Grief in Children – a handbook for adults</strong></th>
<th><strong>Jessica Kingsley</strong></th>
<th>183502113</th>
<th><strong>Atle Dyregrov</strong></th>
<th>1990</th>
<th><strong>Teachers</strong></th>
<th>Description of “critical incident stress debriefing” in the classroom. Chapter on death in the playgroup and at school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I have Cancer</strong></td>
<td><strong>Bo, Arno</strong></td>
<td>851227788</td>
<td><strong>Althea Dinosaur</strong></td>
<td><strong>Primary</strong></td>
<td><strong>1990</strong></td>
<td>Ben has leukaemia. He describes his treatment. He does not die.</td>
</tr>
<tr>
<td><strong>I must tell you something</strong></td>
<td><strong>Chick, Sandra</strong></td>
<td>747525145</td>
<td><strong>Bloomsbury</strong></td>
<td><strong>Primary, Secondary</strong></td>
<td><strong>1996</strong></td>
<td>Based on a true story of a strong and thoughtful 9yr old. Her happy home life is changed in an instant when tragedy strikes as her parents drive home from a birthday party.</td>
</tr>
<tr>
<td><strong>I never told her I loved her</strong></td>
<td><strong>Bo, Arno</strong></td>
<td>704349477</td>
<td><strong>Livewire/Women's Press</strong></td>
<td><strong>Secondary</strong></td>
<td><strong>1996</strong></td>
<td>Francie's mother is dead and she feels lost and guilty. A painfully intense novel about the complexities of grief.</td>
</tr>
<tr>
<td><strong>Jenny Angel</strong></td>
<td><strong>Wild, Margaret</strong></td>
<td>670845051</td>
<td><strong>Viking</strong></td>
<td><strong>Infant, Primary</strong></td>
<td><strong>1999</strong></td>
<td>Picture book – Jenny's little brother Davy, is going to die. This is the story of her journey from denial to acceptance.</td>
</tr>
<tr>
<td><strong>Life Times</strong></td>
<td><strong>Journey's End, Death and Mourning</strong></td>
<td><strong>Ganeri, Anita</strong></td>
<td><strong>Evans Brothers</strong></td>
<td><strong>Primary, Secondary</strong></td>
<td><strong>1998</strong></td>
<td>with photos and illustrations, shows funerals from the Hindu, Buddist, Sikh, Jewish, Christian and Muslim faiths.</td>
</tr>
<tr>
<td><strong>Letter from Heaven</strong></td>
<td><strong>Anderson, Rachel</strong></td>
<td>749727764</td>
<td><strong>Mammoth</strong></td>
<td><strong>Primary</strong></td>
<td><strong>1996</strong></td>
<td>Katie receives a letter from her grandmother written just before she died, the letters continue as Katie comes to terms with her loss.</td>
</tr>
<tr>
<td><strong>A world of festivals</strong></td>
<td><strong>Life and Death</strong></td>
<td><strong>Coppendale, Jean</strong></td>
<td><strong>Chrysalis</strong></td>
<td><strong>Infant, Primary</strong></td>
<td><strong>2003</strong></td>
<td>with photos this book shows naming ceremonies, festivals and funerals around the world.</td>
</tr>
<tr>
<td><strong>Remembering Mum</strong></td>
<td><strong>Ginny Perkins, Leon Morris</strong></td>
<td>713633816</td>
<td><strong>A&amp;C Black</strong></td>
<td><strong>2001</strong></td>
<td>Written by a father and a class teacher in response to a need. Colour photographs. A mixture of ordinary life at home and school and missing mum.</td>
<td></td>
</tr>
<tr>
<td><strong>Remembering my Brother</strong></td>
<td><strong>Perkins, Ginny</strong></td>
<td>713645415</td>
<td><strong>A &amp; C Black</strong></td>
<td><strong>Infant, Primary</strong></td>
<td><strong>1996</strong></td>
<td>Book with photos of a real family. &quot;Chris, the middle child in the Reed family died in 1992. The family generously offered to assist with the making of this book, in memory of Chris and to help other families who have lost a child.&quot; Told mainly through the eyes of Greg, the younger brother.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Publisher</td>
<td>Year</td>
<td>Audience</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>&quot;Straight talk about death for teenagers&quot;</td>
<td>Earl A Grollman</td>
<td>Beacon Press</td>
<td>1998</td>
<td>Infant, Primary</td>
<td>Teenagers talking about how to cope with losing someone you love.</td>
<td></td>
</tr>
<tr>
<td>&quot;The Old Dog&quot;</td>
<td>Zolotow, Charlotte</td>
<td>Harper Collins</td>
<td>1995</td>
<td>Infant, Primary</td>
<td>Story about the death of pet dog.</td>
<td></td>
</tr>
<tr>
<td>&quot;Topher &amp; the time travelling cat&quot;</td>
<td>Jarman, Julia</td>
<td>Andersen Press</td>
<td>1995</td>
<td>Infant, Primary</td>
<td>Christopher, aged 8 finds an unusual stray cat, which communicates with him by computer. His quest to find her when she disappears, leads him through time and space - and danger.</td>
<td></td>
</tr>
<tr>
<td>&quot;Let's Talk about When a parent dies&quot;</td>
<td>Weitzman, Elizabeth</td>
<td>Heinemann</td>
<td>1998</td>
<td>Infant, Primary</td>
<td>With photos covers grief, changes, feelings.</td>
<td></td>
</tr>
<tr>
<td>&quot;How do I feel about When people die&quot;</td>
<td>Levete, Sarah</td>
<td>Franklin Watts</td>
<td>1997</td>
<td>Infant, Primary</td>
<td>Picture book covers why people die, funerals, grief, feelings, coping, memories.</td>
<td></td>
</tr>
<tr>
<td>&quot;When someone very special dies&quot;</td>
<td>Marge Heegard</td>
<td>Woodland Press</td>
<td>1998</td>
<td>Infant Primary</td>
<td>A workbook for 6-12 year olds.</td>
<td></td>
</tr>
<tr>
<td>&quot;Talking it through When Uncle Bob died&quot;</td>
<td>851227279</td>
<td>Althea Dinosaur Pubs</td>
<td></td>
<td>Primary</td>
<td>A simple, clear book for younger primary aged children.</td>
<td></td>
</tr>
<tr>
<td>&quot;Let's Talk about When your pet dies&quot;</td>
<td>Johnston, Marianne</td>
<td>Heinemann</td>
<td>1998</td>
<td>Infant, Primary</td>
<td>With photos about how and why pets die.</td>
<td></td>
</tr>
<tr>
<td>&quot;Wise Before the Event. Coping with Crises in Schools&quot;</td>
<td>W Yule, A Gold</td>
<td>Calouste Gulbenkian Foundation Tel 02076365313</td>
<td></td>
<td>School staff and governors</td>
<td>A clear, practical step by step guide to help schools plan their response to any traumatic event.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 10
School Emergency Management Plan Template

Name of school

Version: 2015

Contents
- Summary of action to be taken flowchart and role of the AEO
- Emergency Action Lists for Key Staff
  [Head teacher Name] (or [Nominee Name])
  Schools Emergency Management Team
  Administrative Assistants
**Action to be taken:**

In the event of a School related emergency the proposed arrangement is:

**INCIDENT OCCURS**

[Head teacher Name] (or [Nominee Name]) is notified and School Emergency Plan is triggered

[Head teacher Name] or [Nominee Name]:
- Ensures child and adult safety and welfare
- Clear area if needed / First Aid / Reassurance
- Call 999 if appropriate
- Call AEO: <Insert No.> (Office Hours) Or: <Insert No.>
  - Requesting LEA help (<Insert No.>)

**OUT OF OFFICE HOURS**

- (<Insert No.>)
- KCC or other support <Insert No.>

The Senior Officer Activated - AEO:
- Establishes contact with the [Head teacher Name] (or [Nominee Name])
- Activates response officers to attend the school (e.g. Communications Experts, Public Relations)

**AEO**
- Organises Support Team Officers as necessary or deploys to school as required
- Attends site to:
  - Assist/advise Head teacher/Nominee
  - Determine full needs
  - Takes action accordingly

**Head teacher (or Nominee)**
- Nominates on-site Co-ordinator
- Identifies on-site facilities
- Mobilises on-site Team (if appropriate)
- Informs Chair of Governors
Emergency Action Sequence

ACTION BY HEAD TEACHER:
[Head teacher Name] (OR [Nominee Name])

Stage 1 - Initial Actions
- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events. See Appendices for Major Incident Coms Log
- Make every attempt to clarify exactly what has happened.
- Ensure that the Local Authority is informed
- Contact the AEO
- Inform Chair of Governors

If during term time
- Unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines & timetables.
- If 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.
- Immediate School Administration support.

Media Attention
If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements.

- Try to postpone Media comment until after the LA’s Media Officer arrived.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- If you cannot postpone, see the guidance in Emergency Planning for Kent Schools supporting document for some key points to remember.
- It is especially 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 those identities are formally agreed and parents are informed.
- If deputising for the Head teacher, try if possible to contact and brief him/her.
- Call in the designated staff members to form the ‘School Emergency Management Team’, and nominate one as the On-Site Coordinator to oversee that Team on your behalf.
- Be prepared to receive many telephone calls.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 – Once established
Brief Staff Member acting as On-Site Co-ordinator to oversee the following:-

- Agree appropriate identification of staff by using badges
• 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 telephones calls.
• Ensure staff maintain records of all calls received
• Prepare brief, but up-to-date prepared statements are available to staff answering phones
• Ensure media calls are directed to the Media Relations Officer <Insert No.>
• Ensure care is taken when answering telephone calls. Consistent messages.
• Acquire an independent telephone for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted
• Remind telephone staff that some calls could be bogus.
• Arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged.
• Remain aware of how colleagues are coping.
• To arrange for all pupils to be told, in simple terms, at and early stage (ideally in small groups and initially by class teachers, wherever possible).
• To brief Team to discourage staff and pupils from speaking to the Media.
• To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

Parents/Carers:

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

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 & responsibilities.
• Always try to think of something positive to say to staff & 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 disproportionately on a small number of staff, they too could need professional support.
• If Incident is away from school, try to dissuade shocked staff from driving parents to the scene.

**Stage 3 – Period following the close of the incident**

• Seek advice from AEO
• Local clergy contact on special assemblies/funeral/memorial services, if required.
• Prepare joint report with named Senior Officer, for Director of Education.
• Arrange for a member of staff to make contact with any pupils either 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.
• Recognising and if appropriate, marking 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 if the Incident does attract Media attention, it is likely that interest will continue for many weeks.
ACTION BY: EMERGENCY MANAGEMENT TEAM

Stage 1 – Initial Actions

- Obtain full facts of Incident from [Head teacher Name]
- Open and continue to maintain a personal log of information received, actions taken and the time of those events See Appendix 1
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to sensitively inform staff and pupils to 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 Co-ordinator, assist [Head teacher Name] (or [Nominee Name])
- Work with AEO; the [Head teacher Name] (or [Nominee Name]) and School On-Site Co-ordinator as directed.

Stage 3 – Period Following Close of the Incident

As above
This team should comprise: Up to 4 senior members of staff, together with office staff.
ACTION BY: SCHOOL ADMINISTRATIVE ASSISTANTS

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 any keys needed.

Stage 2 – Once established
• Under guidance from School On-Site Co-ordinator, assist the Head teacher (or Nominee)
• Work with AEO; the Head teacher (or Nominee) and School On-Site Co-ordinator 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
Appendix 11
The Kent Closures Website

After the decision has been made to close or partially close the school you will want to communicate that closure to parents and staff as soon as possible.

The Kent Closures website allows a school representative to log in (with a school specific password) and change the ‘status’ of the school to ‘open’, ‘closed’ or ‘partially closed’. The information will then be displayed on the website for parents and staff. In addition, when the status of a school is changed the information is shared with Kent radio stations so the closures can be broadcast.

Please also consider any onsite stakeholders that may be affected if the school is closed e.g. Adult Education classes etc.

Please note: this website is intended to display term time closures only, not times when the school is closed due to holidays.

Register with the Kent Closures Website

In advance of winter, please register your school with the Kent Closures website to create your school password, which you will need to log your closure on the morning of severe snow/ice. This school specific password ensures the announcement of your school closure is secure. If you have problems registering, please contact KCC Emergency Planning or your Area Schools Organisation Officer.

The local authority is required to maintain records of school closures. The Schools Closure website collates data on closure AND links in with local media outlets. It is therefore essential that you use it to inform your community and the wider authorities of closure; even if you have your own bespoke or corporate notification mechanism.

You can register by visiting www.kentclosures.co.uk and clicking the ‘Education service login’ button on the right hand side of the screen:
Here you can find your school using a drop down menu – select the town first.

Then click your school & click ‘Submit’:
Once you have clicked “Submit”, you will be taken through to another page to confirm your registration. Simply confirm the address details of the school, complete your name/email and create a password (this will be needed to log your closure on the morning of severe weather). Please use a school email address that several people know and have access to. Similarly, use an easily remembered password.

Once Digital Services have approved your registration (this could take a couple of days) you will then receive an email that requires you to click on a link to validate the email address. Once you have validated the email address please log into your account and initially set your status to ‘open’.

If you registered last year, you can still use the same email address and password to log in this year.

If you don’t know if you registered last year, you can work out if you did by clicking on your school from the drop down menu. You may then receive a message on screen saying you’ve already registered. This means that you have registered in a previous year and have already created your school specific password.

If you don’t remember your password, click the original ‘Education service login’ button again and under ‘School / Service Log in’, type in the email address which was previously displayed in the onscreen message and click ‘forgot password’. A password reminder will then be sent to your registered email address.

If you need to change the email address that you originally registered with last year, email digital.services@kent.gov.uk with details of the new email address.
To Notify a School Closure

Once the decision has been made to close your school, [www.kentclosures.co.uk](http://www.kentclosures.co.uk) with your password ready.

Click the ‘Education service login’ button and log on using your school email address and password.

You can then:

- Update your status to either ‘OPEN’, ‘CLOSED’ or ‘PARTIALLY CLOSED’. Your status will remain the same until you change it, so please remember to ‘re-open’ your school if you do close it.
- Type in a short message. There is a default message but you can change this and include further information if necessary e.g. cancellation of parents evening or the continuation of Year 10 exams etc.
- Notify the approximate number of children affected.
- Notify the Year groups affected.

Within minutes this information will be displayed on the Kent Closures website. Kent radio stations will use this information to broadcast closures over the radio.

It is anticipated that additional functionality will be added to the system to enable parents and staff to register for alerts via email for free, or SMS for a small charge on the Kent Closures website. This means that as soon as you change the status of your school on the Kent Closures website, the parents and staff who have registered would be notified via SMS or email.

It is now no longer necessary for your school to call the radio stations and/or the Local Authority to announce the school closure. However, you can still speak to your Area Education Officer if you would like advice about whether to close or not.
Appendix 12
Example Newsletter to Parents

Severe Snow/Ice Plan for Parents and Families

Every winter brings the possibility of snow and ice. Extreme bad weather can cause widespread and prolonged disruption. Schools are often affected and it can be difficult to maintain an education service.

As a fundamental principle, every effort must be made to keep schools open, even if only limited numbers of pupils can attend. However, schools may close due to 'unavoidable' circumstances. Those circumstances being that it is no longer safe for staff or pupils to be onsite.

We recognise that it is important our school remains open so parents are able to work and pupils can continue to learn. [Name of school] will make every effort to prepare for severe snow/ice this winter by [insert preparations e.g. gritting pathways, clearing access points etc].

How will we let you me know if the school is closed?
If we do experience severe snow/ice resulting in hazardous conditions, [our Headteacher] may have to take the decision to close the school. Once this decision has been made, we will notify parents via the Kent Closures website. To determine whether [name of school] is open or closed please visit www.kentclosures.co.uk. Search for the school in the search box. The Kent Closures website can also be used to find out if other services in Kent are open or closed, such as nurseries, children’s centres and libraries.

There is an option for parents to sign up for SMS/Email alerts on the Kent Closures website. This service will send an SMS or email alert to let parents know if [name of school] is closed. Parents can also listen to KMFM, BBC Radio Kent or Heart FM to hear if the school has closed.

What can you do to help?
Please visit www.kent.gov.uk/winter for more information about gritting routes and travel issues around Kent so you can plan your journey.
Please approach the school from [detail a pre-identified access into the school].
Please can you provide a packed lunch from home in case school meals cannot be provided.
Don’t forget suitable warm clothing – gloves, hats, scarves, wellies etc. or even a change of clothing.
If you are a working parent or feel you may have a problem with a sudden earlier pick up, please could you put a back-up plan in place with another family member or parent and inform the school. This will allow staff to leave earlier for their safety if weather dictates.

Many thanks for your support in helping [name of school] remain open during periods of severe snow/ice.
Appendix 13
Risk Assessment Template for Snow and Ice

In accordance with government policy every effort should be made to keep a school open and the closure of the school must be justified. In order to determine a decision, work through the following risk assessment. If your site has specific issues that are not listed, these should be added. Any pre-planning controls not in place must be transferred to your action plan at the end.

This assessment should be carried out:
- Before any bad weather arrives - make sure identified control measures are implemented; refer to your action plan at end
- At the time of the emergency - consider and complete last header column
- After the event - does the risk assessment need to be reviewed?

<table>
<thead>
<tr>
<th>Are the following control measures in place?</th>
<th>State what risks are involved and the consequence of the risk</th>
<th>State which control measures are in place to reduce the risk</th>
<th>Are the controls in place? (Pre-Planning)</th>
<th>Are the controls in place? (On the day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there enough salt/grit available on site to keep a clear path for safe access and egress around the school site?</td>
<td>Slip/Trip of pupils, staff, 3rd party visitors, causing a twist, strain or fracture.</td>
<td>Maintain stocks of salt/grit.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify which walkways or areas need to be cleared to allow people to get around the premises safely.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allocate a responsible person to monitor weather reports and grit/salt prior to snow/ice forming.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reduce the movement of people around the premises.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify access specific routes and restrict movement to those routes.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is there an acceptable ratio of staff to pupils to attain adequate supervision?</td>
<td>Staff not being able to attend school, leaving pupils without adequate supervision,</td>
<td>Estimate how many staff members need to get in for the school to operate safely by identifying how many pupils could</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify how many staff would be safe to travel to work in severe conditions.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inform staff to listen to Road Safety (AA) to see if the roads are safe to travel on. Remember: travelling to school is considered essential travel. Devise a system where staff can report to headteacher by 7.45am and contact number given.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Are there procedures in place for heating failure?</td>
<td>Unable to sufficiently heat school to the minimum working temperature 16° C, causing staff and pupils to suffer from the cold. Contact Property Service Desk to have emergency heaters delivered. Consider only using the parts of the school that has heating. Keep doors, curtains and blinds closed during the night to retain the heat.</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>In the event of a closure, has it been identified which pupils are safe to be sent home?</td>
<td>Pupils unable to get into their homes, left stranded. Identify which pupils have alternative arrangements if they were to be sent home. Consider if enough staff can stay on site to supervise the pupils unable to return home, and that those staff will be able to get home at a later time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Will the school have adequate welfare facilities?</td>
<td>Staff and pupils are unable to wash their hands, flush the toilets, or have access to drinking water. Ensure that there is anti-bacterial wash on site. Reserve supplies of bottled water. Consider if all toilets are operational or whether alternative toilets can be used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Would the school have provision for the pupils to cross the road safely?</td>
<td>Pupils involved in a vehicle collision. Consider if the road patrol officer is able to get to the school. Consider if alternative arrangements need to be made if the road patrol officer cannot get to the school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All actions, where possible, should be completed before the bad weather arrives.

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Pre-planned controls measures that are not in place:</th>
<th>Actions to be taken:</th>
<th>By Who:</th>
<th>Date Completed:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Completed By:  
Position: 
Signed:  
Date of completion of risk assessment: 

Review dates:  
Signature: 

To be completed if the school is closed:

The decision for closing the school has been based on the following: *(highlight relevant question number)*.  1 2 3 4 5 6

Signature of Head:  
Date:  
Signature of Chair of Governors:  
Date:  
Date:
Appendix 14
Personal Emergency Evacuation Plan

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation. Once developed, the PEEP will describe the pupil’s intended means of escape in the event of emergency, including drills. The PEEP will specify what type of assistance is agreed and how it is to be maintained to ensure the pupil’s continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.

A completed form should be held:
- In the Pupil’s personal records
- By the Headteacher (Responsible Person for Fire Safety)
- By the Fire Warden
- By the Class teacher

Note: This plan must be reviewed on an annual basis and when a significant change in circumstances (of the building or pupil) is anticipated or identified. Advice is available from the KCC Health and Safety Advice Line on 03000 418456

<table>
<thead>
<tr>
<th>Pupil’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Room Number or Name:</td>
<td></td>
</tr>
<tr>
<td>Location of classroom in building:</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Name:</td>
<td>Tel: Ext No:</td>
</tr>
<tr>
<td>Date Completed:</td>
<td>Reviewed:</td>
</tr>
<tr>
<td>Reviewed:</td>
<td>Reviewed:</td>
</tr>
</tbody>
</table>

Name of Person who Completed this Form: | Date Completed: |

Date of Next Review: |

Points to consider: In preparation for completing details in this form, consider the following; discuss with the parents/guardian and, if appropriate, the pupil.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the pupil change classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>during the course of the day, which takes them to more than one location within the building and other buildings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the pupil have any difficulties hearing the fire alarm?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are they likely to experience problems independently travelling to the nearest emergency exit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the pupil find stairs difficult to use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are they dependent on a wheelchair or other walking aid for mobility?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the pupil uses a wheelchair would they have problems transferring from the wheelchair without assistance?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A: Alarm System.**

1. The pupil is able / unable to raise the alarm (delete as appropriate).

If the pupil is **unable** to raise the alarm independently, please detail alternative procedures agreed. If **able** give brief description of how.

Give Details:

2. The pupil has been informed of an emergency evacuation by:

   - existing alarm system: ☐
   - vibrating pager device: ☐
   - visual alarm system: ☐
   - other: (please specify) ☐

Give Details:

**B: Exit Route Procedure (progress starting from when the alarm is raised and finishing on final exit).**
C: Designated Assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each).

D: Method of Assistance (e.g. transfer procedures, methods of guidance)

E: Equipment Provided (details of all equipment needed to execute the plan and its location).

F: Training on use of equipment:

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

G: Safe route(s) (description of all the safe routes that can be used).

N.B. A copy of the building plan with routes clearly marked may be useful.
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the route(s) been travelled by the pupil and responsible person?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a copy of the exit route on plan been attached?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the equipment detailed above been tried and tested?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have all issues been completed to full satisfaction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a copy of this form been sent to the person responsible for the fire evacuation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the fire safety competent person informed all relevant staff of these arrangements? i.e. Class teacher, support assistant.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record the length of time of practice evacuation                   mins

If No to any of the above please explain:

I (pupil/parent/guardian) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above, (a parent is to sign this off on behalf of a minor):

<table>
<thead>
<tr>
<th>Pupil Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Name:</td>
<td></td>
</tr>
<tr>
<td>Parent Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Parent Name:</td>
<td></td>
</tr>
<tr>
<td>Headteacher Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Headteacher Name:</td>
<td></td>
</tr>
</tbody>
</table>

List of people who have received a copy of this completed document:

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Appendix 1**

**Major Incident Communications Log**
<table>
<thead>
<tr>
<th>Date / Time</th>
<th>Method of Contact</th>
<th>To / From</th>
<th>Concerning</th>
<th>Initial</th>
</tr>
</thead>
</table>

* T Telephone  
E Email  
V Verbal (face-to-face)  
L Letter  
F Fax
Appendix 2
A crisis situation occurring during an out of County activity:

The Group Leader must complete the form before departure and have a copy with them at all times.

If an incident occurs, make immediate contact, either directly or through the school, with the LEA.

School Contact Number (school time):

School Contact Number (out of hours):

KCC Emergency Number (office hours): (out of office hours)

Social Services Contact Number (out of hours including weekends and bank holidays)
If abroad also contact Consulate/Embassy. Consulate/Embassy Number:

The School must make contact with:
AEO

AEO Office/Mobile Number

District Head of PSSI Office/Mobile Number

(In his or her absence ensure the PA knows it is an emergency), or if out of office hours use the KCC Social Services 24 hour contact number.
Advise chair of governors.
Trigger school emergency plan.
All press enquiries should be referred to KCC Media Office:
The AEO Must

- Alert Director immediately

The Director will (as appropriate):

- Alert Corporate Director, key Members and other key contacts.
- Arrange for group’s return home to be organised.
- Set up district support team.
- Advise school support team.
- Identify further officers if needed to travel to scene.
- Make accommodation and insurance arrangements for ‘Away Team’.
- Identify advance ‘Away Team’ and dispatch.
- Identify core support group and alert lead Psychology Service (counselling) contact.
- Liaise with Police Casualty Bureau/Consulate and officers at the scene to plan response.
- Liaise with Media Office.
- Alert Emergency Planning Office.
  - In the event of casualties, link with Social Services re support for relatives/identification of bodies/transport home.
Appendix 3
Out Of County Emergency Plan

Locally notify:
- Police
- Hospitals
- Consulate/Embassy

GROUP IN CRISIS
- Tasks:
  - Care of injured/uninjured
  - Care of visiting relatives
  - Immediate agency interface

Notify School or Unit
Contact Number in Kent

Contact designated EYP
Senior officer / Director

Notify AEO

LOCAL TEAM set up
comprising Designated Officer + supporting staff.
Responsible for:
- Support to school or group
- Identifying local needs
- Local media interface
- Counselling
- Set up support centre for parents etc.

CORE HOME TEAM set up
comprising AEO or Director
Responsible for:
- Communications
- Co-ordinating information
- Supporting local and away teams
- Transport
- Public/media relations
- Finance
- Record keeping – begin incident log

Informs:
- Media Office
- DMT
- Key Members
- Local Members
- Diocese (if appropriate)
- Emergency Planning

SCHOOL OR UNIT
Responsible for:
- Recovery
- Support and information to relatives
- Support to others in school/unit

AWAY TEAM dispatched comprising:
AEO or EYP Director + Psychologist
Responsible for:
- Management of local operation
- Support to group in crisis
- Needs of injured/uninjured
- Care of visiting relatives
- Interface with local agencies
- Return travel
- Local media interface

Additional team members dispatched if required

Notify AEO

Notify Directors

Notify Directors
Appendix 4
When a Child in School Dies

Suggestions on how to include the children:

A memory table – a small table, or the child’s desk, on which pictures, photographs, flowers, mementoes, poems, pictures etc can be placed. Staff and parents/carers should be encouraged to be involved in this if they wish. The table can remain for as long as the class, or school, wish, but it should be the pupils/students’ decision on how to dismantle it, as this is part of ‘moving on’.

Planting a tree – in memory of the child who has died. Small notes from the children can be buried with the tree when it is planted. This may also form part of a memorial service.

Celebration of life service – this may be held at the same time as the funeral in order for the school to feel that they are taking part. Otherwise, the parents/carers of the child who has died could be invited to the school in order to attend a separate service. Favourite songs, poems specially written or a special story could be included, and the pupils/students should be encouraged to take an active part in preparing and presenting the service.

A scrapbook – filled with pictures, photos, poems, letters etc, collated by the class or school, for the parents/carers of the child who has died. This is a very tangible souvenir of their child and his or her time in school.

A collage – similar to the scrapbook, but in the form of a picture, can be displayed within the school.

An award – might be presented at the end of each term to the pupil/student’s memory. This could be an award in a subject in which the child who died was particularly good. Otherwise this could be awarded to someone who had shown particular qualities, such as sensitivity, exceptional kindness or bravery.

DOING something in memory of someone who has died is part of the healing process. It is a life skill to be able to remember sad as well as happy times, and learn to deal with them.

We all need reassurance that we will not be forgotten.
Appendix 5
Sample Letter to Parents/Carers

School Address

Dear Parents/Carers

It is with great sadness that I am writing to inform you of the death of a pupil/student from our school.

We learned this morning that ............ has died after a (insert an appropriate phrase, such as ‘after a short illness’, or ‘after a tragic accident’). Mr and Mrs ........ have told me that ............ died peacefully, in hospital last night.

The pupils/students in school were told by their teachers this morning and lessons were suspended to allow them time for their individual and shared sorrow.

It is our intention, with Mr and Mrs ........’s permission, to hold a Celebration of Life service on the same day as the funeral will be taking place, in order for the whole school to be part of this time. You are more than welcome to join us at this service.

I enclose a book list and some suggested websites that might help you to help your child with the grief.

Yours sincerely
Appendix 6
A Policy for Bereavement and Loss: a Model

Rationale:

We believe that the learning environment should be challenging, expecting pupils/students to take as much control of their lives as they are able. In order to achieve this, pupils/students must be given relevant knowledge and experience to reflect on the world within and beyond the school.

We believe that bereavement and loss are an inevitable part of living and growing. Therefore, to achieve our aims of challenge and independence, we must comfort pupils/students with the reality of bereavement and loss so that they can develop their own appropriate range of emotional, spiritual and intellectual responses to deal with these experiences.

We believe that the ethos of the school, based on openness and mutual support, provides a framework in which these experiences can be realised in an enriching manner.

Process

The school will act in a planned and agreed manner, so that all staff know what is expected and can contribute their part in a way that is consistent with the values that have been adopted.

- Someone of significance to all in the school community should prepare themselves for the inevitability of loss. They should have already thought through the way in which they intend to respond so that their thoughts and actions are ordered. This named person, probably the head, will co-ordinate the school’s response and be fundamental in creating the most appropriate atmosphere.

- As far as possible, all staff should be told together by the named person. By creating a list of people to be told, the school can be sure that no one close to the situation will find out by chance.

- All the pupils/students and parents/carers will be told at the same time and as promptly as circumstances will allow. Pupils/students in school will be told face-to-face, parents/carers by letter the same day. Absentees from school will also need to be informed. The school will have procedures to track who is informed, when and by whom, to ensure that no one is missed. Roles and responsibilities for those involved in this aspect will be clearly stated.

- The school will have a range of strategies that it may adopt in the days and weeks that follow any significant loss. Decisions about which to undertake will be determined following discussions with the family concerned and will take into account the cultural/religious beliefs of the family.
• An individual or small group of school staff will be identified to keep in touch with the family so contact from the family’s point of view is manageable but also does not come to an abrupt end after all the initial attention.

Curriculum
In the event of bereavement or significant loss the school has established clear guidelines for action. However, a truly proactive school will prepare for such an experience by ensuring that it is dealt with as a matter of course for all pupils/students within planned programmes of study within the school’s curriculum. Some opportunities may include:

1. RE
The spiritual dimension relating to loss and bereavement can be explored within themes dealing with:
   • Rites of Passage
   • Worship
   • Key beliefs and values within the major world religions.

2. PSHE
The emotional element and the nature of ongoing relationships with those who suffer bereavement or loss can be explored within PSHE.

3. Science
The reality of death can be included in schemes of work dealing with
   • Ourselves
   • Life processes.

4. Cross-Curricular Studies
There are a number of opportunities within cross-curricular themes and dimensions such as equal opportunities or citizenship where the issues can be raised.

In planning for such experiences there must be a continuity of practice which is consistent with the rationale explicitly stated in this policy.

Parents/carers
In acknowledging the role of the school in dealing with bereavement and loss, the school must not undermine the place of parents/carers in this process.

The parents/carers remain the most significant support to young people trying to come to terms with the death of a school friend. The school can support parents/carers in this by:

• Sharing with parents/carers the intentions of the school to act in a particular way in the event of a death.
• Offering guidance to parents/carers on how they might act. Schools may even wish to do this formally by running training sessions and workshops.
• Keeping parents/carers fully informed about the actions of the school throughout the immediate period of grieving.

• Parents/carers will be invited to be involved in any school response that occurs after the death, e.g. a memorial service. The format of any memorial service will take into account the beliefs of the bereaved family.

**Outcomes**
By adopting a planned and considered approach the school can promote desired, positive outcomes for both staff and pupils/students within the school and those in the wider school community. These may include:

**Staff will**
• Feel equally valued.
• Have an opportunity to prepare themselves for the challenging role they face.
• Be given time and space to work through their own feelings.
• Become aware of the skills needed, and be offered training, to develop them.

**Pupils/students will**
• Be offered support by sensitive, trained staff working in unison.
• Grow as a result of this experience and be more able to come to terms with their feelings.
• Develop a sense of perspective about their own lives and the fears that this might engender.

**The school will**
• Have clear expectations about the way it will act, not simply react.
• Promote a sense of unity and identity in the whole community.

**The family will**
• Have real support to draw on.
• Be given an opportunity to reinforce feelings of worth rather than a sense of loss.

**The parents/carers will**
• Be drawn into a closer partnership with the school.
• Be given guidance on how to support their sons and daughters.
• Have time to prepare their own responses to loss and bereavement.
Appendix 7
Resource List

Film
Channel 4      Life Stuff: Without You              448381
This video explores the experiences of young people whose lives have been affected by bereavement. The documentary focuses on individuals in very different circumstances and traces the ways they have come to terms with grief and loss.  
25 mins.  Age 14-19

Websites
Cruse Bereavement Care:  
http://www.crusebereavementcare.org.uk/  
This site is designed to help deal with bereavement and focuses on individual reactions and factors affecting responses to bereavement.

http://www.crusebereavementcare.org.uk/information_schools.html
This site discusses a planning framework for dealing with a death in the school community.

RD4U (means the “road for you”)
An interactive part of the Cruse website, designed by young people for young people. Includes an email (or phone) link to trained volunteers who will respond.

Royal College of Psychiatrists  
http://www.rcpsych.ac.uk/info/bereav.htm
Includes:
• Factsheet 15 for parents and teachers - Death in the family - helping children to cope.
• Details of books “When Dad died” (cremation) and “When Mum died” (burial).
• CD ROMs Coping when someone has died for Primary and Secondary Schools. Guidance for teachers and families (distributed to schools by Rotary Clubs)

The Child Bereavement Trust  
http://www.childbereavement.org.uk
Has sections on understanding bereavement for bereaved families and for young people.
<table>
<thead>
<tr>
<th>Series</th>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Publisher</th>
<th>Date</th>
<th>Approx. Age</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A daughter like me</td>
<td>Roy, Jacqueline</td>
<td>670866288</td>
<td>Viking</td>
<td>1996</td>
<td>Primary</td>
<td>Bessie gets into trouble speaking her own mind, not like her two sisters who keep their heads down when things go wrong. When dad disappears, the three girls suddenly alone in a strange city, must draw strength and courage from each other.</td>
</tr>
<tr>
<td></td>
<td>A long way home</td>
<td>Turnbull, Ann</td>
<td>744541670</td>
<td>Walker</td>
<td>1997</td>
<td>Primary</td>
<td>I won't go to the orphanage, she thought. I'll never go there, they can't make me. Since the age of 5, Helen has lived at the Bradleys' with her mother. She's never known her father, who went missing, presumed dead, in the Great War. Now mum is dead. Set in 1930. A moving and dramatic story of a young girl's valiant search for a place she can truly call home.</td>
</tr>
<tr>
<td></td>
<td>A taste of Blackberries</td>
<td>Doris Buchanan Smith</td>
<td>140320202</td>
<td>Harper Collins</td>
<td>1992</td>
<td>Old/Primary</td>
<td>Based on the death of a best friend from a bee sting. Written in first person singular.</td>
</tr>
<tr>
<td></td>
<td>Badger's parting gifts</td>
<td>Varley, Susan</td>
<td>862640628</td>
<td>Andersen Press</td>
<td>1984</td>
<td>Infant, Primary</td>
<td>Badger's friends learn to cope with his death.</td>
</tr>
<tr>
<td></td>
<td>Beginning and endings with Lifetimes in between</td>
<td>B Malonie</td>
<td>862640628</td>
<td>Andersen Press</td>
<td>1984</td>
<td>Infant, Primary</td>
<td>Helps a child to understand the cycle of birth, life and death.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>ISBN</td>
<td>Publisher</td>
<td>Age Range</td>
<td>Description</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with Death</td>
<td>Haughton, Emma</td>
<td>750216417</td>
<td>Wayland</td>
<td>Infant, Primary, Secondary</td>
<td>Losing someone you love is like losing a part of yourself. It can be even more painful if those around you avoid sharing their grief or assume you will get over it quickly because you are young.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lets Talk about Death and dying</td>
<td>Thompson, Colin</td>
<td>91768179</td>
<td>Hutchinson</td>
<td>Older primary/younger secondary</td>
<td>Answers questions e.g. what is dying?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Falling Angels</td>
<td>Thompson, Colin</td>
<td>340636203</td>
<td>Hodder</td>
<td>Secondary</td>
<td>Picture book - surreal story about a girl who can fly. She takes her grandma flying to fulfil her dying wish.</td>
<td></td>
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</tr>
<tr>
<td>Families, Can't live with them, Can't live without them</td>
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<td></td>
<td></td>
<td></td>
<td>Invaluable advice on coping with more serious family matters such as divorce, adoption, bereavement.</td>
<td></td>
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</tr>
<tr>
<td>Frog and the Birdsong</td>
<td>Velthuijs, Max</td>
<td>086264321</td>
<td>Andersen</td>
<td>Infant, Primary</td>
<td>One autumn day Frog discovers a blackbird lying motionless in the grass.</td>
<td></td>
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</tr>
<tr>
<td>Rites of passage Funerals</td>
<td>Ross, Mandy</td>
<td>431177120</td>
<td>Heinemann</td>
<td>Primary, Secondary</td>
<td>Photos and text explain funerals from different faiths and cultures includes Jewish, Muslim, Maori, Christian, Buddhist, Sikh, and Hindu funerals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Grief 1 – Exploring Feelings, Loss and Death with under 11s</td>
<td>Barbara Ward</td>
<td>95128888</td>
<td>Teachers</td>
<td></td>
<td>Useful resource for teachers and counsellors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Grief 2 – Exploring Feelings, For secondary schools and FE colleges</td>
<td>Barbara Ward</td>
<td>95128888</td>
<td>Teachers</td>
<td></td>
<td>Useful resource for teachers and counsellors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodbye Pappa</td>
<td>Leavy, Una</td>
<td>184121083</td>
<td>Orchard</td>
<td>Infant, Primary</td>
<td>Picture book about a visit to see Pappa, who dies shortly afterwards and the resulting grieving and memories.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td><strong>Author</strong></td>
<td><strong>Publisher</strong></td>
<td><strong>Year</strong></td>
<td><strong>Audience</strong></td>
<td><strong>Description</strong></td>
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</tr>
<tr>
<td>Grief in Children – a handbook for adults</td>
<td>Jessica Kingsley</td>
<td>183502113 X</td>
<td>Atle Dyregrov</td>
<td>Teachers</td>
<td>Description of “critical incident stress debriefing” in the classroom. Chapter on death in the playgroup and at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have Cancer</td>
<td>851227788</td>
<td>Althea Dinosaur</td>
<td>Primary</td>
<td>Ben has leukaemia. He describes his treatment. He does not die.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I must tell you something</td>
<td>Bo, Arno</td>
<td>747525145</td>
<td>Bloomsbury</td>
<td>Primary, Secondary</td>
<td>Based on a true story of a strong and thoughtful 9yr old. Her happy home life is changed in an instant when tragedy strikes as her parents drive home from a birthday party.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I never told her I loved her</td>
<td>Chick, Sandra</td>
<td>704349477</td>
<td>Livewire/Women's Press</td>
<td>Secondary</td>
<td>Francie's mother is dead and she feels lost and guilty. A painfully intense novel about the complexities of grief.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenny Angel</td>
<td>Wild, Margaret</td>
<td>670845051</td>
<td>Viking</td>
<td>Infant, Primary</td>
<td>Picture book – Jenny's little brother Davy, is going to die. This is the story of her journey from denial to acceptance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life</td>
<td>Journey's End, Death and Mourning</td>
<td>Ganeri, Anita</td>
<td>237518341</td>
<td>Evans Brothers</td>
<td>Primary, Secondary</td>
<td>with photos and illustrations, shows funerals from the Hindu, Buddhist, Sikh, Jewish, Christian and Muslim faiths.</td>
<td></td>
</tr>
<tr>
<td>Times</td>
<td>Letter from Heaven</td>
<td>Anderson, Rachel</td>
<td>Mammoth</td>
<td>Primary</td>
<td>Katie receives a letter from her grandmother written just before she died, the letters continue as Katie comes to terms with her loss.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A world of festivals</td>
<td>Life and Death</td>
<td>Coppendale, Jean</td>
<td>1841388432</td>
<td>Chrysalis</td>
<td>Infant, Primary</td>
<td>with photos this book shows naming ceremonies, festivals and funerals around the world.</td>
<td></td>
</tr>
<tr>
<td>Remembering my Brother</td>
<td>Perkins, Ginny</td>
<td>713645415</td>
<td>A &amp; C Black</td>
<td>1996</td>
<td>Infant, Primary</td>
<td>Book with photos of a real family. “Chris, the middle child in the Reed family died in 1992. The family generously offered to assist with the making of this book, in memory of Chris and to help other families who have lost a child.” Told mainly through the eyes of Greg, the younger brother.</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>ISBN</td>
<td>Publisher</td>
<td>Audience</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>---------------</td>
<td>----------------------------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Straight talk about death for teenagers</strong></td>
<td>Earl A Grollman</td>
<td>807025011</td>
<td>Beacon Press</td>
<td></td>
<td>Teenagers talking about how to cope with losing someone you love.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Goodbye Boat</td>
<td>Joslin, Mary</td>
<td>745936938</td>
<td>Lion Publishing</td>
<td>Infant, Primary</td>
<td>Picture book with few words but large illustrations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Old Dog</td>
<td>Zolotow, Charlotte</td>
<td>60244097</td>
<td>Harper Collins</td>
<td>Infant, Primary</td>
<td>Story about the death of pet dog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topher &amp; the time travelling cat</td>
<td>Jarman, Julia</td>
<td>862644097</td>
<td>Andersen Press</td>
<td>Infant, Primary</td>
<td>Christopher, aged 8 finds an unusual stray cat, which communicates with him by computer. His quest to find her when she disappears, leads him through time and space - and danger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Let's Talk about</strong></td>
<td>Weitzman, Elizabeth</td>
<td>431035997</td>
<td>Heinemann</td>
<td>Infant, Primary</td>
<td>With photos covers grief, changes, feelings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do I feel about        When people die</td>
<td>Levete, Sarah</td>
<td>749628170</td>
<td>Franklin Watts</td>
<td>Infant, Primary</td>
<td>Picture book covers why people die, funerals, grief, feelings, coping, memories.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When someone very special dies</td>
<td>Marge Heegard</td>
<td></td>
<td>Woodland Press</td>
<td>Infant Primary</td>
<td>A workbook for 6-12 year olds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking it through        When Uncle Bob died</td>
<td></td>
<td>851227279</td>
<td>Althea Dinosaur Pubs</td>
<td>Primary</td>
<td>A simple, clear book for younger primary aged children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lets Talk about            When your pet dies</td>
<td>Johnston, Marianne</td>
<td>431036004</td>
<td>Heinemann</td>
<td>Infant, Primary</td>
<td>With photos about how and why pets die.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wise Before the Event. Coping with Crises in Schools</td>
<td>W Yule, A Gold</td>
<td>90319667</td>
<td>Calouste Gulbenkian Foundation Tel 02076365313</td>
<td>School staff and governors</td>
<td>A clear, practical step by step guide to help schools plan their response to any traumatic event.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9
School Emergency Management Plan Template

Name of school

Version: 2015

Contents
- Summary of action to be taken flowchart and role of the AEO
- Emergency Action Lists for Key Staff
  [Head teacher Name] (or [Nominee Name])
  Schools Emergency Management Team
  Administrative Assistants
**Action to be taken:**

In the event of a School related emergency the proposed arrangement is:

**INCIDENT OCCURS**
[Head teacher Name] (or [Nominee Name]) is notified and School Emergency Plan is triggered

[Head teacher Name] or [Nominee Name]:
Ensures child and adult safety and welfare
Clear area if needed / First Aid / Reassurance
Call 999 if appropriate
Call AEO: <Insert No.> (Office Hours) Or: <Insert No.>
Requesting LEA help (<Insert No.>)

**OUT OF OFFICE HOURS** –
(<Insert No.>)
KCC or other support <Insert No.>

The Senior Officer Activated - AEO:
Establishes contact with the [Head teacher Name] (or [Nominee Name])
Activates response officers to attend the school
(e.g. Communications Experts, Public Relations)

**AEO**
Organises Support Team Officers as necessary or deploys to school as required
Attends site to:
- Assist/advice Head teacher/ Nominee
- Determine full needs
- Takes action accordingly

**Head teacher (or Nominee)**
Nominates on-site Co-ordinator
Identifies on-site facilities
Mobilises on-site Team (if appropriate)
Informs Chair of Governors
Emergency Action Sequence

ACTION BY HEAD TEACHER:  
[Head teacher Name] (OR [Nominee Name])

Stage 1 - Initial Actions
- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events. See Appendices for Major Incident Coms Log
- Make every attempt to clarify exactly what has happened.
- Ensure that the Local Authority is informed
- Contact the AEO
- Inform Chair of Governors

If during term time
- Unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines & timetables.
- If 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.
- Immediate School Administration support.

Media Attention
If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements.
- Try to postpone Media comment until after the LA’s Media Officer arrived.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- If you cannot postpone, see the guidance in Emergency Planning for Kent Schools supporting document for some key points to remember.
- It is especially 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 those identities are formally agreed and parents are informed.
- If deputising for the Head teacher, try if possible to contact and brief him/her.
- Call in the designated staff members to form the ‘School Emergency Management Team’, and nominate one as the On-Site Coordinator to oversee that Team on your behalf.
- Be prepared to receive many telephone calls.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 – Once established
Brief Staff Member acting as On-Site Co-ordinator to oversee the following:-
- Agree appropriate identification of staff by using badges
• 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 telephones calls.
• Ensure staff maintain records of all calls received
• Prepare brief, but up-to-date prepared statements are available to staff answering phones
• Ensure media calls are directed to the Media Relations Officer <Insert No.>
• Ensure care is taken when answering telephone calls. Consistent messages.
• Acquire an independent telephone for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted
• Remind telephone staff that some calls could be bogus.
• Arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged.
• Remain aware of how colleagues are coping.
• To arrange for all pupils to be told, in simple terms, at and early stage (ideally in small groups and initially by class teachers, wherever possible).
• To brief Team to discourage staff and pupils from speaking to the Media.
• To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

Parents/Carers:

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

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 & responsibilities.
• Always try to think of something positive to say to staff & 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 disproportionately on a small number of staff, they too could need professional support.
• If Incident is away from school, try to dissuade shocked staff from driving parents to the scene.

Stage 3 – Period following the close of the incident

• Seek advice from AEO
• Local clergy contact on special assemblies/funeral/memorial services, if required.
• Prepare joint report with named Senior Officer, for Director of Education.
• Arrange for a member of staff to make contact with any pupils either 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.
• Recognising and if appropriate, marking 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 if the Incident does attract Media attention, it is likely that interest will continue for many weeks.
ACTION BY: EMERGENCY MANAGEMENT TEAM

Stage 1 – Initial Actions

- Obtain full facts of Incident from [Head teacher Name]
- Open and continue to maintain a personal log of information received, actions taken and the time of those events See Appendix 1
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to sensitively inform staff and pupils to 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 Co-ordinator, assist [Head teacher Name] (or [Nominee Name])
- Work with AEO; the [Head teacher Name] (or [Nominee Name]) and School On-Site Co-ordinator as directed.

Stage 3 – Period Following Close of the Incident

As above
This team should comprise: Up to 4 senior members of staff, together with office staff.
ACTION BY: SCHOOL ADMINISTRATIVE ASSISTANTS

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 any keys needed.

Stage 2 – Once established
- Under guidance from School On-Site Co-ordinator, assist the Head teacher (or Nominee)
- Work with AEO; the Head teacher (or Nominee) and School On-Site Co-ordinator 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
Appendix 10
The Kent Closures Website

After the decision has been made to close or partially close the school you will want to communicate that closure to parents and staff as soon as possible.

The Kent Closures website allows a school representative to log in (with a school specific password) and change the ‘status’ of the school to ‘open’, ‘closed’ or ‘partially closed’. The information will then be displayed on the website for parents and staff. In addition, when the status of a school is changed the information is shared with Kent radio stations so the closures can be broadcast.

Please also consider any onsite stakeholders that may be affected if the school is closed e.g. Adult Education classes etc.

Please note: this website is intended to display term time closures only, not times when the school is closed due to holidays.

Register with the Kent Closures Website

In advance of winter, please register your school with the Kent Closures website to create your school password, which you will need to log your closure on the morning of severe snow/ice. This school specific password ensures the announcement of your school closure is secure. If you have problems registering, please contact KCC Emergency Planning or your Area Schools Organisation Officer.

The local authority is required to maintain records of school closures. The Schools Closure website collates data on closure AND links in with local media outlets. It is therefore essential that you use it to inform your community and the wider authorities of closure; even if you have your own bespoke or corporate notification mechanism.

You can register by visiting [www.kentclosures.co.uk](http://www.kentclosures.co.uk) and clicking the ‘Education service login’ button on the right hand side of the screen:
Here you can find your school using a drop down menu – select the town first.

Then click your school & click ‘Submit’:
Once you have clicked “Submit”, you will be taken through to another page to confirm your registration. Simply confirm the address details of the school, complete your name/email and create a password (this will be needed to log your closure on the morning of severe weather). Please use a school email address that several people know and have access to. Similarly, use an easily remembered password.

Once Digital Services have approved your registration (this could take a couple of days) you will then receive an email that requires you to click on a link to validate the email address. Once you have validated the email address please log into your account and initially set your status to ‘open’.

If you registered last year, you can still use the same email address and password to log in this year.

If you don’t know if you registered last year, you can work out if you did by clicking on your school from the drop down menu. You may then receive a message on screen saying you’ve already registered. This means that you have registered in a previous year and have already created your school specific password.

If you don’t remember your password, click the original ‘Education service login’ button again and under ‘School / Service Log in’, type in the email address which was previously displayed in the onscreen message and click ‘forgot password’. A password reminder will then be sent to your registered email address.

If you need to change the email address that you originally registered with last year, email digital.services@kent.gov.uk with details of the new email address.
To Notify a School Closure

Once the decision has been made to close your school, [www.kentclosures.co.uk](http://www.kentclosures.co.uk) with your password ready.

Click the ‘Education service login’ button and log on using your school email address and password.

You can then:

- Update your status to either ‘OPEN’, ‘CLOSED’ or ‘PARTIALLY CLOSED’. Your status will remain the same until you change it, so please remember to ‘re-open’ your school if you do close it.
- Type in a short message. There is a default message but you can change this and include further information if necessary e.g. cancellation of parents evening or the continuation of Year 10 exams etc.
- Notify the approximate number of children affected.
- Notify the Year groups affected.

Within minutes this information will be displayed on the Kent Closures website. Kent radio stations will use this information to broadcast closures over the radio.

It is anticipated that additional functionality will be added to the system to enable parents and staff to register for alerts via email for free, or SMS for a small charge on the Kent Closures website. This means that as soon as you change the status of your school on the Kent Closures website, the parents and staff who have registered would be notified via SMS or email.

It is now no longer necessary for your school to call the radio stations and/or the Local Authority to announce the school closure. However, you can still speak to your Area Education Officer if you would like advice about whether to close or not.
Appendix 11
Example Newsletter to Parents

Severe Snow/Ice Plan for Parents and Families

Every winter brings the possibility of snow and ice. Extreme bad weather can cause widespread and prolonged disruption. Schools are often affected and it can be difficult to maintain an education service.

As a fundamental principle, every effort must be made to keep schools open, even if only limited numbers of pupils can attend. However, schools may close due to ‘unavoidable’ circumstances. Those circumstances being that it is no longer safe for staff or pupils to be onsite.

We recognise that it is important our school remains open so parents are able to work and pupils can continue to learn. [Name of school] will make every effort to prepare for severe snow/ice this winter by [insert preparations e.g. gritting pathways, clearing access points etc].

How will we let you me know if the school is closed?
If we do experience severe snow/ice resulting in hazardous conditions, [our Headteacher] may have to take the decision to close the school. Once this decision has been made, we will notify parents via the Kent Closures website. To determine whether [name of school] is open or closed please visit www.kentclosures.co.uk. Search for the school in the search box. The Kent Closures website can also be used to find out if other services in Kent are open or closed, such as nurseries, children’s centres and libraries.

There is an option for parents to sign up for SMS/Email alerts on the Kent Closures website. This service will send an SMS or email alert to let parents know if [name of school] is closed. Parents can also listen to KFMF, BBC Radio Kent or Heart FM to hear if the school has closed.

What can you do to help?
Please visit www.kent.gov.uk/winter for more information about gritting routes and travel issues around Kent so you can plan your journey.
Please approach the school from [detail a pre-identified access into the school].
Please can you provide a packed lunch from home in case school meals cannot be provided.
Don’t forget suitable warm clothing – gloves, hats, scarves, wellies etc. or even a change of clothing.
If you are a working parent or feel you may have a problem with a sudden earlier pick up, please could you put a back-up plan in place with another family member or parent and inform the school. This will allow staff to leave earlier for their safety if weather dictates.

Many thanks for your support in helping [name of school] remain open during periods of severe snow/ice.
Appendix 12
Risk Assessment Template for Snow and Ice

In accordance with government policy every effort should be made to keep a school open and the closure of the school must be justified. In order to determine a decision, work through the following risk assessment. If your site has specific issues that are not listed, these should be added. Any pre-planning controls not in place must be transferred to your action plan at the end.
This assessment should be carried out:
- Before any bad weather arrives - make sure identified control measures are implemented; refer to your action plan at end
- At the time of the emergency - consider and complete last header column
- After the event - does the risk assessment need to be reviewed?

<table>
<thead>
<tr>
<th></th>
<th>Are the following control measures in place?</th>
<th>State what risks are involved and the consequence of the risk</th>
<th>State which control measures are in place to reduce the risk</th>
<th>Are the controls in place? (Pre-Planning)</th>
<th>Are the controls in place? (On the day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is there enough salt/grit available on site to keep a clear path for safe access and egress around the school site?</td>
<td>Slip/Trip of pupils, staff, 3rd party visitors, causing a twist, strain or fracture.</td>
<td>Maintain stocks of salt/grit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify which walkways or areas need to be cleared to allow people to get around the premises safely.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Allocate a responsible person to monitor weather reports and grit/salt prior to snow/ice forming.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reduce the movement of people around the premises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify access specific routes and restrict movement to those routes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Is there an acceptable ratio of staff to pupils to attain adequate supervision?</td>
<td>Staff not being able to attend school, leaving pupils without adequate supervision,</td>
<td>Estimate how many staff members need to get in for the school to operate safely by identifying how many pupils could</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify how many staff would be safe to travel to work in severe conditions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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138
|   |   | Inform staff to listen to Road Safety (AA) to see if the roads are safe to travel on. Remember: travelling to school is considered  
Devis e a system where staff can report to headteacher by 7.45am and contact number given. |
|---|---|---|
| 3 | Are there procedures in place for heating failure? | Unable to sufficiently heat school to the minimum working temperature 16°C, causing staff and pupils to suffer from the cold. | Contact Property Service Desk to have emergency heaters delivered.  
Consider only using the parts of the school that has heating.  
Keep doors, curtains and blinds closed during the night to retain the heat. |
| 4 | In the event of a closure, has it been identified which pupils are safe to be sent home? | Pupils unable to get into their homes, left stranded. | Identify which pupils have alternative arrangements if they were to be sent home.  
Consider if enough staff can stay on site to supervise the pupils unable to return home, and that those staff will be able to get home at a later time. |
| 5 | Will the school have adequate welfare facilities? | Staff and pupils are unable to wash their hands, flush the toilets, or have access to drinking water. | Ensure that there is anti-bacterial wash on site.  
Reserve supplies of bottled water.  
Consider if all toilets are operational or whether alternative toilets can be used. |
| 6 | Would the school have provision for the pupils to cross the road safely? | Pupils involved in a vehicle collision. | Consider if the road patrol officer is able to get to the school.  
Consider if alternative arrangements need to be made if the road patrol officer cannot get to the school. |
All actions, where possible, should be completed before the bad weather arrives.

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-planned controls measures that are not in place:</td>
</tr>
<tr>
<td>completed by:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Completed By:  Position:
Signed:  Date of completion of risk assessment:

Review dates:  Signature:
<p>| | |</p>
<table>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To be completed if the school is closed:

The decision for closing the school has been based on the following: *(highlight relevant question number)*.  1 2 3 4 5 6

Signature of Head:  Date:  Signature of Chair of Governors:  Date

Date:
## Appendix 13
### Personal Emergency Evacuation Plan

Personal Emergency Evacuation Plan (PEEP) for pupils in Kent schools

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation. Once developed, the PEEP will describe the pupil’s intended means of escape in the event of emergency, including drills. The PEEP will specify what type of assistance is agreed and how it is to be maintained to ensure the pupil’s continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.

A completed form should be held:
- In the Pupil’s personal records
- By the Headteacher (Responsible Person for Fire Safety)
- By the Fire Warden
- By the Class teacher

**Note:** This plan must be reviewed on an annual basis and when a significant change in circumstances (of the building or pupil) is anticipated or identified. Advice is available from the KCC Health and Safety Advice Line on 03000 418456

<table>
<thead>
<tr>
<th>Pupil’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Room Number or Name:</td>
<td></td>
</tr>
<tr>
<td>Location of classroom in building:</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Name:</td>
<td>Tel: Ext No:</td>
</tr>
<tr>
<td>Date Completed:</td>
<td>Reviewed:</td>
</tr>
<tr>
<td>Reviewed:</td>
<td>Reviewed:</td>
</tr>
<tr>
<td>Name of Person who Completed this Form:</td>
<td></td>
</tr>
<tr>
<td>Date Completed:</td>
<td></td>
</tr>
<tr>
<td>Date of Next Review:</td>
<td></td>
</tr>
</tbody>
</table>
Points to consider: In preparation for completing details in this form, consider the following; discuss with the parents/guardian and, if appropriate, the pupil.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the pupil change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the pupil have any difficulties hearing the fire alarm?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are they likely to experience problems independently travelling to the nearest emergency exit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the pupil find stairs difficult to use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are they dependent on a wheelchair or other walking aid for mobility?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the pupil uses a wheelchair would they have problems transferring from the wheelchair without assistance?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A: Alarm System.

1. The pupil is able / unable to raise the alarm (delete as appropriate).

If the pupil is unable to raise the alarm independently, please detail alternative procedures agreed. If able give brief description of how.

2. The pupil has been informed of an emergency evacuation by:

   existing alarm system: □  vibrating pager device: □
   visual alarm system: □  other: (please specify) □

Give Details:
B: Exit Route Procedure (progress starting from when the alarm is raised and finishing on final exit).

C: Designated Assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each).

D: Method of Assistance (e.g. transfer procedures, methods of guidance)

E: Equipment Provided (details of all equipment needed to execute the plan and its location).

F: Training on use of equipment:

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
G: Safe route(s) (description of all the safe routes that can be used).

N.B. A copy of the building plan with routes clearly marked may be useful.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the route(s) been travelled by the pupil and responsible person?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Has a copy of the exit route on plan been attached?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Has the equipment detailed above been tried and tested?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have all issues been completed to full satisfaction?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Has a copy of this form been sent to the person responsible for the fire evacuation?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Has the fire safety competent person informed all relevant staff of these arrangements? i.e. Class teacher, support assistant.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Record the length of time of practice evacuation mins

If No to any of the above please explain:

I (pupil/parent/guardian) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above, (a parent is to sign this off on behalf of a minor):

<table>
<thead>
<tr>
<th>Pupil Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Name:</td>
<td></td>
</tr>
<tr>
<td>Parent Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Parent Name:</td>
<td></td>
</tr>
<tr>
<td>Headteacher Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Headteacher Name:</td>
<td></td>
</tr>
<tr>
<td>List of people who have received a copy of this completed document:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 14
### Recording a Bomb Threat

<table>
<thead>
<tr>
<th>Your name</th>
<th>Time and Date of Call</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions to ask**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the bomb right now?</td>
<td></td>
</tr>
<tr>
<td>When is it going to explode?</td>
<td></td>
</tr>
<tr>
<td>What does it look like?</td>
<td></td>
</tr>
<tr>
<td>What kind of bomb is it?</td>
<td></td>
</tr>
<tr>
<td>What will cause it to explode?</td>
<td></td>
</tr>
<tr>
<td>Did you place the bomb?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>What is your name?</td>
<td></td>
</tr>
<tr>
<td>What is your address?</td>
<td></td>
</tr>
<tr>
<td>What is your telephone number?</td>
<td></td>
</tr>
</tbody>
</table>

**About the caller**

<table>
<thead>
<tr>
<th>Sex of Caller?</th>
<th>Male [ ] Female [ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
</tbody>
</table>

**Threat Language**

<table>
<thead>
<tr>
<th>Well spoken</th>
<th>Taped</th>
<th>Foul</th>
<th>Incoherent</th>
<th>Irrational</th>
</tr>
</thead>
</table>

**Message read by threatmaker**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

**Caller’s voice**

<table>
<thead>
<tr>
<th>Excited</th>
<th>Calm</th>
<th>Crying</th>
<th>Angry</th>
<th>Nasal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearing throat</td>
<td>Stutter</td>
<td>Rapid</td>
<td>Deep</td>
<td>Slurred</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>-------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>Disguised</td>
<td>Lisp</td>
<td>Slow</td>
<td>Hoarse</td>
<td>Laughter</td>
</tr>
<tr>
<td>Familiar</td>
<td>Who did it sound like?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accent</td>
<td>Which accent?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Background sounds**

- Street noises
- House noises
- Crockery
- PA System
- Office machinery
- Animal noises
- Motor
- Booth
- Factory machinery
- Static
- Clear
- Voices
- Reception good/bad
- Payphone
- Music
- Children playing

Other
give details

**Any other remarks**

**Signature:** ________________  **Date:** ________________