



# Newfield

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## SCHOOL EMERGENCY PLAN



**Blackburn with Darwen Borough Council**

**Model Schools' Emergency Plan**

This document has been produced using the Blackburn with Darwen Borough Council Schools' model Emergency Plan

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# Overview of emergency planning process for schools

## Principles

The plan covers emergencies that happen:

- During the school day
- Out of hours
- Away from the school site (in conjunction with the 'Educational Visits – Dealing with emergencies' document)

The arrangements can be categorised in the following way:

- Planning for emergencies
- Responding to an emergency
- Post Emergency

<b>Part 1</b>	<b>PLANNING FOR EMERGENCIES</b> →	<ul style="list-style-type: none"><li>• <b>Assessment of Risks</b></li><li>• <b>Developing an emergency plan</b></li><li>• <b>Staff training/ understanding/ awareness</b></li><li>• <b>Test the plan (emergency planning exercise)</b></li></ul>
<b>Part 2</b>	<b>RESPONDING TO AN EMERGENCY</b> →	<ul style="list-style-type: none"><li>• <b>Implementing Emergency Plan</b><ul style="list-style-type: none"><li>- <b>immediate actions</b></li><li>- <b>ongoing</b></li><li>- <b>recovery phase</b></li></ul></li></ul>
<b>Part 3</b>	<b>POST EMERGENCY OR ACTIONS AFTER TRAINING EXERCISE</b> →	<ul style="list-style-type: none"><li>• <b>Investigation</b></li><li>• <b>Debriefing</b></li><li>• <b>Evaluation</b></li><li>• <b>Lessons learned</b></li><li>• <b>Review and update of procedures</b></li><li>• <b>Sharing good practice (with LA/ employer/ other schools)</b></li></ul>

## Access to Local Authority support and traded services

Service Level Agreement currently purchased by school.

Educational Visits Service  
Educational Psychology Service  
Insurance Service for Schools

Other services may also be available as a 'pay-as-you-go' service.

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# Part 1 - Planning for emergencies

## Definition of an Emergency

### Emergency

An event that overwhelms the coping strategies of the school/organisation/service

### Non-emergency event

An event that can be managed by the school/organisation/service with no or little external support  
[If in doubt schools should contact the LA for advice]  
[Where media interest is likely the LA should be notified]

## Assessment of Risk

This document will be regularly reviewed. Any significant risks will be identified and then managed through the Emergency Plan. Examples of significant risks that may need considering in the Emergency Plan include: fire, flooding, water damage, power failure, gas leak, explosion, toxic fumes, smoke, dangerous substances, asbestos, dangerous animals, extreme weather, storm damage, attack or threat of attack, bomb threat, suspicious packages, road traffic accident.

## Developing an Emergency Plan

This Emergency Plan has been developed from the 'BwD BC Model Schools' Emergency Plan'

The plan has been developed and agreed by the school Governors, Senior Leadership Team following a short period of consultation with all stakeholders.

The School Emergency Plan covers emergencies that take place both during school hours and out of school hours as well as emergencies that take place away from the school site.

The Emergency Plan will be reviewed and updated annually (or when known changes occur) to ensure contact details are current.

## Detailed planning requirements

The Head teacher and other designated senior staff ensure that detailed preparations for the Emergency Plan have been carried out, including:

- School Emergency Management Team (SEMT) set up with specific staff identified and briefed regarding their role on the SEMT
- Part 2: Responding to an Emergency – The Emergency Plan is reviewed in detail as part of the planning process at least annually
- As a result of reviewing 'Part 2', all necessary preparations and planning will be put in place, including:
  - careful review of the SEMT Checklist (SEP4)

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- any necessary preparations (e.g. additional phone lines)
  - any assigned roles/responsibilities/functions to members of the SEMT
  - collection and recording all relevant contact details and other key information
  - checking through all the documents in Part 2 (SEP1 to SEP11) to ensure that they meet our needs AND to adding any school specific information that is required
- Carryout similar preparations for Part 3: Recovery Phase
  - Appropriate training will be organised for both SEMT members and for all staff (see section below on Staff Training)
  - Once training has been carried out then the Emergency Plan will be tested through an appropriate Emergency Exercise (e.g. a table top Exercise to test the plan)

## Access to the plan

All relevant staff will have access to the plan and be informed of any amendments/updates.

All those with responsibility for helping to manage the plan (e.g. all staff identified as potential members of the School Emergency Management Team [SEMT]) will hold an up to date copy of the School Emergency Plan off-site. **THIS WILL BE A HARD COPY.**

**This has been discussed and confirmed with all members of the SEMT.**

## Staff training

The Governors and Headteacher will ensure that the following training takes place on a regular basis (e.g. annually):

- SEMT (School Emergency Management team)
    - staff who are involved at this level will receive comprehensive training/familiarisation to ensure they fully understand the arrangements set out in the plan.
  - All staff
    - all staff will receive basic training/familiarisation so that they understand the plan and how to carry out the relevant procedures.
  - Pupils
    - Where possible, pupils will receive a briefing to inform them of the relevant Emergency Procedures
- Training records will be maintained by the school's HR team**

Training title	Areas covered	Date
Fire	Fire Marshals-Evacuation to Assembly points, Move to Muster points. Staff – Procedure for evacuation	
Lockdown	Fire Marshals/Staff – Process and Procedure and Notification for Lockdown	
Site Evacuation	Fire Marshals/Staff Process and Procedure and Notification for Site Evacuation.	

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Emergency Closure	Process and Procedure and Notification for Emergency Closure	
EVAC from 1 <sup>st</sup> Floor	Fire Marshals/Staff – Process and Procedure and Notification for Evac from 1 <sup>st</sup> floor during emergency procedures.	
Fire Extinguishers	Fire Marshals/Staff trained in use and types of fire extinguishers.	

The above training will be delivered in-house by the Head Teacher or other senior staff. Training will be designed to ensure that key staff are familiar with the plan and that all staff understand the procedures and how to carry them out.

### Test the plan: Practice the procedures

Exercises and drills will be carried out to test the Emergency Plan: this will include Fire Drill and Lockdown Drills

This will include the chance for all staff and pupils to practice the various procedures outlined in the Emergency Plan.

The Governors and Headteacher will ensure that the following exercises take place:

- SEMENT
  - table top exercise using a scenario to test the plan
  - this should be carried out on a regular basis but at least annually
- Whole school (staff, pupils, visitors)
  - evacuation drill (fire drill) – once a term (required)
  - shelter drill – once a year (recommended)
  - lockdown – once a term (recommended)
- Exercises and drills are recorded in the School's Fire Manual

Date	Brief details of exercise	Aspects of plan tested	Actions identified	Outcome of actions

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## Part 2 - Responding to an emergency: The School Emergency Plan

### The School Emergency Plan Summary

- THE EMERGENCY PLAN IS MADE UP OF THE DOCUMENTS LISTED IN THE TABLE BELOW
- THE 'INITIAL RESPONSE' SECTION (IN YELLOW) SHOULD BE IMPLEMENTED IN SEQUENCE WITH THE OTHER DOCUMENTS USED AS REQUIRED
- PLEASE SEE PART 1 AND ENSURE THAT ALL THE NECESSARY PLANNING AND PREPARATION IS IN PLACE PRIOR TO IMPLEMENTING THE PLAN

School Emergency Plan (SEP) documents		Title	Action Required
Initial response (Complete in sequence)	<b>SEP1 Summary</b>	<b>When To Activate The School Emergency Plan</b>	Use to decide appropriate level of response
	<b>SEP2 Action Card</b>	<b>School Emergency Plan Action Card</b>	Use this Action Card to ensure correct initial response
	<b>SEP3 Initial form info</b>	<b>Initial Emergency Response Form – Establishing the Facts</b>	Print off and use during Emergency
	<b>SEP4 School Checklist</b>	<b>School Emergency Management Team (SEMT) Checklist</b>	Head (or Head's rep) to set up SEMT and follow the checklist
Response procedures	<b>SEP5 Checklist</b>	<b>Evacuation Procedure</b>	Select & follow as appropriate
	<b>SEP6 Checklist</b>	<b>Shelter Procedure</b>	Select & follow as appropriate
	<b>SEP7 Checklist</b>	<b>Lockdown Procedure</b>	Select & follow as appropriate
Key information	<b>SEP8 Information</b>	<b>School Contact details</b>	Complete during planning Use as required during Emergency
	<b>SEP9 Information</b>	<b>LA Contact details/ additional support</b>	Complete during planning Use as required during Emergency
	<b>SEP10 Information</b>	<b>Other useful contact details – external agencies</b>	Complete during planning Use as required during Emergency

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	<b>SEP11 Information</b>	<b>Key information</b> – important information about your school	Complete during planning Use as required during Emergency
<b>Blank Forms</b>	<b>SEP12 Log sheet</b>	<b>Emergency Log sheet</b>	Print off for use during Emergency
	<b>SEP13 Contact details - blank</b>	<b>Contact details – blank (for completion during an emergency)</b>	Complete during an emergency to maintain a central record of important contact names & numbers
<b>Recovery Phase</b>	<b>SEP 14 Checklist</b>	<b>Recovery Phase Checklist</b>	Complete following the initial impact of the response/at the end of the emergency
	<b>SEP 15 Checklist</b>	<b>Ongoing Considerations/Business as Usual</b>	Consider following the initial impact of the response and ongoing through recovery
	<b>SEP 16 Evaluation sheet</b>	<b>School Emergency Response - Evaluation Sheet</b>	Complete following the initial impact of the response/at the end of the emergency

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