



St. Margaret's C of E Primary
School

**LEARNING OUTSIDE THE CLASSROOM
AND
OFF-SITE EDUCATIONAL VISITS POLICY**

Written: September 2022

Date for review: September 2024

Head Teacher's signature

A handwritten signature in blue ink, appearing to read 'J. Hine'.

Acting Chair of governor's signature _____



St Margaret's Policy

FOR

LEARNING OUTSIDE THE CLASSROOM

AND

OFF-SITE EDUCATIONAL VISITS

CONTENTS:

1. Introduction
2. Roles and Responsibilities
3. Guidance Notes for Off-site Educational Visits

Appendix A – Parental Consent

Appendix B – Medical Questionnaire

Appendix C – Off-Site Visits and Activities Checklist

Appendix D – OE2 External Providers form

Appendix E – Evolve- Starter Guide

Appendix F – Planning Off-Site Activities Checklist

Appendix G – Emergency Response Plan

Appendix H – Level of Supervision

Appendix I – Private Cars

Please also see

**GENERAL PRINCIPLES THAT ARE APPLICABLE TO ALL OFF-SITE ACTIVITIES
(Located on EVOLVE under Establishment Documentations)**

St Margaret's Policy for Learning Outside the Classroom and Off-site Educational Visits

1. Introduction

1.1 **St Margaret's School** provides many opportunities for its students/children/young people to enrich and enhance their on-site learning through use of Outdoor Education and Off-site Educational Visits. This encompasses residential activities, environmental studies, sports, physical and cultural activities, locality visits and adventurous activities.

1.2 The value of off-site educational visits is well recognised by the Governing Body and fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Off-site educational visits must be well managed, information communicated and responsibilities recognised.

1.3 This document outlines the specific policies and procedures for St Margaret's School. It supplements and follows the advice and guidance contained within the following significant publications:

- West Sussex County Council Local Educational Authority's 'Regulations and Notes of Guidance for Off-Site Activities'.
- The Health and Safety Executive (HSE) document 'School trips and outdoor learning activities – tackling the health and safety myths' published in June 2011.
- The Department for Education (DfE) document 'Advice on Legal Duties and Powers for Local Authorities, Head Teacher, Staff and Governing Bodies' published in February 2012.

2. Roles and Responsibilities

2.1 The Governing Body satisfies itself that the appropriate procedures, risk assessments, and control measures are in place and that the documented guidance notes are being followed. All off-site visits that are residential, abroad, or hazardous need to be approved by the Governing Body. Such approval must be recorded in the minutes of the Governing Body.

2.2 The Head Teacher is delegated by the Governing Body to approve all off-site educational visits of a perceived low risk, local, daily or regular nature. This is recorded through EVOLVE as well as internal permission for the trip to be carried out.

2.3 The Educational Visits Co-ordinator (EVC) ensures that all off-site activities follow the correct procedures and records this by submitting the visit via EVOLVE for the Headteacher's

approval. The person with these responsibilities, the Deputy Head Teacher, will approve the group leader for every visit and monitor the written risk assessments to ensure good practice. In addition, the following responsibilities and duties are undertaken:

- Support the group leader in identifying the purpose for the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers.
- Ensure that Criminal Records Bureau disclosures are in place where necessary.
- Arrange Emergency Contact Duty Officer and draw up proper procedures to be followed in such an event. **(see Emergency Response Policy).**
- Monitor records and reports of accidents and "near misses".
- Review and regularly monitor procedures.
- Liaise with the LEA Outdoor Education Adviser where necessary to ensure the proposed visit complies with the LEA regulations.

2.4 The Group Leader is responsible for identifying the purpose of the visit and following the Off-Site Visits and Activities Checklist. A risk assessment is necessary for all off-site visits and should be completed two weeks before the off-site activity will take place via EVOLVE.

Significant risks and their control measures will need to be recorded and filed with the EVC. This will take account of:

- Generic risks as published in this document and the LEA Regulations and Notes of Guidance for Off-site Activities.
- Event Specific Risks as identified from a pre-visit or thorough knowledge or experience of the environment, accommodation, the leader's competence, the group and other factors such as transport.
- On-going risks identified by the professional staff responding to changing circumstances and the success of planned activity and procedures. The participants and staff will be fully briefed on the purpose and the risk assessment control measures

2.5 First Aider: A supervisor who is designated to take responsibility for first aid must have the appropriate knowledge and experience of medical care for the activities to be undertaken, and be provided with suitable first aid equipment. As part of a 'risk assessed' approach by educational establishments, the minimum first aid provision for all offsite activities (including sports activities) must be the presence of an adult who holds a current, one day 'Appointed Persons Certificate', or equivalent. When appropriate, this person, if not the group leader, will need to accompany the visit or be in close proximity to the activity and able to take appropriate action if required.

On other occasions, it may not be necessary to provide such a qualified person for example: on visits to places sufficiently close to the educational establishment for the group to depend upon the first aiders at the establishment, or to places a short distance from it, where it is known that a suitable level of first aid provision will be available (e.g. the local swimming pool).

2.5 Participants are encouraged to consider risks involved in an off-site educational activity and to assist in the design of appropriate risk management strategies that support their learning. They will be fully aware of the purpose of the visit and understand expectations of behaviour.

3. Guidance Notes for Off-Site Educational Visits

To ensure proper good practice and compliance with the necessary regulations it is expected that:

3.1 All group leaders will familiarise themselves with the published advice and guidance. Further information is available from www.teachernet.gov.uk/visits. Training for group leaders can be arranged to include all aspects of supervision, ongoing risk assessments (including being prepared to stop an activity that has become too hazardous) and how to deal with an emergency. Access to such training is available through the Outdoor Education Office (01243 382636/07711 266430)

3.2 In order to plan an off-site activity the EVC should be involved in discussing plans at an early stage. Routine or local visits such as games matches need to be planned ahead also. It may be possible to approve a series of events on a termly basis. No financial commitment should be agreed until all relevant approvals have been achieved.

3.3 Parental Consent: Copies must be available for the Emergency Contact and the Group Leader to take on the visit.

3.4 Internal Approval: will need to be granted by using EVOLVE at least two weeks before the trip will take place, including the risk-assessment and any other relevant documents such as kit list and parents' letter.

3.5 OE1 Off-site Activity Monitoring Form: must be completed for all residential visits and for those that are either visits abroad or for hazardous pursuits. It will need to be sanctioned by the Governing Body before being submitted via EVOLVE for authorisation from the EVC and Headteacher and LEA (Area Education Office). The Governing Body will have to decide if additional travel insurance is required and a note must be made on EVOLVE.

3.6 OE2 form: This optional form provides information on what the LEA expects an external provider to deliver. It should be sent to any provider being considered for the first time and given to the EVC as evidence of the planning process. Information may be available through the Outdoor Education Office about other West Sussex Educational Establishments that may have used such a provider before.

3.7 Evaluation Report: On return the Group Leader must report to the EVC and an evaluation report should be completed in order to achieve any wisdom regarding the learning intentions and outcomes being met and about any 'near miss' or where an incident took place but fortunately did not require the completion of the Accident/Incident report form HSW3. If such a form was completed at the venue, there is still a need to place such an occurrence on the record at the 'home' establishment. A general evaluation of the visit will inform future visits and may be a useful check on the value of the risk assessments undertaken.

3.8 Risk Assessment form: The Risk Assessment form should be completed and lodged with the EVC via EVOLVE. External providers will have their own risk assessment documents that can be used to help in this process. For certain activities an Adventurous Activity Licence is legally required. (See the LEA guidance or www.aala.org.uk). If this is the case their licence number need only be quoted instead of actually requiring copies of their risk assessment documents

Approved by Headteacher: Jill Hine

Date: 1.9.22

Approved by the Acting Chair of Governors: Mike Emery

Date: 1.9.22

Appendices

APPENDIX A- Parental Consent guidance & recommended wording

Parental consent is not required for visits that take place wholly during the school day. (Education Act 2002) However, parents must be advised in advance if their children are to be going off-site during the school day.

Offsite educational visits that over-run the school day, or are outside the normal school day, require evidence of parental consent.

The following form is recommended for use with the more significant (one-off) offsite educational visit eg: residential visits, or trips abroad, or adventurous activities.

An off-site activity that is out of school normal hours but less substantial than described above, or is a regular occurrence, may achieve parental consent via a generic consent form at the start of the school year or via a 'tear-off' strip at the bottom of a letter to parents.)

PARENTAL CONSENT FORM *(on school headed paper)*

_____ School

A journey to _____ (place)

from _____ (date) to _____ (date) 20__

I wish my son/daughter _____ **(Full name of child in capitals please)**

to be allowed to take part in the above-mentioned school (or youth centre) journey and, having read the information sheet, agree to his/her taking part in any or all of the activities described.

I have ensured that my child understands that it is important for his/her safety and for the safety of the group that any rules and any instructions given by the staff in charge are obeyed.

I understand that, while the school (or youth group) staff and helpers in charge of the party will take all reasonable care of the young people, unless they are negligent they cannot be held responsible for any loss, damage or injury suffered by my son, daughter arising during or out of the journey.

(Note: School Journey Insurance is automatically arranged with Chartis Insurance, through West Sussex County Council, for participating establishments.)

Please advise the establishment of any changes to the medical information already provided. Delete or complete the following as appropriate.

My child (Date of Birth:) has

no illness, allergy or physical disability *

the following illness, allergy or physical disability *

.....
.....

* Cross out which does not apply
which necessitates the following medical treatment:.....

.....
/continued

Parental Consent Form/continued.

Doctor's Name:
Doctor's Address:
Doctor's telephone number:

I consent to any emergency medical treatment necessary during the course of the visit.

Signed Date

Parent/Guardian

Address:

HOME

WORK.....

Telephone No. HOME WORK.....

Mobile No.....

Email:.....

If not available at the above, please state an alternative contact:

Name:(relationship).....

Telephone No:

Mobile No:

NOTE: Photographs may be taken that include your son/daughter. If you do not wish such pictures to be used for normal publicity purposes including publication on the establishment's website please tick

Three copies of this form (for a significant educational visit) are desirable, one for the parent to keep, one for the head of establishment / EVC / Emergency Contact and one for the group leader to take with him/her on the

visit/activity/journey)

All personal information will be processed in accordance with the provisions of the Data Protection Act 1998)

APPENDIX B- Medical Questionnaire

MEDICAL QUESTIONNAIRE

PUPIL'S NAME _____

PARENT'S NAME AND INITIALS _____

HOME ADDRESS _____

TELEPHONE NO. _____

NAME AND ADDRESS OF _____

FAMILY DOCTOR _____

TELEPHONE NO. _____

SCHOOL _____

Has your child had any of the following:-

Asthma or Bronchitis YES NO

Heart condition YES NO

Fits, fainting or blackouts YES NO

Severe headaches YES NO

Diabetes YES NO

Allergies to any known drugs or medication YES NO

Any other allergies e.g. material, food, insect bites etc. YES NO

Other illness or disability YES NO

Any recent contact with contagious diseases and infections YES NO

If the answer to any of these questions is YES please give details on a separate sheet which should be firmly attached:

Immunisation Status

Has your child received vaccination against Tetanus in the last ten years? YES NO

Is your child receiving medical treatment of any kind from either your Family Doctor or Hospital? YES NO

Has your child been given specific medical advice to follow in emergencies? YES NO

If the answer to either of these questions is YES please give the details here:- (including dosage of any

medicines/tablets)

SIGNED _____

APPENDIX C- Off-Site Visits and Activities CHECKLIST

Early pre-visit:

- Is there a clear group leader familiar with the basic principles of safe practice?
- Has the date of the visit been booked in the school diary?
- If this is a new visit, has the group leader made a preliminary visit to the centre or site?
 - Costs for this preliminary visit should be factored into the total cost of the visit.

Minimum 2 weeks prior to visit:

- Has the visit been logged on the Evolve website?
 - Speak to EVC (Sam Winton) if you need support or if staff/volunteers need to be added to Evolve.
 - Have you communicated details to the senior member of staff who is your emergency contact?
- Has a risk assessment been completed and recorded onto the West Sussex County Council Risk Assessment Form?
 - Will the group have the correct staff/volunteer to pupil ratio?
 - Year R: 1:4 minimum; Years 1-2: 1:6 minimum; Years 3-6: 1:15 minimum.
 - Depending on the complexity of the activity and the presence of children with SEN, this may need to be beyond the minimum and 1:1 for some children.
 - Governors may be able to attend as an additional adult if required – speak to Claire.
 - Will you have 2 qualified first aiders?
 - Have they checked the children's consent form medical details issued each September?
 - Do you know staff/volunteer medical information?
 - Are the members of staff leading the activities suitably qualified/experienced?
 - Have you considered the risk assessments and staff support from the provider, references from previous users and issues from previous visits?
 - Have you considered pupil access and permission, toilet and other facilities, shelter, food requirements, wet weather arrangements/alternative programme and guides/programmes of work?
 - Are all children (disabilities, illnesses, EAL or other needs) able to participate fully in the visit?
 - What control measures need to be put into place for the trip?
- Have all of the costs associated with the visit been calculated and discussed with Claire?
 - Preliminary visit costs, transport, any visit costs on the day and any post-visit costs.
- If using coaches – has the coach been booked and arrival time at school confirmed?
- Has a parent letter been sent?
 - Including details and costs of the visit, appropriate clothing and equipment required, safety risks of jewellery/money/valuables (including mobile phone policy) and a parent consent reply slip.
- Have all the parents who have offered to help been CRB checked and added to Evolve?
 - Have all the parents taking part had their offer confirmed, been issued with the new policy on helping with school trips and provided with the time to arrive for the pre-visit briefing?
 - Have all the parents who are not needed been informed and thanked?
- Have arrangements been made for any non-participants in the visit?
- Have you negotiated cover and informed all staff impacted by this trip?
 - Chartwells (caterers), lunch supervisors, classes sharing TAs, peripatetic music teachers, clubs, etc.
- Residential visits:**
 - Governing Body approval required via meeting minutes; full parental consent required; consideration required for accommodation, food and dietary arrangements.

On day of visit:

- Confirm the trip has been approved through Evolve by the Headteacher.
- Pre-visit briefing for staff and volunteers - including hard copies of information.
 - A list of staff – including plans for different parts of the whole group to contact each other.
 - A list of pupil names and medical details (no other personal details).
 - Supervision to cover the whole time away – including regular headcounts.
 - Standards of behaviour expected - how to respond if any child misbehaves and House Olympics rewards system for positive behaviour.
 - Level of help needed for pupils to ensure that they gain from the activities.
 - Anticipation of hazards and procedures in case of emergency.
- Outline of the proposed itinerary and timings given to school office and senior emergency contact.
 - Departure time, ETA at venue, itinerary, departure time from venue, ETA back at school.
 - A list of staff – including contact details.
 - A list of pupil names.
- Pupil briefing (may be completed prior to day of visit).
 - The expected learning outcomes.
 - The groupings and supervisors, the system for headcounts and expected standards of behaviour.
 - Potential hazards, stranger danger and rendezvous procedure for lost children.
 - Action in the event of an emergency.
- Essential documentation for group leader (and other members of staff) to take.
 - A programme of the activities and contact details for transport providers and venue/destination.
 - Parent consent forms for all participants.
 - Participant medical forms and medication (with doctor, home and medical details if residential).
 - School contact details – plan for how to inform the school of the total number of pupils if the visit commences at a place other than school (in case some pupils are unwell on day).
 - School emergency planning policy and procedures.
 - School missing child policy and procedures.
 - Nearest A&E department and phone number.
 - Emergency home contact numbers for out-of-school hours (if applicable).

Follow-up

- Thank colleagues / volunteers / pupils.
- Obtain feedback from staff, volunteers and pupils to inform future visits.
- Give report to EVC (Sam):
 - Briefly type how the visit met its learning outcomes (to inform Governors/Ofsted of the value of our visits!)
 - Any incidents or near misses (to inform future visits and/or follow WSCC reporting procedures)
 - Positive or negative feedback related to venue/staff visited, volunteers or pupils (to inform future visits)

Frequent visits should not lead to complacency!

- ✓ This checklist includes best practice guidance – it is to help your planning and risk assessment for off-site visits.
- ✓ Evolve is used to inform the EVC, Head and Governors when seeking approval for a visit and thereafter used to record the outcomes. It is also a vital tool in managing an emergency situation and is an essential part of WSCC emergency procedures.
- ✓ If you have any queries speak to the EVC or Head.

APPENDIX D- OE2 Form



PROVIDER STANDARDS FORM OE2

For completion by providers of outdoor education, visit venues and off-site activities to West Sussex schools and education establishments.

Name & address of provider/organisation: -

The provider named above is asked to give careful consideration to the statements below and sign in the space at the end of the form that the standard of service provided will meet the conditions listed. Please tick all specifications you meet. Indicated by a cross any you cannot meet. Write N/A against any specification, which does not apply to your provision.

Section A should be completed for all visits. Section B (adventure activities) should be completed, if applicable.

Section A – ALL PROVIDERS

1. The provider complies with relevant health and safety regulations, including the Health and Safety at Work Act 1974 and has a health and safety policy and recorded risk assessments which are available for inspection.
2. Accident and emergency procedures are maintained and records are available for inspection.
3. The staff have the experience, competence and professionalism to work with the age range and abilities of prospective groups.
4. There are adequate and regular opportunities for the group leader to liaise with the provider and designated staff.
5. The Centre has a Code of Conduct, which can be provided in advance of any booking and to which visiting groups should adhere.
6. All reasonable checks, including Criminal Record Bureau checks, are made on staff that have unsupervised access to young people
7. There are adequate and regular opportunities for liaison between visiting staff and the provider's staff and there is sufficient flexibility to make changes to the programme if necessary and the reasons for such changes will be made known to visiting staff.

8. The provider has public liability insurance for at least £5million, ***(please attach a copy of your insurance certificate of cover)***

9. The provider will take all reasonable steps to allow inclusion and participation for any young people who have special needs or have a disability, following a risk assessment process, in line with the Special Educational Needs and Disability Act 2001.

10. The provider encourages responsible attitudes to the environment as an integral part of the programme.

11. All vehicles are roadworthy and meet statutory requirements. Drivers are PCV qualified or operate with a small bus permit and local minibuss driving assessment.

12. A current fire certificate covers all accommodation – or advice from a fire officer has been sort and implemented and a fire risk assessment has been completed.

13. Security arrangements have been assessed and reasonable steps taken to prevent unauthorised persons entering the accommodation.

14. Separate male and female sleeping accommodation and washing facilities are provided and staff accommodation is suitably located to ensure adequate supervision.

Section B – PROVIDERS OF OUTDOOR AND ADVENTUROUS ACTIVITIES

15. The provider meets the requirements of the Adventure Activities Licensing Authority (AALA)

For AALA licensable activities the specification in this sections may be checked as part of an AALA inspection. However, providers registered with the AALA are also asked to consider the statements below with respect to any activities or aspects of their provision not covered by the licence.

16. The minimum ratios of staff to young people for the activities conform to those recommended by the appropriate National Governing Body or, in the absence of this, the providers Code of Practice and informed by a risk assessment.

17. The provider operates a policy for staff recruitment, induction and training which ensures that all staff with a responsibility for participants is competent to undertake their duties.

18. The provider maintains a written code of practice for each activity which is consistent with relevant National Governing Body guidelines or, in their absence, recognised national standards.

19. Staff competencies are confirmed by the appropriate National Governing Body qualification for the activity to be undertaken, or staff have had their competencies confirmed by an appropriately experience and qualified technical adviser.

20. Please list the adventurous activities you will be providing along with the minimum qualification or training an instructor will have. Where appropriate please give details of the nature of the location to be used:

ACTIVITY
Eg: Canoeing

MIN QUALIFICATION/TRAINING
BCU Level 2 Coach

LOCATION
Sheltered Lake

.....
.....
.....
.....(continue on a separate sheet if necessary)

- 21. Visiting groups will have access to appropriate first aid. Centre based staff are practised and competent to respond to accidents and incidents.

- 22. There is a clear definition of responsibilities between providers and visiting staff regarding supervision and welfare of participants.

- 23. All equipment used for activities is suited to the task and adequately maintained in accordance with current good practice.

If any of the above specification cannot be met or are not applicable, please give details:

Details of any accreditation eg: **'Learning Outside the Classroom' Quality Badge** Award, AALA, National Governing Body, Tourist Boards etc:

I certify that the organisation I represent complies fully with the requirements set out above, except where I have deleted or crossed out the item. It will observe the above conditions during any visit from a West Sussex establishment

Signed: Date:

Name: Position in Org:

Tel (general): Fax:

Email (general):

Website:

Thank you for completing this form. Please return it to the school/establishment that sent it to you or to:-

Martin Tomlinson
Outdoor Education Adviser
Room 215, East Wing North

APPENDIX E- Evolve **ation of an Off-site Activity**
EMBED **-line**
MSPhotoEd.3 [ssexvisits.org](https://www.ssexvisits.org)

Adult & Children's Services: **Learning**

To change your username and password, & add email address

- Login to EVOLVE using the login details above.
- Click **[My Profile]** (blue icon).
- From here you can amend your username and password, add email address, add awards, and view training records.

To add details of qualifications/awards that you hold

Details of qualifications or awards that you hold can be entered on EVOLVE, for example: first aid certificate, adventurous activity instructor awards, etc. This feature also allows you to upload scanned copies of certificates, and send you an email reminder in advance of any expiry dates if required.

- Log in to EVOLVE using your username and password.
- Click on **[My Profile]** (blue icon on homepage) or click **[TOOLS]** (purple spanner icon) and choose "My Profile" from the menu.
- Click **[My Awards]** (bottom of screen)
- Click **[+]** to add a new award to EVOLVE.
- Follow online instructions.

To add a 'test' visit

You may add a „test“ visit at any time, for example if you want to practice, or demonstrate EVOLVE to colleagues. To avoid confusion with real visits, the visit name must start with „Test“, eg „Test Yr 6 Camp“. The visit can later be deleted either by yourself (if unsubmitted) or by your EVC or the LA.

- To add a test visit: Click on the blue **[Add Visit]** tab.

An overview of some other EVOLVE features

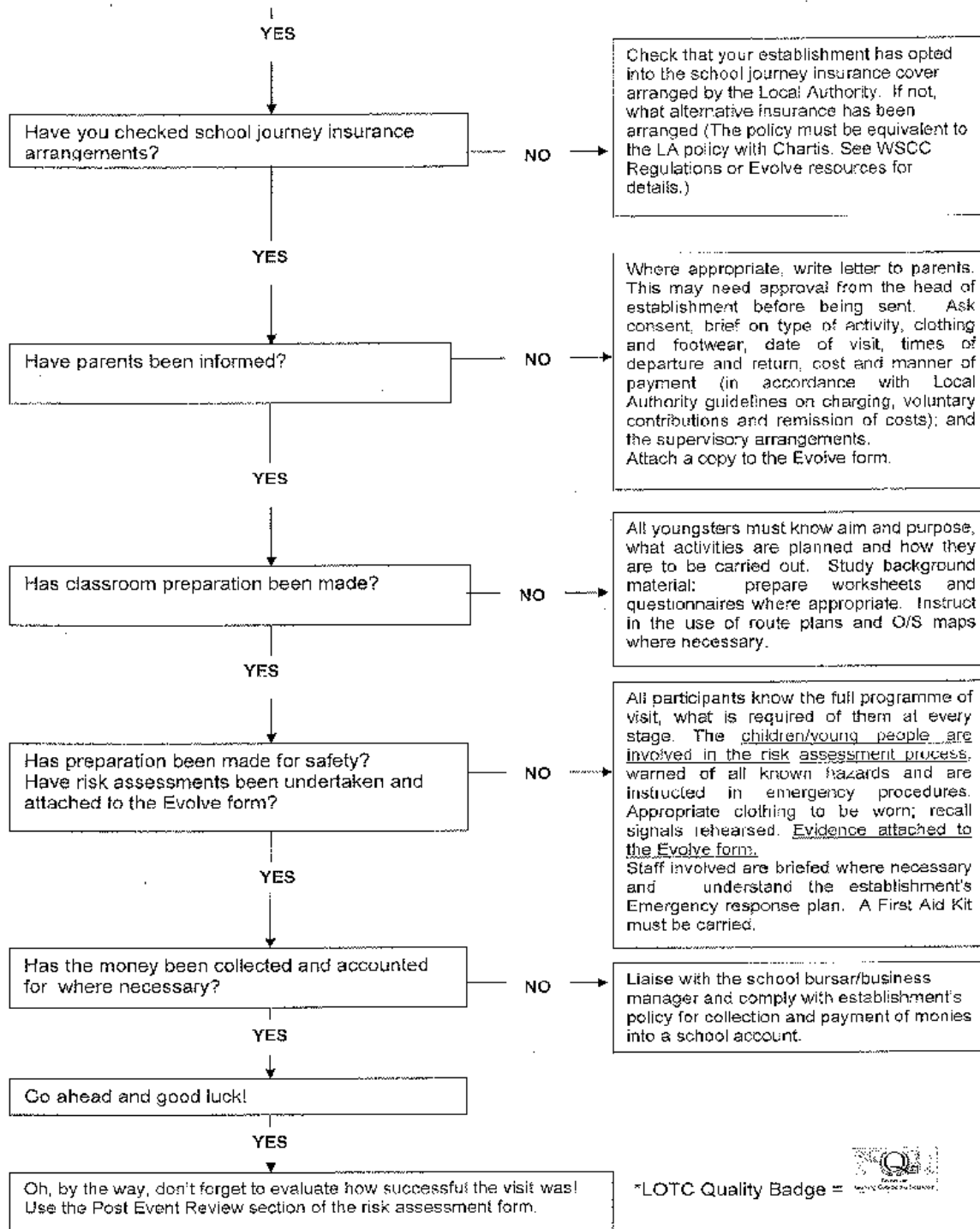
- **Visit Diary.** Click on the **[Reports]** tab, then **[Visit Diary]** on the „Visits“ section. All approved visits will appear. Visits that are in the planning stage but have not yet been approved will appear in the diary with DRAFT alongside the visit name. Click **[LA Diary]** to toggle between your establishment's diary and the LA diary. Please note that you will only be able to view basic information regarding visits from other establishments.
- **Search.** Click on the **[Resources]** tab and then **[Search]** button. This facility allows you search the entire database of your local authority, via any of these fields: Visit Type, Establishment, Destination, Activities, External Provider, Mode of Transport, Age Ranges.

EVOLVE will list all visits that fall within the search criteria, and you will be able view basic visit information.

- **Guidance.** Click on the **[Resources]** tab and then the pink **[Guidance]** button. This contains documents uploaded by your establishment, LA documents, and other useful resources.
- **Custom Report.** Click on the **[Reports]** tab and then click **[Custom Report]** in the „Visits“ section. Select age groups and enter dates, if desired filter by visit type and/or visit purpose. Download a custom report. If desired, save format as a named template eg „Governor Report“, Parent Report“, for future use.

For all other topics please refer to HELP pages – the red [?] icon at top right of screen.

APPENDIX F- Planning Off-Site Activities



*LOT Quality Badge =

December 2010

APPENDIX G- Emergency Response Plan

EMERGENCY PLANNING

Introduction

The Headteacher and Governing Body of St Margaret's are responsible for ensuring the health, safety and welfare of all children, staff and others either on the premises or when involved in any off site activity. To comply with this duty of care, effective emergency response plans must be prepared to ensure both the efficient management of an emergency incident and the continuity of the school.

Handling crises is a normal part of school life. Some emergencies, however, are more critical than others and tend to disorientate and overwhelm those involved, exposing staff, children and parents to periods of prolonged stress. Each emergency is unique in its range and complexity, and there is no rigid formula for managing the consequences, but, by their very nature, the journey through this sort of event is always going to be difficult. Planning ahead, therefore, is a necessary precaution, and will greatly reduce the pressure on those managing the recovery. It is self-evident that where a school has anticipated an emergency and made plans for managing a response it is likely to handle the actual event more effectively and confidently.

In addition all staff, governors and others who have responsibilities within the plan, must receive initial and ongoing training on the actions to take in the event of an emergency either on or off site.

Therefore, in order that the response to a crisis is not based on improvisation, the management of the school (that is, the Governing Body and the Senior Leadership Team) will ensure that:

- the persons who assume key roles know their responsibilities
- checklists and procedures are in place
- contact lists are accurate
- there is a tested framework for communications
- the appropriate training has been undertaken

Aim of the Policy

The aim of this policy is to provide information to enable the HT & GB to prepare effective emergency response plans and to provide an action base for managing all levels of emergency; a major emergency will require the introduction of all the measures recommended to provide a satisfactory response.

The aim of this policy is not to prevent emergencies occurring; satisfactory policies already exist to ensure that fire and chemical hazards are minimised, that adequate precautions are taken on school trips, that the security of the school premises is not compromised, and so on.

The objectives of emergency response plans

To assist key persons by identifying and recognising:

- reasons for and benefits of having plans to meet emergencies;
- potential hazards and the actions necessary to mitigate their effects;
- the necessary content of an emergency response plan;
- the need for training of staff and others in emergency procedures;
- the need for continuous updating, validating, testing and improvement of the plan.

The benefits of emergency planning

Pre-planning is essential to co-ordinate the responses of all those involved in the management of emergencies that affect an educational establishment. The benefits include:

- meeting obligations to staff, parents, children and young people;
- speeding up the response at a time of crisis;
- helping to contain emergencies and minimise casualties;
- assisting in restoring normality;
- meeting the needs of the group in crisis;
- responding to the requirements of other agencies;
- responding to the media demands.

Potential major emergencies

Emergencies involving a threat to life are rare in schools. However, recent tragic events have raised the awareness of their possible occurrence. On site planning has traditionally taken account of fire, building collapse or chemical incidents, but the risk of actual or threatened violence also needs to be considered. Major emergencies are defined as those where a member of the school, in the course of officially recognised activities, has suffered life threatening injury or fatality or is in peril, including being missing from an off site activity.

An event that will trigger an emergency or the pattern of events that flow from it cannot be predicted. Some types of incident that can result in a major emergency are set out below:

- a serious life threatening injury or fatality either on site or during an off-site activity, for example as a result of a coach or car accident;
- a missing young person or staff member
- an explosion, fire or chemical hazard;
- building damage or destruction, either accidental or by vandalism;
- an intruder on the premises, a hostage taking incident, or an abduction;
- a terrorist incident;
- a serious health hazard;
- an environmental disaster arising from a severe flood or snow.

It is difficult to envisage a serious incident, either on the school premises or involving an off-site activity, where one or more of the emergency services such as the police, the fire brigade or the

ambulance service would not be in control, either from the outset or very shortly thereafter. The procedures described in this Policy are, therefore, intended to be flexible and not too specific.

Basic emergency response plan

The following is St Margaret's basic outline response plan for all incidents; which items are relevant will depend upon the nature and the gravity of the incident:

- overall management of the incident;
- setting up the incident suite;
- administrative support including telephone operations;
- staff and pupil welfare;
- information to staff and parents;
- dealing with bereaved parents and families;
- managing the media;
- catering, sanitary and shelter facilities;
- other issues including transport and evacuation.

Questions to be answered in each case are:

- who should take the lead?
- what action is to be taken?
- where would the school's activities be located?
- what resources are required and where would they be obtained from?

An aide memoire designed to assist the overall managers of any incident would include the following information, thus ensuring that any information that may be required is immediately to hand:

- all contact numbers of all staff and governors;
- contact numbers of Senior Education Officers, building Maintenance Managers, Property Service Managers, other LEA officers who could conceivably need contacting in an emergency;
- contact of all similar persons and officers in the Diocesan Education Department;
- contact numbers of all persons, groups and organisations who visit the school and who might need to be informed;
- contact numbers of all persons and groups used by the school, for example, suppliers and contractors who also might need to be contacted;
- all contact numbers of the parents or guardians of all pupils;
- significant information, such as medical requirements, of all pupils and members of staff;
- names and contact details of all key holders (including those for evacuation site);
- location of all keys (including those for evacuation site);
- site plans of the school showing key salvage priorities and the location of gas, water and electricity control positions;
- location of:
 - back up disks for all school accounts
 - bank details

- copies of vital schemes of work, policies, pupil information such as reports or exam results.

THE SCHOOL'S EMERGENCY RESPONSE TEAM & EMERGENCY INCIDENT SUITE

Introduction

This part of the policy deals with the Emergency Response Team (ERT), and the provision of an Emergency Incident Suite (EIS) from which to manage and co-ordinate the response and recovery action.

The Emergency Response Team (ERT)

An Emergency Response Team (ERT) should be formed to respond to and manage an emergency. The number of members required for a particular emergency will vary, but consideration must be given to reserves should any member of the team be unavailable when required.

Appendix A provides a list for the names and contact details for St Margaret's ERT.

Alerting the ERT

The Emergency Response Team will be alerted, according to the type of emergency, whether it is on or off site and whether it is in or out of normal working hours.

If the emergency is on site during normal work time, then the Headteacher, or in her absence, one of the Senior Members of Staff, will initiate the cascade alerting of the ERT.

If the incident is off-site, or in other circumstances, it will also depend on the source of information, (i.e. Leader of the off-site group, Police, Fire Brigade etc). It will be the duty of the Headteacher, the emergency contact in the school, or a nominated member of the ERT, to initiate the Team call out.

Additional Assistance For The ERT

If required, and particularly in the case of a major emergency, additional support will be provided, by the West Sussex County Council through arrangements contained in the Education Department Major Emergency Plan.

See Appendix B, WSCC Education Department Support.

The Emergency Incident Suite (EIS)

In the event of an emergency it is essential that adequate provision be made for the ERT to manage it. In this respect an emergency incident suite will need to be set up within the school.

The set up of the Emergency Incident Suite will be determined by the type of emergency and whether it is on or off site. The procedures detailed below assume an offsite incident, which has not affected the structure of the school. In circumstances other than this, the procedures can be used as an aide memoire for staff to consider the items that need to be addressed at whatever location has been designated for the Emergency Incident Suite.

It is proposed that the EIS for St Margaret's be the hall.

When setting up the suite, consideration should be given to the following areas:

Security of the school site

At any emergency, the media may try and gain access to the site, and it is therefore desirable that the perimeter of the site is secure. The Police can assist in this respect and should be asked to attend at the earliest possible time. It is also possible that the media may try and interview or gain comments from parents or anyone attending the establishment, so it may be necessary to have an official at or near to the gates of the establishment to monitor the situation.

Security of the building is essential, therefore all exterior doors and other means of ingress must be secure (bearing in mind the normal emergency exits). All ingress and egress will be restricted

to the main entrance; a reception and security check will also be set up to record people entering and leaving the building.

See Appendix D, Attendance Register Sheet.

Communications

Effective communications are essential to bring the emergency to a successful conclusion. Fixed landline communications provide the best solution and it is therefore proposed that the school has an extension from one of the school's existing alternative numbers installed in the small hall.

If the Emergency Incident Suite is set up outside the establishment then it will be necessary to convey all the telephone numbers used to all parties concerned, including the number parents should use. Parents will be advised (shortly) of the contact details for the identified evacuation location in the case of a major emergency that requires such evacuation.

An answerphone message giving up-to-date information will be recorded at the time of the emergency on the school's main telephone line (**01293 521077**). An existing telephone line (**01293 421078**) will be used for incoming calls dealing with the emergency. The main line can still be used for outgoing calls as necessary even with the answerphone connected. This will ensure that all essential callers such as the offsite team, Education Department etc. would have a better chance of contacting the establishment.

If mobile communications are used, it should be remembered that they are not secure so they should not be used for transmitting sensitive information. In all communications, it is recommended that the caller ID be switched off.

It is essential that all incoming messages are logged, and that any action necessary to be taken is recorded.

See Appendix E, Message Log Sheet.

Friends and Relatives Reception Centre

Where an emergency has affected a local community, parents will want to come to the establishment and gain comfort by being there, and being together. An area must be set aside to accommodate this; the **Main Hall of the school** will be used for this purpose. The advantage of using a hall is that it can normally accommodate a large number of people, and makes updating those present an easier task.

Individual needs for Counselling

Consideration must be given to those requiring individual counselling, and the school's Meeting Room will be used for this purpose

Area for Media Interviews

It will be impossible to keep the media out completely. Past experience has proved that it is better to have a structured response to the media, allowing them to get what they want under strict guidelines and then they are more likely to comply with any privacy requests. In this respect a room, ideally outside of the main building, and as far away from the friends and relatives reception area as possible, should be set aside as a press briefing room, where Senior ERT members can meet them at regular appointed times to give press statements.

The school library will be designated for this purpose.

The County Communications Manager will provide assistance to the school and this should be requested as soon as possible.

An initial press briefing will be given as soon as possible after the Emergency Incident Suite has been established, and the press can then be informed of the times of the subsequent briefings. The Police can be of assistance in moving the press on and off site.

Welfare

As the Emergency Incident Suite will be staffed continuously for the short term and it is likely that there will be parents on site for a considerable time, then suitable welfare arrangements should be made at an early stage.

Once the initial setting up of the suite has been completed there will probably be a surplus of helpers. A rota system should be introduced to ensure that all helpers receive adequate time off and rest. This may be difficult to achieve as the helpers will probably also be parents, but they must understand that they will need to comply with the rota in order to assist the establishment in the running of the suite. Refreshment facilities, including food should also be provided.

Layout and Aide Memoire

To prevent any delay in setting up the Emergency Incident Suite, a diagram depicting its layout will be included in the Emergency Response Plan.

A check list of issues to be considered when establishing the Incident Suite is set out at Appendix C.

INCIDENTS INVOLVING PEOPLE 'ON' AND 'OFF' SITE

Introduction

There is always the possibility of an emergency as a result of an accident, serious illness or the effect of a major incident occurring in the proximity of the group. In these circumstances, both Group Leaders and the ERT must be prepared to respond.

Information for leaders of off-site groups is contained in The West Sussex County Council Regulations and Notes for Guidance for Off-Site Activities, copies of which are held by St Margaret's School.

Group leaders or Educational Visits Co-ordinators must ensure that a written risk assessment highlighting generic and specific significant risks involved has been carried out. This will allow actions to be taken to minimise and control risks and highlight potential hazards.

All helpers attending an off-site activity should be briefed on the emergency arrangements prior to the visit.

All the emergency information required by leaders is contained within the Leader's Pack detailed in Appendix F.

Managing An Off-Site Emergency

Should an incident occur during an off-site activity the Leader of the group must take immediate emergency action required to deal with any injuries and summon assistance, after which the school must be informed.

It should be noted that the venue of the off-site activity may well have its own emergency procedures, and the Group Leader or Educational Visits Co-ordinator, should ensure that the actions taken complement those in this plan, and do not cause additional problems.

To assist in dealing with the media, a draft interim press statement, shown in Appendix G, is included in the Leader's Pack.

Managing An On-Site Emergency

Minor emergencies involving pupils can happen on a regular basis and are dealt with by establishment staff under normal day to day arrangements. The following procedures should be put in place to manage emergencies, which cannot be dealt with under normal circumstances.

In the case of a serious emergency, i.e. serious life threatening injury or fatality (or risk of the same), serious health hazard or environmental disaster, severe flood or snow, ***the guidance outlined in Appendix H should be followed.*** In all other circumstances these procedures can be used as general guidance and applied as necessary.

In a case of hostage taking/terrorist activity etc, the Headteacher or senior staff member managing the emergency, in consultation with the Senior Police Officer present, must determine the best course of action dependent on the circumstances that prevail. In all cases of hostage taking/terrorist incidents the Police will have primacy and they will dictate what action can be taken. They will inform the school which emergency procedures should be put in place. In these circumstances, it may be necessary to

consider using our identified evacuation location **Parish Office/St Margaret's Church/The Barn Theatre** for the Emergency Incident Suite.

INCIDENTS INVOLVING PREMISES

Introduction

This part deals with major incidents involving premises by way of fire, flood and other occurrence, where there has been no fatality or injury suffered by the occupants. Guidance is given for those on off-site activities where accommodation has been damaged. The primary objective, however, is to provide an action plan for schools to commence recovery from, and where possible, to continue to function following a premises incident.

Off-Site Emergency Involving Premises

The premises at which the off-site group are staying will have its own arrangements in case of an emergency. Group Leaders and/or Educational Visits Co-ordinators should, either on the pre-visit risk assessment or on arrival at the location, make themselves familiar with the emergency procedures and how they would integrate with their own plans. Both sets of plans should complement each other, but if there are any areas of conflict then they should be discussed with the centre staff.

On-Site Emergency Involving Premises

Incidents involving premises can be in many forms, but may not necessarily be life threatening. It is essential, however, that robust emergency procedures are in place for the evacuation of the building(s). Whatever the emergency, it will probably involve the emergency services, and the Headteacher or School's Senior Incident Manager must liaise closely with the Senior Officer of the emergency services to implement the emergency procedures in the early stages of the incident.

The 'immediate incident' checklist is attached at Appendix J. Some of the detail may not be able to be collated until after the arrival of the emergency services and the implementation of emergency procedures.

An 'ongoing incident' checklist is provided at Appendix K, and this will need to be considered once the immediate priorities have been dealt with, but certainly within the first 24 hours.

Any incident involving serious damage to a buildings structure, or services, must be reported to: the Senior Education Officer; the Buildings, Development and Administration Division of the Education Department; the Maintenance Manager, Property Services; and the Diocesan Officer.

These officers will provide support and liaison in the initial phase of the emergency, and during the recovery period.

RECOVERY PERIOD

Introduction

This section gives guidance on the management of the recovery period involving on-site incidents, in particular, the actions for considerations following a major incident focused on property for the periods in the first 24 hours and from 24 hours to 2 weeks respectively.

Appendices L and M detail these actions

Recovery Period

There are several aspects of the recovery period that will need to be considered immediately after the initial stages of the incident. These aspects cover the property or fabric of the school, and also the recovery in respect of the handling of the feelings and reaction of the pupils, parents and helpers.

The recovery process must be considered by the ERT at the earliest possible time.

Appendix A

EMERGENCY RESPONSE PLAN

Emergency Response Team Contact Details

Name	Role	Contact Number		
		Home	Mobile	Work
Jill Hine	Headteacher	01403732329	07891614710	01293 521077
Mike Emery	Chair of Governors	01444 882174	07410 988066	NA
Sam Winton	Deputy Headteacher	01293409126	07946604554	01293 521077
Chris McGivern	Assistant Headteacher	01403733583	07866815514	01293 521077
Laura Daly	Assistant Headteacher	01403 270292	07840227718	01293 521077
Lynn Laverty	Business Manager	01293541116	07731934694	01293 521077

Appendix B

EMERGENCY RESPONSE PLANNING

Education Department Support

Introduction

Support from the Education Department will be provided in the event of a major emergency, but can also be requested if required for the co-ordination of, and recovery from other emergencies.

Alerting and Activation

A flexible cascade has been developed to deal with reports of both on and off site emergencies during establishment hours as well as out of hours and during off-site activities. In the event of an emergency involving a West Sussex County Council educational establishment, the following routes should be used to obtain County support:

On-Site

Mon-Fri Office Hours
Evenings/Weekends

School Support Team North or South/ County Hall
Fire Brigade Control or

792792

Duty Emergency Planning Officer - Dedicated No. **01243-**

Off-Site

Anytime

School/Youth Group Emergency Contact to Duty
Emergency Planning Officer - Dedicated No. **01243-**

792792 or

Fire Brigade Control

Callers to the above contacts must be prepared to provide the following information, if possible:

- If Off-Site, group name, location of emergency and time it occurred.
- That you are calling about an educational establishment in West Sussex.
- The name and address of the establishment, including the town and street.
- Your name and phone number or that of another available contact.
- Nature of the emergency, individuals involved, condition and location of any injured.
- Any immediate assistance required.

As a result of the call, all other units at County Hall, and the appropriate support services will be notified, as necessary. In particular, the following will be activated, as appropriate:

(a) The County Education Department Major Emergency Plan will be activated and the **Core Support Group** formed to assess the emergency and provide support as required.

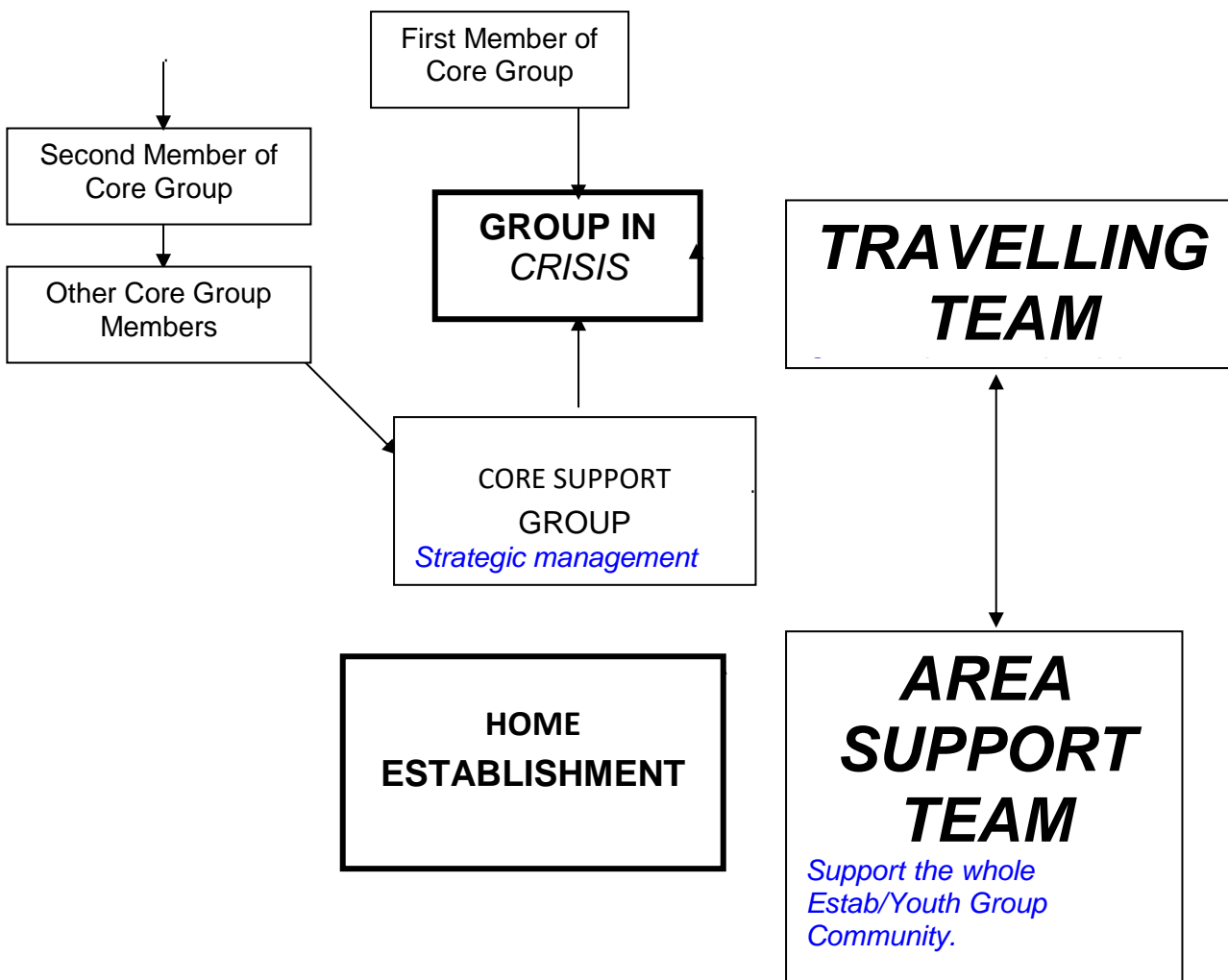
(b) Through the Core Support Group appropriate groups/people will be informed to provide support where necessary:

- **Area Support Team:** To provide support to the educational establishment and normally comprising an Education Officer Schools Support (Team Leader), Principal Assistant Schools, Education Officer Pupil Inclusion, Assistant Principal Ed. Psychologist (EP), Assistant Principal Ed. Welfare Officer (EWO) and other staff as required.
- **Travelling Team:** To provide support at the "incident locality" at an off site emergency in the UK or abroad. The team will consist of appropriately experienced officers at county level, with a member or members of staff from the establishment in crisis.
- **Educational Psychologists:** Can provide additional support in respect of critical incident stress debriefing if required.
- **County Communications Manager:** Will be alerted to provide support in dealing with the press and media issues that will arise. A member of the County Communications Unit will be sent to the establishment in crisis without delay.
- **County Insurance and Risk Management:** The County Insurance and Risk Management team will be notified of the emergency as soon as possible, and if necessary will send a representative to provide support and guidance to the establishment in crisis.
- **Senior Education Officer, Buildings Development and Admissions Division Education Department:** Where damage to the building(s) has been incurred, the Senior

Education Officer, BDA Division Education Department will liaise with the Property Services Maintenance in providing support and advice on refurbishment and/or temporary accommodation.

- For Grant Aided Schools: The Schools Diocesan Officer (For Church of England Schools) & Director of Catholic Education for Arundel & Brighton (For Catholic Schools):** Where damage to the building(s) has been incurred, in order to undertake an assessment of the situation and liaise with the County Council as appropriate.

**Schematic Diagram
WSCC Education Department Support**



EMERGENCY INCIDENT SUITE**Check List**

ACTIVITY	CONSIDERATIONS	✓
<i>INITIAL</i>		
Appoint Senior Member of Staff to run the Emergency Incident Suite	Appoint Governor to assist. Provide name badges	
<i>SECURITY OF THE SITE</i>		
Ensure all gates are closed and where possible position member of staff/governor at each one	Consider asking Police for help if media become a problem	
<i>SECURITY OF THE BUILDING</i>		
Secure all entrances	Maintain fire exits	
Place signs directing persons to the main entrance		
Set up logging in procedure at main entrance	<i>See example Attendance Register Sheet.</i> Consider name tags/ stickers	
Consider if additional entrance required	Nominate member of staff/governor to attend and set up logging in procedure	
COMMUNICATIONS		
Install answerphone onto main phone line and record initial message		
Secure telephone in staff room so that it cannot be used		
Disconnect fax and install telephone	Ensure those that need to know are informed to use fax line	
Assess numbers of mobile phones available, and ensure they are fully charged	Provide telephone list for office and all members of staff and governors	
Ensure all caller IDs are off		
Test all communications		
Provide message log sheets for all persons likely to take phone or verbal messages	All messages to go to the office to be logged and passed to Office Manager for processing. <i>See example message log sheet.</i>	
FRIENDS AND RELATIVES RECEPTION CENTRE		

Appoint Senior Member of staff or Governor to be responsible for Friends & Relatives Reception Area.	Ensure there is enough help so that parents are not left on their own	
Layout area with tables and chairs in informal groups.	<i>See plan of suggested layout.</i>	
Provide signs for toilets etc.		
Ensure provision of light refreshments as required.		
Consider closing window blinds to stop media intrusion		

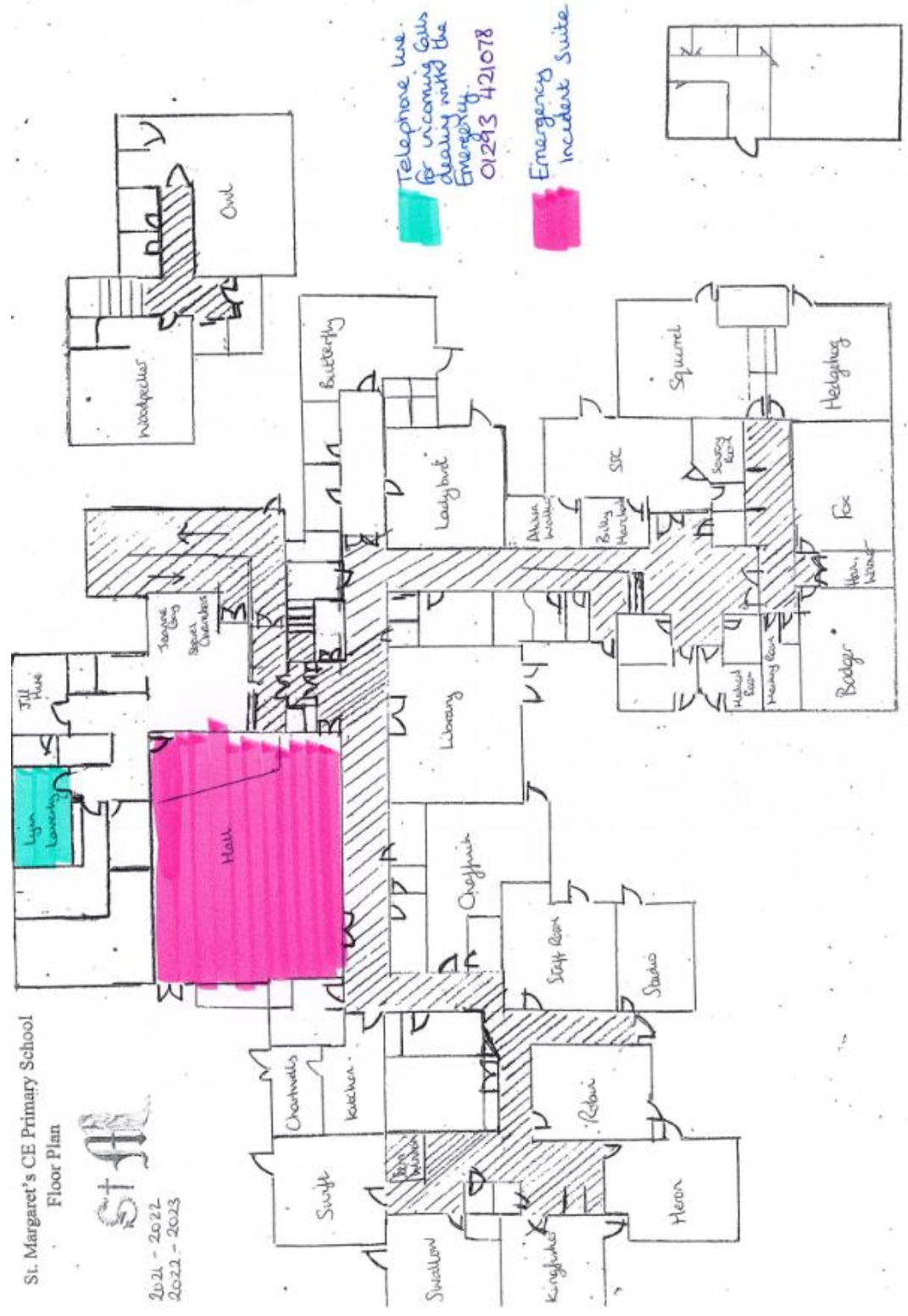
MEDIA INTERVIEWS		
Nominate room to be used for media interviews	School hall not to be used. Village Hall designated.	
Use room internal to main building only as last resort.	Ensure security of room from the remainder of establishment	
Nominate member of staff to clear room of all pupil information.	Particular care should be taken to remove pupil information/pictures etc.	
Determine the route the media will be taken from the gate to the briefing room	If Police are in attendance discuss with them and Representative from County Information Office	
WELFARE		
Consider longer term implications	Consider appointing a Logistics Co-ordinator	
Ensure provision of food and drink as necessary		
Prepare rota system for all helpers		
GENERAL		
Ensure Director of Education is aware of all matters		
If County Emergency Planning Officer has opened County Emergency Centre confirm communications between school and centre		
COUNSELLING ROOMS		
Nominate one or two rooms for individual counselling	Group Room 1 will be used for this purpose.	
Provide signs for doors	"Vacant" and "No Entry - Counselling in session"	

Emergency Incident Suite and Telephone to be used for incoming calls

St. Margaret's CE Primary School
Floor Plan

StM

2021 - 2022
2022 - 2023



Appendix D

EMERGENCY INCIDENT SUITE

EMERGENCY INCIDENT SUITE

Message Log Sheet

Date:Time:

Call received by: Phone/Verbal/Other*. Call type: Incident/Personal/Other*

Name of person calling:

Phone number of caller:

Message:

.....
.....
.....
.....

Person taking call:

Passed to Incident suite manager at (time):

Action required:

.....
.....
.....
.....

By whom:

Date Completed:Time:

By (Print name):

Action taken/Notes:

.....
.....
.....
.....

EMERGENCY RESPONSE PLAN

Off-Site Group Leaders Pack (Residential Trips)

Off-Site Leaders must carry a Pack containing the following:

- Mobile phone(s). (Fully Charged)
- First Aid kit (ensure First Aider present).
- Emergency Response Team contact details (see Appendix A), together with the West Sussex County Council emergency number.
- Interim press statement pro-forma (see Appendix B).
- A completed consent form for each child/young person attending the offsite activity.
- A completed medical form for each child/young person attending the offsite activity. This is especially important if a child/young person requires medical attention as it details any medical history and places the member of staff in 'Loco Parentis' enabling them to agree to treatment on behalf of the parent.
- If attending an organised centre the team leader should discuss the centre's emergency procedures and risk assessments prior to a visit to enable them to be integrated with the Establishments Emergency Response Plan.
- Risk assessment of the site to be visited, including any actions necessary to minimise risks, of all the activities to be undertaken. These should be discussed with all members of staff and parent helpers prior to departure.
- Throw bag, if near water.

This list is not exhaustive and may be added to if necessary

Appendix G

EMERGENCY RESPONSE PLAN

Interim Press Statement - Offsite Activity

While on a visit to.....a pupil/pupils [and.....staff/helpers] of
St Margaret's C of E Primary School, Ifield, Crawley,
was/were involved in an incident at.....
which resulted in him/her/them being conveyed to Hospital.

The Police/Health and Safety Executive are/will be investigating the incident.

The School's Emergency Response Plan has been activated and all further press
statements will be made through the Emergency Response Team at the establishment.

Note to Group Leader

***This interim press statement has been agreed with the school and should not
be changed in any way. It should be shown to the Police/HSE before being
issued.***

Appendix H

EMERGENCY RESPONSE PLAN

Managing An On-Site Emergency

ACTIVITY	WHO BY?	COMP ✓
EVACUATION		
Evacuation of the premises.		
Roll call.		
Everyone safe.		
Call Emergency Services		
Obtain a copy of family and staff contact lists.		
Liaise with emergency services incident officers at scene.		
DETAILS OF CASUALTIES		
Obtain information on: Names.		
Obtain information on: Injuries.		
Obtain information on: Current location of casualties.		
Obtain information on: Whether next of kin informed.		
INJURY		
Who is accompanying injured person(s) to hospital.		
Provision of immediate transport as appropriate.		
CONTROL OF INCIDENT		
Activate callout for Emergency Response Team.		
Decide if establishment can be used as Incident Suite.		
Brief Emergency Response Team and allocate tasks.		
Set up Incident Suite.		
INCIDENT IN WORK TIME		
Decide whether to keep other pupils in establishment.		
Decide whether to send some or all pupils home.		
Arrange transport.		
Notify parents		
Ensure staff, governors and parents receive the facts as soon as possible.		
INCIDENT OUTSIDE WORK TIME		
Decide how to contact parents - avoid phone chains		
Ensure staff, governors and parents receive the facts as soon as possible.		

Continued

STAFF		
Hold staff briefing session as soon as possible.		
Position staff at set points to meet returning pupils.		
Provide written information on incident and how it will affect the establishment.		
Alteration to duty rotas.		
Review courses/time-tabling.		
Alter adapt establishment programmes.		
Consider imminent examination issues.		
PUPILS		
Assembly - pass on information to pupils.		
Issue new timetables.		
Issue an information sheet to pupils and parents.		
PARENTS		
Hold parents/staff meeting.		
GENERAL		
Change answerphone message to update parents on issues such as attendance arrangements etc.		

EMERGENCY RESPONSE PLAN

On-Site Emergency Involving Premises

Immediate Checklist

ACTIVITY	WHO BY?	COMP ✓
EVACUATION		
Evacuation of premises		
Roll call		
Everyone safe		
Call Emergency Services		
Obtain a copy of the family and staff contact lists		
Liaise with Emergency Services incident officer at scene		
DETAILS OF CASUALTIES		
Obtain information on: Names		
Obtain information on: Injuries		
Obtain information on: Current location of casualties		
Obtain information on: Current location of relevant others		
Obtain information on: Whether next of kin been informed		
INJURY		
Who is accompanying injured person(s) to hospital		
Provide accommodation which is restricted to next of kin, pupils and staff, as appropriate		
Provision of immediate transport as appropriate		
CONTROL OF INCIDENT		
Activate callout for Emergency Response Team		
Decide if school can be used as incident suite		
Brief Emergency Response Team and allocate tasks		
Set up incident suite		
INCIDENT IN SCHOOL TIME		
Decide whether to keep pupils in school		
Decide whether to send all or some pupils home		
Arrange transport		
Notify parents		
Ensure staff, governors and parents receive the facts as soon as possible		
INCIDENT OUTSIDE SCHOOL TIME		
Decide how to contact parents - avoid phone chains		
Consider announcement via local radio stations		
Ensure staff, governors and parents receive the facts as soon as possible		

Appendix K

EMERGENCY RESPONSE PLAN

On-Site Emergency Involving Premises

Ongoing Incident Checklist

STAFF	✓
Hold a staff briefing session as soon as possible	
Confirm arrangements with County Hall staff regarding release of information to press	
Nominate staff to meet pupils returning to school	
Provide written information on the incident and how it will affect school	
Alteration to duty rotas	
Review course/time tabling	
Issue new fire/evacuation notices and procedures	
Hold a fire/evacuation drill as soon as possible so pupils know the new exit routes and assembly points. It may be appropriate to talk pupils through the process and the fact that it is a practice on this occasion	
Alter/adapt school programmes	
Consider imminent examination issues	
PREMISES	
Contact and liaise with (i) BDA (ii) Property Services (iii) Schools Diocesan Officer, Obtain plans of the building. Mark on areas affected	
With Property Services walk through the building to amend and then transfer to plan	
Check for obstacles to pupil movements	
Check/re allocate toilet facilities	
Identify new routes	
Review entrances/exits	
Identify new entrances/exits	
Check fire escape requirements with Fire Brigade	
Establish areas with restricted access to contractors and vehicles	
Reallocate space e.g. parking, pupil areas etc.	
Review site security	
Review Health and Safety	
Review Fire Safety arrangements	
PUPILS	
Assembly - pass on information to pupils	
Issue new timetables	
Issue maps showing restricted areas etc.	

Issue an information sheet to pupils and parents	
PARENTS	
Hold parents/teachers meeting	
GENERAL	
Change the answerphone message to update parents on issues such as attendance arrangements, pupil attendance etc.	
Provide notices around the school perimeter regarding progress	
Post information on the school intranet and website	
CONTRACTORS	
Hold regular meetings	
Establish Health and Safety requirements	
Establish access requirements for vehicles	
Establish pupil restricted areas	
Adapt doors to fire exit/exit doors as necessary	
Overhaul the fire alarm/fire detection/security systems	
Install temporary facilities	
Agree working practices and times when noise must be kept to a minimum	
Provide the contractors with a copy of the examination timetable	
Establish a meeting programme as appropriate with: Education Department (BDA & SMT) Property Services (Building Services) Schools Diocesan Officer/Director of Catholic Education County Insurance Manager The contractors	
RE-ORDERING	
Allocate responsibilities	
Instigate a procedure for agreeing the goods to be replaced	
Agree procedures with the loss adjusters	
Set up an ordering and payment procedure	
FORTHCOMING EVENTS	
Consider whether or not these can be moved/reorganised	
OUT OF HOURS USERS	
Contact them and reorganise/cancel	
REVIEW	
Review all issues on a continuous basis	

EMERGENCY RESPONSE PLAN

Recovery Period Check List - First 24 Hours

ACTION	COMMENTS	PERSON OR GROUP	✓
Ensure safety of pupils, staff and all others on site			
Consider forming a recovery team to be responsible for co-ordinating the recovery period	Team should consist of Senior Staff and Governors		
Ensure all necessary County Departments have been informed of situation	Education Bldgs, Dev & Admissions. Property Services. Building Manager. County Insurance Manager.		
Delegate an individual to ensure all members of staff and governors are kept informed			
Evaluate and confirm the procedure for informing parents			
Discuss with Director of Education and County Information Officer the ongoing media communication			
Consider any additional transport needs, or amendments to existing service.	The Education Dept Transport Officer at County Hall can assist		
Identify information point(s) at suitable location(s)	Providing basic information in this way will reduce enquiries. Consider using press, local radio and website		
Review existing telephone and communications facilities on site			
Monitor and identify welfare support for staff, pupils and all helpers			
Review of accommodation and catering for all on site			
Agree with County and Loss Adjuster the immediate resources needs			
Establish priorities for salvage and advise recovery team and emergency services			
Make alternative arrangements for examination groups			

Assess disruption to education process			
If safe, activate salvage procedures	Identify items to be removed and an alternative storage area. Consult with Loss Adjusters		
Keep all staff/governors up to date with incident progress			
Update parents			

EMERGENCY RESPONSE PLAN

Recovery Period Check List - 24 Hours to 2 Weeks

ACTION	COMMENTS	PERSON OR GROUP	✓
Review Stage 1			
Identify most urgent issues	The school will need to focus particularly on key educational needs		
Identify usable facilities on site			
Review Health and Safety/security/Fire Safety on site			
Review welfare support for pupils and staff			
Consider alternative accommodation needs	E.g. temporary buildings, relocation, specialist facilities		
Establish alternative timetables			
Establish supply cover for teaching/non teaching staff	Discuss financial implications		
Check/reschedule examination arrangements			
Update information to school and local community	Notice boards, newsletter, website, newspapers etc.		
Formalise revised transport arrangements			
Review services/deliveries to site			
Prepare inventory to furnish alternative accommodation			
Consider the introduction of contemplatory areas	These could be areas where pupils and staff have the opportunity to talk through and express their emotion e.g. areas for quiet thought or small meeting areas etc.		
Maintain updates to staff and governors			
Maintain updates to parents			
Advise other users of the school about alternative arrangements			

APPENDIX H- Level of Supervision

For non-hazardous activities in the UK ratios must not exceed the following minimum levels:-

For **Year R**: One adult for every 4 children

For **Years 1-3**: One adult for every 6 children

For **Years 4-6**: One adult for every 10-15 children.

On residential visits with a mixed party of children under 12 there must always be a female adult present. For very young children and those with special needs, it may be necessary to have staffing ratios of 1:4 or even better, and even 1:1 for children and young people with disabilities. All residential visits require a **minimum of 2 designated adults in attendance.**

APPENDIX I- Private Car Transport

PRIVATE CARS

Insurance

When Private Cars are being used to transport pupils neither the WSCC's third party liability policy nor employers liability insurance is effective. Any claims, therefore, would have to be met through the driver's own insurance.

Business Use

Where a vehicle is owned by a member of staff then form MT4 should be completed before the vehicle is used for business purposes. The member of staff's driving licence should be checked to ensure that it remains valid and the vehicle insurance policy must include a clause to the effect that the member of staff is allowed to use it for business purposes. Usually most insurers will extend policies for no extra charge. Form MT4 may be obtained from the school, or by contacting the Human Resources Unit.

Booster Seats

Children who are under 12 years and of 135cms or less (4ft 5in) must use an appropriate booster seat cushion. All must wear seat belts whilst the vehicle is in motion. An exception to this may be possible, in rear seats, for a short distance, in an unexpected necessity, or in a taxi, or where two occupied child seats in the rear prevent the fitment of a third.

Vehicle Use by Other Adults

Where a vehicle is owned by adults who are not members of staff there must be no doubt that both the driver's licence is valid and that the insurance is valid when pupils are being carried. It is prudent to have conducted an enhanced CRB check also.

Other Considerations

Party leaders or the Headteacher must ensure that insurance policies, driving licences, MOT Certificate and road tax are current. This could be done by asking those involved to sign a brief and appropriately worded document and/or obtain photocopies of the documents. This must be done at the start of each academic year.

Drivers should be given guidance relating to their role, having a mobile phone and a telephone contact number for use in an emergency.

Parents' agreements should be sought (on the consent form) for their children to be carried in other

parents' cars. It is advisable that parents driving young people (other than their own children) are not put in a position where they are alone with a young person.

Group Leaders, Headteacher or Educational Visits Co-ordinators must ensure that parents/volunteers are carefully selected and well known to the establishment. A police check (CRB) is advised.

Schools may choose to 'delegate' transport arrangements to parents. In this case it must be made clear to the parents that the Local Authority cannot accept any responsibility for such arrangements.

Remember: The use of a number of Private Cars to transport pupils is statistically less safe than by coach. It is generally not good practice to use multiples of private cars.

Please also see

**GENERAL PRINCIPLES THAT ARE APPLICABLE TO ALL OFF-SITE ACTIVITIES
(Located on EVOLVE under Establishment Documentations)**