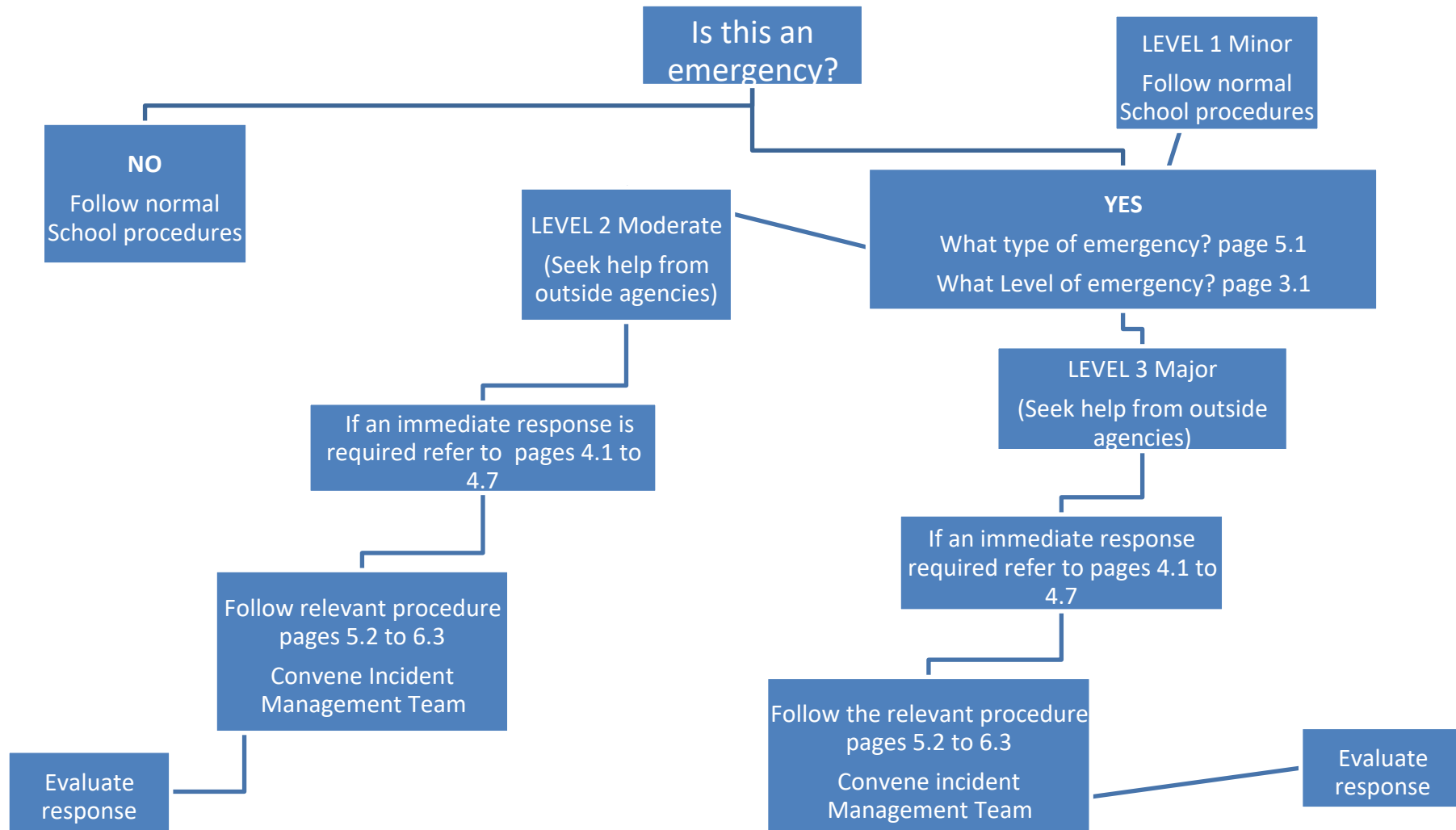


BLOOMFIELD COLLEGIATE SCHOOL
EMERGENCY MANAGEMENT PLAN – FLOW CHART



BLOOMFIELD COLLEGIATE SCHOOL

Emergency Management Plan



Table of contents

1.0	Introduction	
1.1	<u>Overview 1</u>	0
1.2	<u>Plan organisation 1</u>	0
2.0	Standardised emergency management	1
2.1	<u>Incident management team 2</u>	1
2.2	<u>First aid personnel 2</u>	2
2.3	<u>Other school staff 2</u>	3
2.4	<u>Role of the emergency services 2</u>	4
2.5	<u>Emergency preparedness procedures 2</u>	5
2.5.1	<u>Emergency accommodation plan 2</u>	6
2.5.2	<u>Emergency communication protocol 2</u>	6
2.5.3	<u>Emergency control centre 2</u>	7
2.5.4	<u>Emergency evacuation kit 2</u>	8
2.5.5	<u>Activation procedures 2</u>	8
2.5.6	<u>Continuity of administration 2</u>	9
2.5.7	<u>Training 2</u>	10
2.5.8	<u>Post disaster actions 2</u>	10
2.5.9	<u>Family reunification site 2</u>	10
3.0	Initial response to emergencies	
3.1	<u>Identify type of emergency</u>	3.1
3.2	<u>Identify level of emergency</u>	3.1
3.3	<u>Determine immediate response actions</u>	3.1
4.0	Immediate response actions	
4.1	<u>Shelter-in-place</u>	4.1
4.2	<u>Short-term shelter-in-place</u>	4.1
4.3	<u>Lockdown</u>	4.2
4.4	<u>Evacuate building</u>	4.2
4.5	<u>Off-site evacuation</u>	4.3
4.6	<u>All clear</u>	4.3
4.7	<u>Initial response actions</u>	4.4
5.0	Emergency procedures	
5.1	<u>Abduction of a pupil</u>	5.2
5.2	<u>Aircraft crash</u>	5.3
5.3	<u>Animal disturbance</u>	5.4
5.4	<u>Armed assault on school property</u>	5.5
5.5	<u>Biological or chemical release</u>	5.6
5.6	<u>Bomb threat</u>	5.9

5.7	<u>Building damage</u>	5.11
5.8	<u>Bus accident</u>	5.12
5.9	<u>Civil disturbance</u>	5.14
5.10	<u>Contamination of food or water</u>	5.15
5.11	<u>Dealing with pupil reactions</u>	5.16
5.12	<u>Dealing with staff reactions</u>	5.17
5.13	<u>Death of parent</u>	5.18
5.14	<u>Death of pupil</u>	5.19
5.15	<u>Death of staff member</u>	5.20
5.16	<u>Disorderly conduct</u>	5.21
5.17	<u>Drug abuse</u>	5.22
5.18	<u>Drug misuse incident</u>	5.23
5.19	<u>Emergency accommodation plan</u>	5.24
5.20	<u>Explosion</u>	5.25
5.21	<u>Fire in surrounding area</u>	5.28
5.22	<u>Fire on school grounds</u>	5.29
5.23	<u>Flooding</u>	5.30
5.24	<u>Fuel shortage</u>	5.31
5.25	<u>Hostage situation</u>	5.32
5.26	<u>Human influenza pandemic</u>	5.33
5.27	<u>Injured school personnel</u>	5.35
5.28	<u>Intruder on premises</u>	5.36
5.29	<u>Motor vehicle crash</u>	5.37
5.30	<u>Suicide</u>	5.38
5.31	<u>Threats to staff</u>	5.39
5.32	<u>Unlawful demonstration/walkout</u>	5.40
5.33	<u>Utility failure</u>	5.41

6.0	Other emergency information	
6.1	<u>Board publications dealing with emergencies</u>	6.1
6.2	<u>Alert system 1 (parents)</u>	6.1
6.3	<u>Alert system 2 (school personnel)</u>	6.1
6.4	<u>School plan and area map</u>	6.1
6.5	<u>Emergency phone numbers</u>	6.1
6.6	<u>Emergency drills</u>	6.2
	6.6.1 Drill 1: Fire	6.2
	6.6.2 Drill 2: Shelter-in-place	6.2

Appendices

Appendix A – forms

Form A – Emergency hazard assessment

Form B – Biological and chemical release checklist

Form C – Bomb threat report

Form D – Missing persons report
Form E – Pupil release log
Form F – Press release
Form G – Emergency drill record
Form H – Initial emergency record
Form I – Pupil emergency card
Form J – Media request
Form K – Emergency management organisation chart

Appendix B – alert systems
School personnel contact numbers
School external emergency contact list

Appendix C - maps
School plan
Location map

Appendix D - publications
Board publications
Bomb threats – emergency response procedures
Dealing with media during critical incidents
Fire prevention – good practice
Personal safety guidance
Suspicious packages – Anthrax

Appendix E – flowcharts and diagrams
Emergency accommodation centre
Immediate emergency response actions
Bomb threat procedures for fire marshals, etc

1.0 Introduction

1.1 Overview

Emergencies are sudden, and unexpected events that can cause death, injury, and property damage. An emergency or crisis is an event that brings the ongoing schedule of activities to a standstill. An emergency, by its very nature, causes chaos that is seemingly not confinable. One of the most effective means of mitigating the effects of an emergency is to be prepared.

The purpose of this plan is to provide emergency preparedness, and response instructions, information, and guidelines to protect the safety, and well-being of pupils, and staff of the school at the time of an emergency. Specific objectives of this plan include:

- Protection of the safety, and welfare of pupils, and staff;
- Provision of guidelines for a safe, and co-ordinated response to emergency situations;
- Protection of the school facilities, and property;
- Guidelines to restore normal conditions with minimal confusion in the shortest time possible; and
- Guidelines for co-ordination with off-site emergency operations resources.

This plan is intended to be flexible, and will be reviewed annually by the school. In the event of an emergency, the plan will be reviewed as soon as possible after the event to determine whether procedures in the plan were followed, and whether they were adequate.

1.2 Plan organisation

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organised into six sections. Section 2 deals with emergency preparedness, identifies the school's emergency management team, and defines the roles and responsibilities of team members. Sections 3 and 4 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 5 provides detailed emergency response procedures for a number of types of emergencies that may be encountered in a school setting. Section 6 provides supplemental emergency information including contact information. Standard forms, site maps, and other supporting information are contained in the Appendices. ____

2.0 Standardised emergency management

2.1 Incident management team

The incident management team is responsible for directing school emergency response activities.

Assignments

The incident management team is led by the Principal (incident manager) and also includes the school's public information officer, the safety co-ordinator, and the agency liaison officer.

Incident manager: Principal

Management/Operations Officer: Vice-Principal

Public information officers: Principal/Principal's PA

Safety co-ordinator: Senior Teacher

Agency liaison officer: Senior Manager

The incident manager also directs the activities of all other teams.

Roles and responsibilities

Incident manager

The incident manager (Principal) is responsible for directing emergency operations and shall remain at the incident post to observe and direct all operations. Specific duties of the incident manager may include:

- Periodically assessing the situation.
- Directing the incident management team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Periodically communicating with the Belfast education and library board.

Public information officer (PR Consultant)

The public information officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the public information officer may include:

- Periodically receiving updates and official statements from the incident manager.
 - Maintaining a log of PIO actions and all communications.
-

- Periodically interacting with the media and EA's information officer.

2.1

- Preparing statements for dissemination to the public.
- Monitoring news broadcasts about the incident and correcting any misinformation.
- Liaising with the officer in charge of the primary emergency services agency.

Safety co-ordinator

The safety co-ordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the safety co-ordinator may include:

- Periodically checking with the incident manager for situation briefings and updates.
- Maintaining all records and documentation as assigned by the incident manager.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use safety equipment.

Agency liaison officer

The agency liaison officer is responsible for co-ordinating the efforts of outside agencies such as Police and Fire by ensuring the proper flow of information between the incident manager and the agencies. Specific duties of the agency liaison officer may include:

- Periodically checking with the incident manager for situation briefings and updates.
- Maintaining all records and documentation assigned by the incident manager.
- Briefing agency representatives on current situation, priorities and planned actions.
- Ensuring co-ordination of efforts by periodically keeping the incident manager informed of agencies action plans and providing periodic updates to agency representatives as necessary.

2.2 First aid personnel

First aid personnel are responsible for ensuring that first aid supplies are available and properly administered during an emergency.

Roles and responsibilities

The first-aider(s) are responsible for assessing injuries and administering necessary first aid as indicated during an emergency. Specific duties may include:

- Setting up first aid area.
- Keeping accurate records of care given.
- Reporting deaths immediately to incident commander.

2.3 Other school staff

Teaching staff

Teachers are responsible for the safe, and orderly evacuation of pupils when instructed by the Principal or designee to do so. Teachers will ensure that pupils are accounted for, and will check their designated area as indicated in the evacuation plan. Pupil record cards, attendance roll, etc are to be taken to the evacuation assembly area. If time permits, all appliances (cookers, heaters, etc) should be turned off. Doors, and windows should be closed before leaving the classroom. Teachers will use the buddy system to group classes thereby releasing some teachers to designated jobs.

General office staff

General office staff will deal with routine enquiries from staff, and will assist the Principal or designee during an emergency. Office staff will be responsible for general telephone communications, including notification of parents, at the direction of the Principal.

Caretaking staff

Caretakers are responsible for the security of the school site during an emergency. The caretaker will co-ordinate activities with the Principal as required to identify problems and report status. The caretaker is also responsible for contacting local utility companies (water, electricity, gas, sewer) as needed. Other duties may include locking all external gates, and doors; unlocking gates as appropriate; taking appropriate action to shut off gas, water and electricity; keeping staff and pupils out of buildings as necessary; contacting building maintenance as required.

Catering staff

Assist as directed with obtaining food and drink from other sources where appropriate.

—

2.4 Role of the emergency services

The emergency services are the principal partners in planning for a major incident. The roles of the Police, Fire Service, and Ambulance Service in an emergency are detailed below.

Police

The primary areas of police responsibility at a major incident are:

- The saving of life in conjunction with the other emergency services;
- The co-ordination, and communication between the emergency services, board, and other organisations acting in support at the scene of the incident or elsewhere;
- To secure, protect, and preserve the scene, and to control sightseers, and traffic through the use of cordons;
 - Inner cordon: provides immediate security of the rescue zone, and potential crime scene.
 - Outer cordon: Seals off an extensive controlled area surrounding the rescue zone. All access, and exit points will be controlled, and persons requesting access vetted. The control/command vehicles of the emergency services must be positioned between the inner, and outer cordons.
 - Traffic cordon: Deployed at or beyond outer cordon preventing vehicular access to the area surrounding the scene.
- The investigation of the incident, and obtaining the securing of evidence in conjunction with other investigative bodies where applicable;
- The collation, and dissemination of casualty information;
- The identification of the dead on behalf of the coroner;
- The prevention of crime;
- Short-term measures to restore normality after all necessary actions have been taken.

Fire service

The primary areas of fire service responsibility at a major incident are:

- Life saving, through search, and rescue;
- Fire fighting, and fire prevention;
- Rendering humanitarian services;
- Provide, and or obtain specialist advice, and assistance where hazardous materials are involved;
- Salvage, and damage control including environmental control;
- The provision of specialist equipment e.g. pumps, rescue equipment, and lighting;
- Safety management within the inner cordon (rescue zone).

Ambulance

The primary areas of ambulance service responsibility at a major incident are:

- To save life in conjunction with the other emergency services;
- To provide treatment, stabilisation, and care of those injured at the scene;
- To provide sufficient paramedic units;
- To establish effective triage points, and systems, and determine the priority evacuation needs of those injured;
- To provide a focal point at the incident for all NHS, and other medical resources;
- To provide communication facilities for NHS resources at the scene, with direct communication links to hospitals, control facilities, and any other agency as required;
- To nominate, and alert the receiving hospitals for those injured;
- To maintain emergency cover throughout the area, and return to a state of normality at the earliest time.

2.5 Emergency preparedness procedures

Management

1. The Principal will annually conduct an emergency hazard assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency hazard assessment summary (Form A, Appendix A) should be used for this purpose.
2. The Principal will designate primary and secondary incident control locations and ensure that these locations are identified in section 2.
3. The Principal will ensure effective communication during an emergency.
4. The Principal will ensure that all staff members are aware of their responsibilities and assignments as defined in this section.
5. The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

Operations

The Principal will ensure that this plan includes procedures for the following:

- Administering first aid;
- Ensuring site security;
- Conducting damage assessments;
- Evacuation; and
- Pupil release operations.

The Principal will ensure that routine drills referenced in section 6.7 are conducted at the school to rehearse emergency response operations.

2.5.1 Emergency accommodation plan

In an Off-site evacuation the school will provide safe shelter to pupils and staff, e.g. community centres, and church halls.

- The Principal will seek out appropriate sites and will discuss their possible use as emergency accommodation with the property owners.
- The following selection criteria will be used in determining suitability.
 - Space availability – can it accommodate all of the school pupils and staff?
 - Parking – easy access for transport (board buses, cars, emergency services)
 - Services available – toilets (i.e. suitable number, exclusive use of children, suitable for very young children); seating (adequate number and type); heating; lighting; and telephone access (for emergency communication).
 - Access to building – is it open all the time, is it within walking distance?

The emergency accommodation site for the school is:

St Columba's Church

2.5.2 Emergency communication protocol

Crisis communications plan checklist

- A school spokesperson has been designated for the crisis site. This person should be familiar with the school's emergency plan.
- Fax numbers for local media have been programmed into the school's fax machine.
- Media contact numbers have been placed in the emergency evacuation kit.
- A media staging area has been determined. The site provides a good camera view of the school, yet is located away from response operations, the incident control centre, and the family reunification site.
- A location for media briefings has been chosen.
- Fact sheets with background information about the school have been created.
- A system is in place to post updated press releases on the school's web site during a crisis.

Communication with parents

Letters will:

- Be brief and accurate;
- Consider family wishes for privacy, particularly in the case of suicide;
- Include facts about the incident;
- State action taken by the school;
- Indicate school's next step or give information indicating future plans;
- Give information on common reactions of children to trauma or death emphasising that most reactions, even if distressing, are normal but may still be in need of support;
- Indicate where and when to seek further help within the school and externally;
- Invite ideas, information and feedback from parents in order to promote open channels of communication and to validate parents' opinions and skills; and
- Advise if plans are being made for parents' meetings. These allay fears if there is excessive anxiety e.g. about symptoms of meningitis or after a suicide.

Press statements

Press statements should be as regular as up-dates are needed. They will include:

- Facts about the incident – what happened, when, where, who was involved, what has been done and what is planned;
- Affirmation that the school's main concern is the health and safety of pupils and staff and that the school is working closely with relevant authorities; and
- Expressions of the school's sympathies to families or victims if there are deaths or injuries.

Press interviews

- The Principal, or school information officer will give press interviews.
- Journalists will be banned from the school premises.
- Statements will be checked by Governors, and if necessary, legal advisers.
- Advice will be sought from EA's information officer.

2.5.3 Emergency control centre

Location: The main emergency control centre will be set up in the school.

Access: During working hours, normal access arrangements will apply.

Out of hours access is by arrangement with the keyholder.

Equipment: The designated area for the incident management team is well equipped to deal with the co-ordination of the school's response to most emergency situations.

Communications: The school's main telephone system will be designated for emergency use only. A number of mobile phones are also available.

2.7

Alternative location of the incident control centre: In the unlikely event of any accommodation in the school being unavailable for use arrangements have been made to relocate the incident control centre to the designated emergency accommodation site.

2.5.4 Emergency evacuation kit

The emergency evacuation kit will be taken from the school by the Principal or designated member of staff during an emergency evacuation. The kit will be regularly updated, and will be taken during evacuation drills. The emergency evacuation kit will be stored in an out of sight location so as not to be readily accessible by an offender such as a burglar.

The emergency evacuation kit will contain the following:

1. A copy of the school's emergency management plan;
2. Pupil release forms;
3. A copy of the school site plan;
4. Emergency telephone contact lists;
5. Copies of pupil and staff emergency contact information;
6. Flashlight and extra batteries;
7. Mobile phone;
8. Pen;
9. Paper;
10. Camera, film;
11. Diary;
12. First aid kit; and
13. Emergency medical information regarding pupils.

2.5.5 Activation procedures

Notification of an emergency alert would come from a number of sources. The likely routes would be as follows:

- Internally via school's reporting procedure;
- Switchboard operator (bomb threat);
- Emergency services (Fire, Police);
- Media sources; and
- Other agencies (Belfast City Council, Environmental Health, etc).

All alerts should be authenticated. If necessary a telephone number, which can be contacted to confirm the alert should be requested by the recipient of the message.

A decision will be made by the principal, or if not available any other designated deputy, following an assessment of the situation, of the extent of the emergency plan response.

Within normal working hours the relevant incident control team members will be contacted via the school's telephone system. Out of hours, etc members will be contacted on their mobile phone number. Following initial contact, and dissemination of relevant information, individual team members will then contact any necessary members of staff from their department, and initiate either an immediate response or standby. Notification of a hazard/event with the prospect of causing an emergency situation to develop, e.g. civil demonstration, severe weather warning, may necessitate a standby of staff.

2.5.6 Continuity of administration

In the case of a school building emergency situation, the decisions will be made by:

Principal (Please insert name)	Mr G. Greer	
School telephone	02890471214	
Home telephone	07587883057	
In the absence of the school Principal, the following members of staff, in sequence, will be contacted for decision-making purposes:		
Vice Principal (Please insert name)	Dr C Greer	
School telephone	02890471214	
Home telephone		
Caretaker (Please insert name)	Mr W. Parker	
School telephone	02890471214	
Home telephone		
Other (Please insert name)		
School telephone	02890471214	
Home telephone		

2.5.7 Training

Training programmes can enhance overall school emergency preparedness by presenting ideas and response techniques consistent with emergency plans. Everyone who has been assigned a position or area of responsibility in the plan will receive appropriate briefing or training. Training will entail either short presentations related to any aspect of preparedness or simulations of real emergencies in which people will act their roles.

Training will be:

- Provided to staff who have been assigned a position or area of responsibility;
- Conducted annually to ensure staff and pupils understand emergency procedures; and
- Include any changes to plans.

2.5.8 Post disaster actions

The school incident management team will meet as soon as possible after the emergency to determine a recovery plan. This will involve discussion of the actions to be taken with the Education Authority. As far as possible, the premises will be secured to prevent students, visitors and staff from re-entering, to deter looting and general sightseers, to minimise further damage and preserve forensic evidence. The objective is to maintain safety and to assist in salvage possibilities.

The school incident management team will maintain records of the location of staff and students moved to other schools and as far as possible determine if there is any necessity for post-traumatic stress counselling.

If any person involved in the emergency does require counselling, only qualified and competent experts will be consulted. The school incident management team and office staff will contact disaster recovery specialists and other staff as felt appropriate to assist in the salvage of any equipment and information. This will only take place once the premises are determined to be safe by the emergency services.

2.5.9 Family reunification site

A family reunification site will be set up as appropriate to reunite parents or guardians with pupils. A member of the school office staff or other designated person will:

- Greet parents;
- Verify their identity;
- Dispatch pupil runners to the assembly area to escort pupils whose parents have come to reclaim them;
- Confirm that pupils recognise the adults who come to claim them;

- Require adults sign pupil out of school; and
- Complete student release log.

3.0 Initial response to emergencies

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: identify the type of emergency; identify the level of emergency; and determine immediate actions that may be required. Each of the steps is discussed in the following sections. Procedures for specific response actions are provided in sections 4 and 5.

3.1 Identify type of emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for different types of emergencies are provided in section 5.

3.2 Identify level of emergency

The second step in responding to an emergency is to determine the level of the emergency. Emergency situations can range from a small fire, to major bomb damage. To assist in classifying emergency situations, a three-tiered rating system is described below.

Level 1 emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g. a temporary power outage, or a minor injury in the playground.

Level 2 emergency: A moderate emergency that requires assistance from outside agencies, such as a fire, or a suspected act of terrorism (“white powder”).

Level 3 emergency: A major emergency event that requires assistance from outside agencies such as civil disturbance, or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

3.3 Determine immediate response actions

Once the type and extent of emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Shelter-in-place
Lockdown
Evacuate building

Off-site evacuation

All clear

Procedures for each of these are included in Section 4.0.

3.1

4.0 Immediate response actions

4.1 Shelter-in-place

This is a procedure, which allows the school to continue with the normal school day, but curtails outside activity, and allows no un-authorised personnel into the building. Most commonly used when incident is occurring outside school building, on or off school property.

Description of action

1. The Principal will announce that Shelter-in-place has been implemented.
2. If inside, teachers will keep pupils in the classroom until further instructions are given.
3. If outside, pupils will proceed to their classrooms, if it is safe to do so. If not, teachers will direct pupils into nearby classrooms or school buildings (e.g. dining hall, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary proceed to an alternative indoor location.
4. Teachers are responsible for individual classrooms and caretakers/assigned staff will assist as needed by locking, and securing all exterior doors, and entrances; shutting down any ventilation systems, turning off local fans, and turning off sources of ignition, such as pilot lights.
5. Assigned staff will monitor the main entrance, and allow only authorised personnel into building.

4.2 Short-term shelter in place

This is a procedure whereby the entire school population is moved to a single (or multiple) location(s) in the school, depending on building population. Most commonly used during bomb threats, and weather emergencies.

Description of action

1. The Principal will announce that a Short-term shelter-in-place has been implemented.
 2. Teachers, staff, and pupils will proceed to their designated shelter in place.
 3. Teachers will take their class registers with them and take attendance once the class is assembled in a safe location.
-

4. Depending on emergency, the caretaker or assigned staff will use “barricades” to close off school driveways, and parking areas.
5. The Principal and designees will assist emergency personnel as necessary.
6. If long-term shelter is needed, the Principal will consult with EA.

4.3 Lockdown

This procedure is used when there is an immediate, and imminent threat to the school building population. School staff, and pupils are secured in the rooms they are currently in, and no one is allowed to leave until the situation has been curtailed.

The difference between Shelter-in-place and Lockdown is that the former allows for free movement of pupils within the building.

Description of action

1. The Principal will give the Lockdown signal, (code phrase or audible sound from speakers).
2. If inside, teachers/staff will follow preset instructions to secure doors, turn out lights, cover windows, pull shades, and move pupils out of line of sight of door windows, if it appears safe to do so.
3. If outside, pupils will proceed to their classrooms, if it is safe to do so. If not, teachers or staff will direct pupils into nearby classrooms or school buildings (e.g. dining hall, gymnasium).
4. Teachers and pupils will remain in the classroom or secured area until the Principal or emergency personnel give further instructions.
5. Teachers are not allowed to open doors for anyone under any circumstances.
6. The front entrance is to be locked and no visitors other than appropriate emergency personnel have to be allowed on school grounds.

4.4 Evacuate building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of action

1. The Principal will if appropriate, announce that it is necessary to evacuate the buildings.

==
4.2

2. The Principal will authorise a fire alarm activation.
3. Teachers will instruct pupils to evacuate the building, using designated routes, and assemble in their assigned assembly area.
4. Teachers will take their class registers when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and pupils will stay in place until further instructions are given.

4.5 Off-site evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of action

1. The Principal will announce by agreed means of communication that is necessary to begin an off-site evacuation of the school building.
 2. The Principal will determine the safest method for evacuating the school grounds. This may include the use of board and school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the map in Appendix C.
 3. Teachers will take the class register when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
 4. Once assembled off-site, teachers and pupils will stay in place until further instructions are given.
 5. In the event clearance is received from the appropriate agencies, the Principal may authorise pupils and staff to return to the classrooms.
-

4.6 All clear

This action is taken to notify teachers that normal school operations can resume.

Description of action

1. The Principal will use an agreed form of communication to announce that the emergency is over and it is safe to return to the classroom and resume normal operations.
2. This action signifies that the emergency is over.

4.3

3. If appropriate, teachers should immediately begin discussions and activities to address pupils' fears, anxieties, and other concerns.

4.7 Initial response actions

Within first hour

- Carry out quick assessment of immediate response required.
- Select and set up control arrangements

Within hours if practicable

- Call a staff meeting to give information.
- Inform pupils in a sensitive way – small groups if appropriate.
- Arrange a debriefing meeting for staff involved in the incident.
- Arrange a debriefing meeting for pupils involved in the incident.

Next few days, could go on longer

- Facilitate support for high-risk pupils and staff.
- Funerals, rites and e-mailrials.

As soon as possible for as long as necessary

- Decide and agree a range of response and support measures; these have the potential to run for many weeks/months.
-

5.0 Emergency procedures

This section describes the specific procedures school staff will follow during the following emergencies:

Abduction of a pupil
Aircraft crash
Animal disturbance
Armed assault on school property
Biological or chemical release
Bomb threat
Building damage
Bus accident
Civil disturbance
Contamination of food or water
Dealing with pupil reactions
Dealing with staff reactions
Death of parent
Death of pupil
Death of staff member
Disorderly conduct
Drug abuse
Drug misuse incident
Emergency accommodation plan
Explosion
Fire in surrounding area
Fire on school grounds
Flooding
Fuel shortage
Hostage situation
Injury
Intruder on premises
Motor vehicle crash
Suicide
Threats to staff
Unlawful demonstration/walkout
Utility failure

It is important to note that school managers are responsible for the health and safety of pupils and staff during an emergency. Although the following procedures refer to specific actions, school managers must exercise discretion in implementing standardised procedures and should consider modifications as necessary to assure the health and safety of all personnel during an emergency

5.1 Abduction of a pupil

Before implementing the procedures outlined below, it is important to make sure that an actual abduction has occurred. If an actual abduction has occurred:

1. The Principal will notify the abducted child's parent(s).
2. The Principal will notify EA.
3. The Principal will complete a missing person's report form.
4. The school's information officer will liaise with the media as required.
5. The Principal will send a letter to parents informing them of the incident and that counselling services will be made available to their child.

5.2 Aircraft crash

This procedure addresses situations involving an aircraft crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to section 5.5, biological or chemical release. If a crash results in a utility interruption, refer to section 5.31, loss or failure of utilities.

Procedure

1. The Principal or designee will initiate appropriate immediate response actions, which may include, Shelter-in-place, Evacuate building, or Offsite evacuation as described in section 4.0.
2. If the Principal or designee issues the Evacuate building action, staff and pupils will evacuate the buildings using prescribed routes or other safe routes to the assembly area.
3. In the event of an evacuation, teachers will bring their pupil register and take attendance at the assembly area to account for pupils. Teachers will report any missing pupils.
4. The Principal or designee will call “999” and will provide the exact location (building or area) and nature of emergency.
5. The caretaker will secure the crash area to prevent unauthorised access until the arrival of emergency services.
6. First –aiders will check injuries to provide appropriate first aid.
7. The Principal or designee will contact EA.
8. Any affected areas will not be reopened until the emergency services provide clearance, and the Principal or designee issues authorisation to do so.

9. If it is unsafe to remain on campus, the Principal or designee will initiate an Off-site evacuation, as described in section 4.0, if warranted by changes in conditions.

5.3 Animal disturbance

This procedure is implemented when the presence of a dog, or other animal threatens the safety of pupils and staff.

Procedure

1. The Principal or designee will initiate appropriate immediate response actions, which may include Lockdown or Evacuate building as described in section 4.0.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from pupils, if it is safe to do so. If an animal is outside, pupils will be kept inside. If the animal is inside, pupils will remain outside in an area away from the animal. Closing doors, or locking gates will be used as a means to isolate the animal.
3. If additional outside assistance is needed, the Principal or designee will call “999”, Environmental Health Department, and provide the location of the animal and nature of emergency.
4. If a staff member or pupil is injured, the school first aider, and parent will be notified, and the injured person taken to hospital if necessary.
5. The Principal or designee will initiate an Off-site evacuation, as described in section 4.0, if warranted by changes in conditions at the school.

5.4 Armed assault on school property

An armed assault on school property involves one or more individuals who attempt to take hostages or cause physical harm to pupils and staff. Such an incident may involve individuals who possess a gun, a knife, or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate the appropriate immediate response actions, which may include Shelter-in-place, Lockdown, Evacuate building or Off-site evacuation as described in section 4.0.
3. The Principal or designee will call “999”, and provide the exact location and nature of the incident. The Principal or designee should designate a person to remain on line with Police if safe to do so.
4. The Principal or designee should contact EA.
5. Staff should take steps to calm and control pupils, and if safe to do so, attempt to maintain separation between pupils and the perpetrator.

6. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of the Police.
7. After the Police have dealt with the situation, the Principal or designee will conduct a headcount of pupils and staff, and will notify the Police of any missing persons.
8. The school's first-aiders will work with the emergency services to ensure injured pupils and members of staff receive medical attention.
9. The caretaker will work with the Police to control all points of entry to the school.
10. The Principal or designee will prepare a list of verified casualties, and the locations to which they were transported. The Principal or designee will confer with office staff to ensure the notification of parents and family members.
11. All media enquires will be recorded on the media report form, and referred to the school's designated public information officer, and or EA's information officer.
12. The Principal or designee will debrief staff.

5.5 Biological or chemical release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned lorry of hazardous materials in proximity of the school, or an explosion in a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of co-ordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of chemical substances: scenario 1 – substance released into a room or a building; scenario 2 – substance released outdoors and localised; and scenario 3 – substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

Scenario 1: substance released inside a room or building

1. The Principal or designee will initiate the Evacuate building action as described in section 4.0. Staff will use designated routes or other alternative safe routes to an assigned assembly area, located upwind of the affected room or building.
2. The Principal or designee will call “999” and will provide the exact location (e.g. building, room, area) and nature of emergency.
3. The Principal or designee will notify EA of the situation.
4. The Principal or designee will instruct the caretaker to isolate and restrict access to potentially contaminated areas.
5. The Caretaker will turn off local fans in the area of release, and close the windows and doors.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. If possible, immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The emergency services will assess the need for medical attention.
7. The office staff will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The office staff will provide the list to the Principal or designee, and the emergency response personnel.
8. The Principal or designee will complete the biological and chemical release response checklist (Form B, Appendix A)
9. Any affected areas will not be reopened until the appropriate agencies provide clearance, and the Principal or designee gives permission to do so.

Scenario 2: substance released outdoors and localised

1. The Principal or designee will immediately direct staff to remove pupils from the affected area to an area upwind from the release. The Principal

or designee will, if necessary, initiate the Evacuate building action as described in section 4.0.

2. The caretaker will establish a safe perimeter around the affected area and ensure personnel do not re-enter the area.
3. The Principal or designee will call “999” and will provide the exact location and nature of emergency.
4. The Principal or designee will notify EA of the situation.
5. The caretaker will turn off local fans in the area of release, and close the windows and doors.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. If possible, immediately remove contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne diseases). A first aider should assess the need for medical attention.
7. The office staff will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The office staff will provide the list to the Principal, and the emergency response personnel.
8. Any affected areas will not be re-opened until the emergency services provide clearance, and the Principal gives authorisation to do so.

Scenario 3: substance released in surrounding community

1. If the Principal or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal will initiate Shelter-in-place as described in section 4.0.
2. Upon receiving the Shelter-in-place notification, the caretaker will notify teachers, etc turn off local fans in the area; close and lock doors and windows; seal under doors with wet towels, etc if possible; and turn off sources of ignition, such as pilot lights.
3. Staff and pupils located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g. school canteen). Teachers should communicate their locations to the Principal by phone or other means without leaving the building.

4. The Principal will contact the emergency services, if necessary, and provide the exact location and nature of emergency.
5. The Principal will notify EA.
6. The Principal will monitor information concerning the incident via the radio or television.
7. The school will remain in a Shelter-in-place condition until the emergency services provide clearance, or staff are otherwise notified by the Principal.

5.6 Bomb threat

Response to a bomb threat is initiated upon the discovery of a suspicious package on school property or receipt of a threatening phone call that may present the risk of an explosion.

Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “999” – telling the operator, “This is (state name)

from (state school). We are receiving a bomb threat on another line. The number of that line is (state phone number).”

2. The person answering the threat call should ask the following questions, record the answers on the bomb threat report form (Form C, Appendix A), and then immediately inform the Principal:
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?
 - What can we do to stop the bomb from exploding?
 - How can you be contacted?
3. The Principal will direct the evacuation control officers to search for suspicious packages, boxes, or foreign objects. While conducting the search, all mobile phones, pagers, and hand held radios will be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. After the search the Principal will determine the appropriate immediate response actions to announce, which may include, Lockdown, Evacuate building, or Off-site evacuation as described in section 4.0.
5. When a suspicious object is found, (no attempt should be made to examine the object), the Principal shall issue the Evacuate building action. Staff and pupils will evacuate the building using the prescribed routes or other safe routes to the assembly area.
6. In the event of an evacuation, teachers will bring their pupil register, and take attendance at the assembly area to account for their pupils. Teachers will report any missing pupils.

7. The Principal will call “999”, if not already done, and will provide the exact location (e.g. building, room, area) of the potential bomb if known.
8. The Principal will notify EA.
9. School activities will not resume until the emergency services have checked the affected building, and deemed them to be safe. The Principal will give the agreed All clear signal when appropriate.
10. The Principal will initiate an Off-site evacuation as described in section 4.0, if warranted by changes in conditions.

5.7 Building damage

The school building may suffer either minor or major damage as a result of a bomb, fire, or gas explosion, etc. The procedures to be followed are:

Minor or little damage – Pupils can re-enter building

1. The Principal will initiate Off-site evacuation or give the agreed All clear signal as appropriate.
2. The Principal will contact EA's property services section to report the damage.
3. The Principal will notify the parents of the incident by letter if appropriate.

Major or Extensive Damage – Pupils Cannot Re-enter Building

1. The Principal will initiate Off-site evacuation.
2. The Principal will initiate the emergency accommodation plan.
3. If appropriate, the Principal will dismiss the school.
4. The Principal will contact EA.
5. The school's information officer will prepare a media statement as required.
6. After the crisis has been managed and an emergency situation no longer exists, the school and board will determine what action is required.

5.8 Bus accident

This procedure is for the use of bus drivers, and school Principals in the event of a serious bus accident, or other emergency that occurs while pupils are on a field trip or being transported to or from school. This procedure deals with two possible scenarios: scenario 1 – serious bus accident or bus fire; and scenario 2 – bus accidents on weekend trips.

Procedure

Scenario 1: serious accident or bus fire

1. The driver should park the bus in a safe location, set the emergency brake and turn off the ignition.
2. The bus driver and or escort should evacuate the bus in the event of a fire.
3. The bus driver will check for injuries, and provide appropriate first aid.
4. The bus driver should call “999”, and provide exact location of the bus and wait for emergency services.
5. The bus driver should contact the Principal and transport section as required to report location and condition of pupils.
6. The Principal will determine what additional appropriate notification(s) should be made, and will brief EA.
7. The bus driver will stay with the disabled bus until help arrives.
8. The bus driver will account for all pupils and staff throughout the emergency, and will complete an accident report form.

Scenario 2: accidents occurring on weekend trips

1. The bus driver will call “999” if necessary, and provide exact location and nature of emergency.
2. The driver will contact the Principal to report location and condition of pupils.

3. The bus driver or escort will check for injuries and provide appropriate first aid.
4. The Principal will determine what additional appropriate notification(s) should be made and will brief the school information officer and EA.
5. The Principal or designee will report to the scene, meet the bus at the school, or go to the hospital depending on the degree of injuries and the location of the accident.

5.9 Civil disturbance

A civil disturbance is an emergency caused by an action of a person or persons, which require an immediate response by school officials.

Procedure

1. At the beginning of an actual or potential disturbance, obtain the following information: Specific location, what time disturbance began, how many persons involved, what is taking place, purposes/intention of the group.
2. The Principal will contact the Police.
3. The caretaker of designee will notify staff, and pupils, and move them away from areas where violent confrontations are or may be occurring.
4. The Principal, or designee will contact EA.
5. The Principal will, if conditions warrant, close the school if it can be achieved without risk to pupils and staff.
6. In consultation with the emergency services, the Principal will authorise the re-opening of the building.

5.10 Contamination of food or water

This procedure should be followed if school personnel report suspected contamination of food or water.

Procedure

The Principal, or designee will arrange for the isolation of the suspected contaminated food/water to prevent consumption, and will restrict access to the area.

1. The Principal, or designee will notify the Environmental Health Department, and EA.

2. Office staff will make a list of all potentially affected pupils, and staff, and will provide the list to responding authorities.
3. The school's first-aider will assess the need for medical attention, and provide first aid as appropriate.
4. Office staff will maintain a log of affected pupils and staff and their symptoms, the food/water suspected of contamination, the quantity of products consumed, and other pertinent information.
5. The Principal, or designee will consult with the Environmental Health Officers before the resumption of normal operations.
6. The Principal will notify parents of the incident, as appropriate.

5.11 Dealing with pupil reactions

The following procedure lists some of the steps that may be used to deal with pupil reactions to various emergency situations.

Procedure

1. The Principal will issue a statement to the entire school to provide accurate information and reassurance.

2. Teachers will be available for individual and or classroom discussion.
3. The Principal will send a letter home to parents to inform them of the procedures that were implemented since the emergency situation, and of the availability of counselling services. Parents will be invited to contact the school if their child appears to need additional support.
4. If appropriate, concrete activities should be planned such as sending cards, letter writing etc.
5. Pupils needing additional help to deal with feelings and concerns will be referred to EA psychologists.

5.12 Dealing with staff reactions

The following procedure lists some of the steps that may be used to deal with staff reactions to varying emergency situations.

Procedure

1. The Principal will inform all staff of available and appropriate information regarding the incident by selected means; e.g. e-mail. Staff should be kept up to date with developments and informed of any arrangements.
2. The Principal will seek help from EA's welfare officer to assist staff members if appropriate.
3. If appropriate concrete activities should be planned such as sending cards, letter writing etc.

5.13 Death of parent - Refer to Bereavement, Loss and Change Policy

This procedure should be used in an emergency situation when both parents die, or if the child lived in a single-parent household and that parent dies during the school day.

Procedure

1. The Principal should be notified in the first instance.
2. The Principal will arrange for the provision of immediate in-house pastoral support to the pupil(s).
3. The Principal will inform other Principals if siblings attend different schools.
4. The Principal will contact the pupil(s) grandparents, uncles and aunts (if known) and follow their instructions.

5.14 Death of pupil

This procedure deals with two possible scenarios: Scenario 1 - Death of pupil in school; and Scenario 2 - Death of pupil out of school.

Procedure

Scenario 1: Death of pupil in school

1. The first person on the scene will apply first aid if appropriate and call an ambulance.
2. Teaching staff will remove the other pupils from the classroom.
3. The Principal will be notified.
4. The Principal will contact:
 - Parents.
 - EA.
 - Other Principals if siblings attend other schools.
5. The Principal will notify all school staff of the incident by e-mail or staff meeting.
6. The Principal will initiate appropriate strategies for dealing with pupils and staff.

Scenario 2: Death of pupil out of school

1. The Principal should be notified immediately.
2. The Principal will notify all school staff of the incident by e-mail or staff meeting.
3. The Principal will initiate appropriate strategies for dealing with pupils.
4. The Principal will notify EA's welfare officer, education welfare officers and psychologists, if appropriate.
5. The Principal will notify other Principals if siblings attend other schools.

5.15 Death of staff member

This procedure deals with two possible scenarios: scenario 1 - Death of staff member in school; and scenario 2 - Death of staff member out of school.

Procedure

Scenario 1: Death of staff member in school

1. The first person on the scene should apply first aid if appropriate and call an ambulance.
2. A teacher should remove pupils from the classroom.
3. The Principal should be notified.
4. A member of staff should remain with the classroom pupils to help them deal with their reactions.
5. The Principal should contact the next of kin.
6. The Principal should then notify other staff members and EA.
7. The Principal should notify the parents of the pupils in the class via a letter.

Scenario 2: Death of staff member out of school

1. The family should notify the Principal.
2. The Principal should then notify staff members.
3. The Principal should notify the parents of the pupils in the deceased's class via letter.

5.16 Disorderly conduct

Disorderly conduct may involve a pupil or staff member exhibiting threatening or irrational behaviour. If the perpetrator is armed, refer to section 5.4, armed assault.

Procedure

1. Upon witnessing a disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other pupils and staff, if it is safe to do so.
2. Staff will immediately notify the Principal.
3. The Principal will initiate the appropriate immediate response actions, which may include Shelter-in-place, Lockdown, Evacuate building, or Off-site evacuation as described in section 4.0.
4. The Principal will call the Police, if deemed appropriate, and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the Principal or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner, and request he or she leaves the school grounds. Avoid any hostile situations.
6. If the perpetrator is a pupil, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation)
7. The Principal will notify EA of the situation.

5.17 Drug abuse

Pupils' use, possession, or trafficking of drugs for non-medical purposes on or in school property, or at school-associated activities is strictly prohibited. This section addresses three possible scenarios: Scenario 1 - Pupil exhibiting behaviour associated with drug abuse; Scenario 2 - Pupil found in possession of unknown substance; and Scenario 3 - Suspected drug abuse at authorised out of hours activities. Reference should be made to the Department of Education's guidance on drugs, which was issued in May 2004. Further advice and guidance is available from EA's drugs education team.

Procedure - Refer to Drugs and Substance Misuse Policy

Scenario 1: Pupil exhibiting behaviour associated with drug abuse

1. The Principal should be notified.
2. The Principal shall contact the school nurse and the parent or legal guardian.
3. If necessary the Principal shall call "999" and provide details of the situation to the relevant emergency services (Police, Ambulance).

4. The Principal shall confer with the parents.

Scenario 2: Pupil found in possession of unknown substance

1. The teacher shall accompany the pupil to the Principal's office with the substance.
2. The Principal shall contact the Police.
3. The Principal shall surrender the substance to the Police for identification.
4. The Principal shall contact the parents.

Scenario 3: Suspected drug abuse at authorised out of hours activities

1. The teacher in charge shall immediately inform the Principal.
2. The Principal shall take the necessary steps as outlined above.
3. In an emergency, the teacher in charge will take necessary action.
4. The teacher in charge will inform the Principal immediately.

5.18 Drug misuse incident

This section deals with the action to be taken when a pupil suffers from a drug overdose. Reference should be made to the Department of Education's guidance on drugs, which was issued in May 2004. Further advice and guidance is available from EA's drugs education team.

Procedure

1. The teacher will make the area safe for all pupils.
 2. The teacher will apply First Aid.
 3. The teacher will inform the Principal immediately.
 4. The teacher will, if possible, secure a sample of the substance taken and make available to the emergency services for identification.
 5. The Principal will notify the relevant emergency services (Police, Ambulance).
 6. The Principal will contact the pupil's parents.
 7. The Principal will initiate any additional action required.
 8. The Principal will notify EA of the situation.
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5.19 Emergency accommodation plan

The primary purpose of the emergency accommodation plan is to provide safe shelter to pupils and staff. When an emergency/disaster occurs in or around a school building, the most common response is to evacuate the building. If evacuation is short term, in good weather, pupils and staff do not need to leave the area, temporary accommodation is not necessary, nor is it necessary if the school can send pupils/staff home while the pupils and staff remain outside.

The emergency accommodation plan will be implemented in situations that prevent the pupils and staff from waiting inside or outside the building during an emergency/disaster.

To implement the emergency accommodation plan, the following procedures should be followed.

Procedure

1. The Principal will make the decision if short-term temporary accommodation is required.
2. The Principal will notify EA's transport officer if the temporary accommodation site is not within walking distance or if the weather presents a health safety hazard to pupils and staff. If the temporary accommodation site is within walking distance, the pupils and staff can walk under supervision to the new site.
3. The designated staff member will contact the temporary accommodation site and alert the appropriate person that the school is evacuating the building(s) and will need to use their facility as an emergency temporary accommodation site.

5.20 Explosion

This section addresses three possible scenarios involving an explosion or risk of explosion: Scenario 1- Explosion on school property; Scenario 2- Risk of explosion on school property; Scenario 3- Explosion or risk of explosion in a surrounding area. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For bomb threats, refer to section 5.6.

Procedure

Scenario 1: Explosion on school property

1. In the event of an explosion, the Principal will consider the possibility of another imminent explosion and take appropriate action.
2. After the explosion, the Principal will initiate appropriate immediate response actions, which may include Shelter-in-place, Evacuate building or Off-site evacuation as described in section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
3. In the event of an evacuation, staff and pupils will use prescribed routes or other safe routes and proceed to the assembly area.
4. In the event of an evacuation, teachers will bring their attendance register to account for pupils at the assembly area.
5. The Principal will call “999” and will provide the exact location (e.g. building, room, area) and nature of emergency.
6. The school First-aiders will check for injuries and provide appropriate first aid.
7. Staff should attempt to suppress fires with extinguishers.

8. The caretaker will notify the appropriate utility company of any damage to water lines, sewers, power lines, and other utilities.
9. The Principal will notify EA of the situation.
10. The Principal will contact the property services section of EA to ensure that buildings are safe for re-occupancy.
11. Any areas affected by the explosion will not be re-opened until the appropriate agencies provides clearance and the Principal gives authorisation to do so.
12. The Principal will initiate an Off-site evacuation as described in section 4.0 if warranted by changes in conditions.

Scenario 2: Risk of explosion on school property

1. The Principal will initiate appropriate immediate response actions, which may include Shelter-in-place, Evacuate building, or Off-site evacuation as described in section 4.0.
2. If the Principal issues Evacuate building action, staff and pupils will evacuate the building using prescribed routes or other safe routes to the assembly area.
3. In the event of an evacuation, teachers will bring their class registers and take attendance at the assembly area to account for pupils. Teachers will notify the Principal of missing pupils.
4. The Principal will call “999” and will provide the exact location (e.g. building, room, area) and nature of emergency.
5. If trained, and if there is no risk to their own health and safety, staff may attempt to suppress fires with extinguishers.
6. The caretaker will notify the appropriate utility company of any damage to water lines, sewers, power lines, and other utilities.
7. The Principal will notify EA of the situation.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal issues authorisation to do so.
9. In the event of an explosion on school grounds, refer to procedures listed under scenario 1 above.

10. The Principal will initiate an Off-site evacuation, as described in section 4.0 if warranted by changes in conditions.

Scenario 3: Explosion or risk of explosion in surrounding area

1. The Principal will initiate the Shelter-in-place response action as described in section 4.0.
2. The Principal will notify “999” and will provide the exact location (e.g. building, area) and nature of emergency.
3. The Principal will take further actions as needed.

4. The school will remain in a Shelter-in-place condition until the appropriate agency provides clearance, and the Principal issues further instructions.

5.21 Fire in surrounding area - Refer to Emergency Evacuation Procedures

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

1. The Principal will initiate the appropriate immediate response actions, which may include Shelter-in-place, Lockdown, Evacuate building, or Off-site evacuation as described in section 4.0.
 2. The Principal will notify “999” and will provide the location and nature of emergency.
 3. The Principal will instruct staff to prevent pupils from approaching the fire and keep roads open for emergency vehicles.
 4. The Principal will contact the local fire department and will work with the Fire Service to determine if the fire, smoke, or other hazardous conditions threaten the school grounds.
 5. If the Principal issues the Evacuate building action, staff and pupils will evacuate the affected building(s) using prescribed routes or other safe routes to the assembly area.
 6. In the event of an evacuation, teachers will bring their class registers and take attendance at the assembly area to account for their pupils. Teacher will notify the Principal of missing pupils.
 7. The Principal will keep a radio tuned to a local radio station for emergency information.
 8. As appropriate, the Principal will alert parents.
 9. The Principal will notify EA of the emergency situation.
 10. If needed the Principal will contact EA’s transport section to request buses for staff and pupil evacuation.
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11. The Principal will initiate an Off-site evacuation as described in section 4.0 if warranted by changes in conditions.

5.22 Fire on school grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the Principal.
 2. The Principal will immediately initiate the Evacuate building action as described in section 4.0. Staff and pupils will evacuate buildings using the prescribed routes or other safe routes to the assembly area.
 3. In the event of an evacuation, teachers will bring their class registers and take attendance at the assembly area to account for pupils. Teachers will notify the Principal of missing pupils.
 4. The Principal will call “999” and will provide the exact location (e.g. building, room, area) of the fire.
 5. Staff trained in the use of fire extinguishers may attempt to suppress the fire until the Fire Service arrive, providing that they do not put their own safety at risk.
 6. The caretaker will secure their area to prevent unauthorised entry and keep access roads clear for emergency vehicles.
 7. The Principal will direct the Fire Service to the fire and brief the senior fire service official on the situation.
 8. The caretaker will notify the appropriate utility company of damages.
 9. The Principal will notify EA of the fire.
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10. If needed the Principal will notify EA's transport section to request buses for staff and pupil evacuation.
11. Any affected areas will not be re-opened until the Fire Service or appropriate agency provides clearance and the Principal issues authorisation to do so.
12. For fires during non-school hours, the Principal and board will determine if the school will open the following day.
13. All fires regardless of their size, which are extinguished by school personnel, require a call to the Fire Service to indicate "fire is out".

5.23 Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or flash flooding.

Procedure

1. The Principal will initiate appropriate immediate response actions, which may include Shelter-in-place, Evacuate building, or Off-site evacuation, as described in section 4.0.
2. The Principal will notify “999”, and will describe the nature and extent of the flooding.
3. The Principal will keep a radio tuned to a local radio station for information.
4. If the Principal issues the Evacuate building or Off-site evacuation action, staff and pupils will evacuate affected buildings using prescribed routes or other safe routes to the assembly area.
5. In the event of an evacuation, teachers will bring their class registers and take attendance at the assembly area to account for pupils. Teachers will notify the Principal of missing pupils.
6. The Principal will notify EA of the emergency situation.
7. As appropriate, the Principal will alert parents.
8. The Principal will initiate an Off-site evacuation, as described in section 4.0. if warranted by a change in conditions.

5.24 Fuel shortage

This procedure applies whenever there is a shortage of fuel used for operating the heating system, etc in the school.

Procedure

1. The caretaker will notify the Principal.
2. The Principal will determine the extent to which the school can operate on the fuel it has in stock.

3. A member of the school office staff will contact EA's purchasing section to determine the availability of additional fuel.
4. The Principal will authorise the implementation of procedures for the reduction of fuel consumption.
5. If the situation warrants, the Principal will initiate the implementation of the emergency accommodation plan, or the closure of the school.

5.25 Hostage situation

This procedure applies whenever a pupil or member of staff is held against their will in the school.

Procedure

1. The first person on the scene will notify the Principal.
2. The Principal will initiate appropriate immediate response actions, which may include Shelter-in-place, Evacuate building, or Off-site evacuation, as described in section 4.0.
3. The Principal will notify “999”, and will describe the nature and extent of the situation.
4. As appropriate, the Principal will alert parents or family members.
5. The Principal will notify EA.
6. Any areas affected by the situation will not be re-opened until the appropriate agencies provides clearance and the Principal gives authorisation to do so.

5.26 Human influenza pandemic - See Medical Policy and Procedures

To be read alongside Covid-19 protocol and guidance.

No-one knows exactly when a pandemic will occur. When it does, it may come in two or more waves several months apart. Each wave may last two or three months across the UK as a whole. If a pandemic flu strain emerges overseas, it will almost certainly reach the UK. Once the pandemic arrives it is likely to spread through the country in a matter of weeks. EA of Governors will refer to the advice for schools on a flu pandemic available on the Department of Education's website www.deni.gov.uk in the schools – school management section. This procedure addresses two possible scenarios: Scenario 1 – closure of school during a pandemic; Scenario 2 – school remaining open during a pandemic.

Procedure

Scenario 1: School closing during a pandemic

1. The decision to close the school will be made by the Principal in consultation with the Chair of EA of Governors if, for example:
 - Advice is received from the Department of Education that closure would be in the best interests of the pupils' welfare;
 - There is an insufficient number/category of staff to run the school safely.
2. The Principal or other senior member of staff will inform:
 - The Department via their dedicated website of the decision to close the school;
 - Board officers in the education department;
 - Parents/guardians of the decision to close, and the method to be used to provide situation updates (media, etc).
3. The Principal and Chair of EA of Governors will consult with the Department of Education, and review the decision to close within a time period of approximately two weeks.
4. The school management will consult with the Department regarding the possibility of remote learning for pupils.
5. The school management will consult with CCEA regarding examination arrangements if necessary.

Scenario 2: School remains open during a pandemic

1. The school secretary or other designated member of staff will inform the Department via their website or by phone on a daily basis of staff and pupil numbers.
2. All off-site visits will be stopped.

3. Travel by peripatetic staff will be restricted.
 4. If a pupil exhibits flu like symptoms whilst in school, the child's parents will be contacted to collect the child, and mixing with other pupils will be limited.
 5. Any member of staff who displays symptoms will remain at home and follow medical guidance.
 6. Public Health Agency infection control guidelines will be followed.
 7. A designated member of staff will check e-mails on a daily basis for any communication from the Department.
 8. The school will either issue parents with the Department of Education's leaflet "Planning for a human flu pandemic – Advice to parents from the Department of Education" or refer them to the Department's website.
 9. The school will inform parents of alternatives if there is a change to school meals provision, for example a reduction in provision of meals, change from hot food to sandwiches, etc.
-

5.27 Injured school personnel

This procedure should be applied if a member of staff who is not trained in first aid is the first person on the scene of an incident in which someone is seriously injured.

Procedure

1. The first person on the scene should not move the person if they are seriously injured unless it is a life-threatening situation (i.e. fire in immediate area, threat of building collapse, etc).
2. The school's designated first-aid officers, and the Principal should be notified.
3. The first-aider will arrange for an ambulance if required.
4. The first person on the scene will return to the casualty, and keep them as calm, and comfortable as possible.
5. If there is no one available to assist, the ambulance service should be contacted as soon as possible.
6. The Principal will notify the family of the injured person.
7. The Principal will notify EA if appropriate.
8. An accident report form and witness statement should be completed and forwarded to EA's legal and insurance section.

5.28 Intruder on premises

An intruder is defined as an individual who is not authorised to be on school property and who has refused to leave school property when requested by a member of staff.

Procedure

1. The Principal will be notified.
2. The Principal will initiate appropriate immediate response actions, which may include Shelter-in-place, Evacuate building, or Off-site evacuation, as described in section 4.0.
3. The Principal will notify "999", and will describe the nature and extent of the situation.

4. The Principal will notify EA.
5. Any areas affected by the situation will not be re-opened until the appropriate agencies provides clearance and the Principal gives authorisation to do so.

5.29 Motor vehicle crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to section 5.5 biological or chemical release. If a crash results in a utility interruption, refer to section 5.31, loss or failure of utilities.

Procedure

1. The Principal will initiate appropriate immediate response actions, which may include Duck and cover, Shelter-in-place, Evacuate building, or Off-site evacuation as described in section 4.0.
2. If the Principal issues the Evacuate building action, staff and pupils will evacuate the buildings using prescribed routes or other safe routes to the assembly area.
3. In the event of an evacuation, teachers will bring their pupil registers and take attendance at the assembly area to account for pupils. Teachers will notify the Principal of missing pupils.
4. The Principal will call “999” and will provide the exact location (e.g. building, area) and nature of emergency.
5. The Principal will notify EA of the situation.
6. The caretaker will secure the crash area to prevent unauthorised access. If the crash results in a fuel or chemical spill, refer to section 5.4. If the crash results in a utility interruption, refer to section 5.13.
7. The school first-aiders will check for injuries to provide appropriate first aid.
8. Any affected areas will not be re-opened until the appropriate agencies provide clearance, and the Principal issues authorisation to do so.
9. The Principal will initiate an Off-site evacuation, as described in section 4.0 if warranted by changes in conditions.

5.30 Suicide

The school will use this procedure if there is any threat, insinuation, or statement by pupils regarding committing suicide.

Procedure

1. Any member of staff who witnesses a pupil threatening suicide will remain with the pupil.
2. The Principal will be notified.
3. The Principal will contact EA's psychologists or Adviser for Pastoral Care.
4. The Principal will notify the parents.
5. If appropriate, the Principal will release the pupil to the parent.
6. The Principal will inform the parent of the counselling services available, and recommend a plan of action.
7. The Principal will contact the emergency services (Police, Ambulance) if required.

5.31 Threats to staff

This procedure should be followed if school personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be by written note, e-mail communication or phone call.

Procedure

1. The Principal will identify the type of threat, and attempt to determine the individual(s) making the threat.
2. The Principal will consult with EA's security adviser, and or the Police as appropriate.
3. The Principal will initiate any action required to safeguard school personnel.

5.32 Unlawful demonstration/walkout

An unlawful demonstration/walkout is any unauthorised assembly on or off school grounds by staff or pupils for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately inform the Principal.
2. The Principal will initiate appropriate immediate response actions, which may include Shelter-in-place as described in section 4.0.
3. The Principal will notify EA and provide the exact location and nature of emergency.
4. Designated school staff will immediately proceed to the main gate to control pupil ingress and egress. Each person entering or leaving the school grounds shall be required to sign his/her name, and record address, telephone number and time entered or departed. The main gate should not be locked, as a locked gate may create a serious hazard for pupils leaving or attempting to re-enter the grounds.
5. If pupils leave the school grounds, appropriate staff members may be designated to accompany them. These staff members will attempt to guide and control the actions of pupils while off-site.
6. Pupils not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal. Pupils and staff should be protected from flying glass in the event that windows are broken, by closing blinds and curtains in rooms so equipped.
7. Office staff should keep accurate records of events, conversations, and actions.
8. All media enquiries will be referred to the school's information officer.
9. The Principal should proceed in good judgement on basis of Police or other legal advice, in taking action to control and resolve the situation.
10. The Principal will notify parents of the incident, as appropriate.

5.33 Utility failure

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure can also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area, and to notify the Principal immediately.
2. Upon notice of loss of utilities, the Principal will initiate appropriate immediate response actions, which may include Shelter-in-place, or Evacuate building, as described in section 4.0.
3. The Principal will notify EA's building services officer, and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Principal.
4. EA's building services officer, working with school administration, will contact the affected utility company to determine whether their assistance is required, and the potential length of time service will be interrupted.
5. If a loss of utilities may generate a risk of explosion, such as a gas leak, refer to section 5.20 – Explosion/risk of explosion.

6.0 Other emergency information

The Principal must have access to appropriate information, and a method of communication with parents, school personnel, and outside agencies. To facilitate this communication, the following information is provided for use in an emergency.

Board publications dealing with emergencies

Alert system 1 (parents)

Alert system 2 (school personnel)

Site plan and area map

Emergency phone numbers

Emergency drills

6.1 Board publications dealing with emergencies

The publications listed below deal with emergency guidance. These publications have been included in Appendix D.

Bomb threats

Dealing with media during critical incidents

Fire precaution – good practice

Personal safety guidance

Suspicious packages – Anthrax

6.2 Alert system 1 (parents)

Parent contact information is held in the main office and managed by the school secretary.

6.3 Alert system 2 (school personnel)

A current listing of school personnel contact numbers is provided in Appendix B.

6.4 School plan and area map

A school plan, and area map are provided in Appendix C. The school plan includes the locations of emergency supplies, fire extinguishers, utility shut-off valves, on-site assembly areas and associated evacuation routes to these locations.

6.5 Emergency phone numbers

A listing of external emergency phone numbers is provided in Appendix D.

6.6 Emergency drills

In order to be adequately prepared, the following drills should be carried out and documented in the Emergency drill record, (Form G, Appendix A). There are two emergency drills that school staff should be familiar with: Drill 1 – Fire; and Drill 2 – Shelter-in-place alert.

6.6.1 Drill 1: Fire

Signal: continuous bell.

Procedure

Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the school office.
2. Familiarise yourself with the class's route before the drill begins.
3. When the signal is given, have pupils form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all pupils are out of the classroom; take the class register and close all doors.
5. Have pupils walk quietly in single file to the assembly area. Teachers should walk at the rear of the line.
6. Have pupils form a single line at the designated assembly area.
7. Take attendance.
8. Wait for the "all clear" signal, then return quietly to your classroom in single file.

All other personnel: Report to the assembly area for further instructions.

6.6.2 Drill 2: Shelter-in-place

A shelter-in-place indicates that an emergency that requires pupils and staff to remain inside has occurred.

Signal: The Principal will communicate with staff that a Shelter-in-place drill has been implemented (messengers, telephone).

Procedure

1. When the announcement is given, all classes will remain in their rooms.
2. If outside, pupils will return to their classrooms, gym or dining hall.
3. Have pupils move away from windows and keep their backs toward windows.
4. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
5. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area (classroom, gym, etc) until further instructions are received from official sources.

Appendix A

Forms

Form A Emergency

hazard assessment summary

Emergency hazard assessment summary

School: _____

Location: _____

On-site hazard: (On-site hazard unique to the school, e.g. underground storage tank, unusual chemicals)

--

Off-site hazards: (Unusual off-site hazards unique to the school, e.g. power transmission lines, industrial facilities)

--

Form B

Biological and chemical release checklist

Biological and chemical release response checklist

School: _____

Location: _____

	Yes	No	Note
Have pupils and staff been evacuated from area of contamination?			
Have all staff and pupils been accounted for?			
Has the area of contamination been cordoned off and secured?			
Has the area of contamination been affixed with signs reading “DO NOT ENTER”?			
Have the doors and windows to the area of contamination been closed and locked?			
Have staff, pupils or other personnel who came into contact with the area of contamination cleaned their hands with soap and water?			
Has the emergency services been contacted?			
Has EA been notified?			

Form C Bomb

threat report



Bomb Threat report

Action to be taken on receipt of a bomb threat

Get a colleague to call the Principal or a member of senior management.

Keep calm and listen carefully.

Record the exact wording of the threat.

Ask these questions:

Where is the bomb located? _____

When is it going to explode? _____

What does it look like? _____

What kind of bomb is it, or is it an incendiary device? _____

What will cause it to explode? _____

Did you place the bomb? _____

Why was it placed? _____

Record time call completed _____

Keep the telephone line open.

Even though the caller has disengaged do not disconnect line or replace handset.

Time informed _____

Time and date of call _____

Length of call _____

Number at which call is received _____

Remarks

Signature _____

Do not press the fire alarm.

Voice on the phone:

Man		Woman		Child	
Intoxicated		Accent		Speech impediment	
Other					

Background noise

Music		Talk		Children	
Machines		Airplane		Typing	
Traffic		Other			

When the call has finished give this form to the Principal or a member of senior management. They will decide whether to evacuate the building or to conduct a search. The more information that you can obtain the easier it will be to determine whether the warning was serious or not.

Form D

Missing persons report

Missing persons report

Teachers name: _____

Room number: _____ Date: _____

Missing persons	
Name	
Last seen location	
Time	
Last seen by	

Comments			
Reported to		Time	

Form E

Pupil release log

Pupil release log

Date: _____

Pupil's name	Release Time	Name of person released to	Signature

Form F Press

release

Press Release

Date		Time	
School			
Address			
School information officer	Name: Phone: Fax: E-mail:		
Alternate media contact	Name: Phone: Fax: E-mail:		
General information contact	Name: Phone: Fax: E-mail:		
Headline:			

Text:

Form G

Emergency drill record

Emergency drill record

School: _____

Type of drill	Date held	Time		Remarks	Recorded by
		Start	End		

Form H Initial

emergency record

Initial emergency record

Date: _____

Time of notification: _____

Name of person taking call: _____

Position: _____

Name of person reporting the incident: _____

Contact telephone number: _____

Details (describe the incident in as much detail as possible describing who was involved, how, when where and when it occurred, who is injured, nature and extent of injuries, where everyone is now, what action is being taken to help)

Immediate actions required

Principal notified	Yes	No	Time _____
--------------------	-----	----	------------

Other school staff	Yes	No	Time _____
--------------------	-----	----	------------

Emergency services notified Yes No Time _____
(which services, record names of officers, stations, telephone contacts)

Board notified Yes No Time _____

Form I Pupil

emergency card

Pupil emergency card

Pupil details

Last name		First name	
Date of birth		Teacher	
Home address			
Telephone number			
Parent/guardian	Parent/guardian		
name		name	
Home phone		Home phone	
Business phone		Business phone	

Special custody arrangements

In case of an emergency and the school is unable to reach you, please list persons the school may contact whom you authorise to care for your child. All listed should be able to pick up your child at school if you are not available. These persons must be local residents who are generally at home or work nearby. Persons listed must have a phone. We will call in order listed.

	Name	Relationship	Home phone	Work phone
1				
2				
3				
4				

If during the school year any changes in the above information occur, it is the responsibility of the parents to notify the school.

Parent's signature _____ Date _____

Form J

Media request

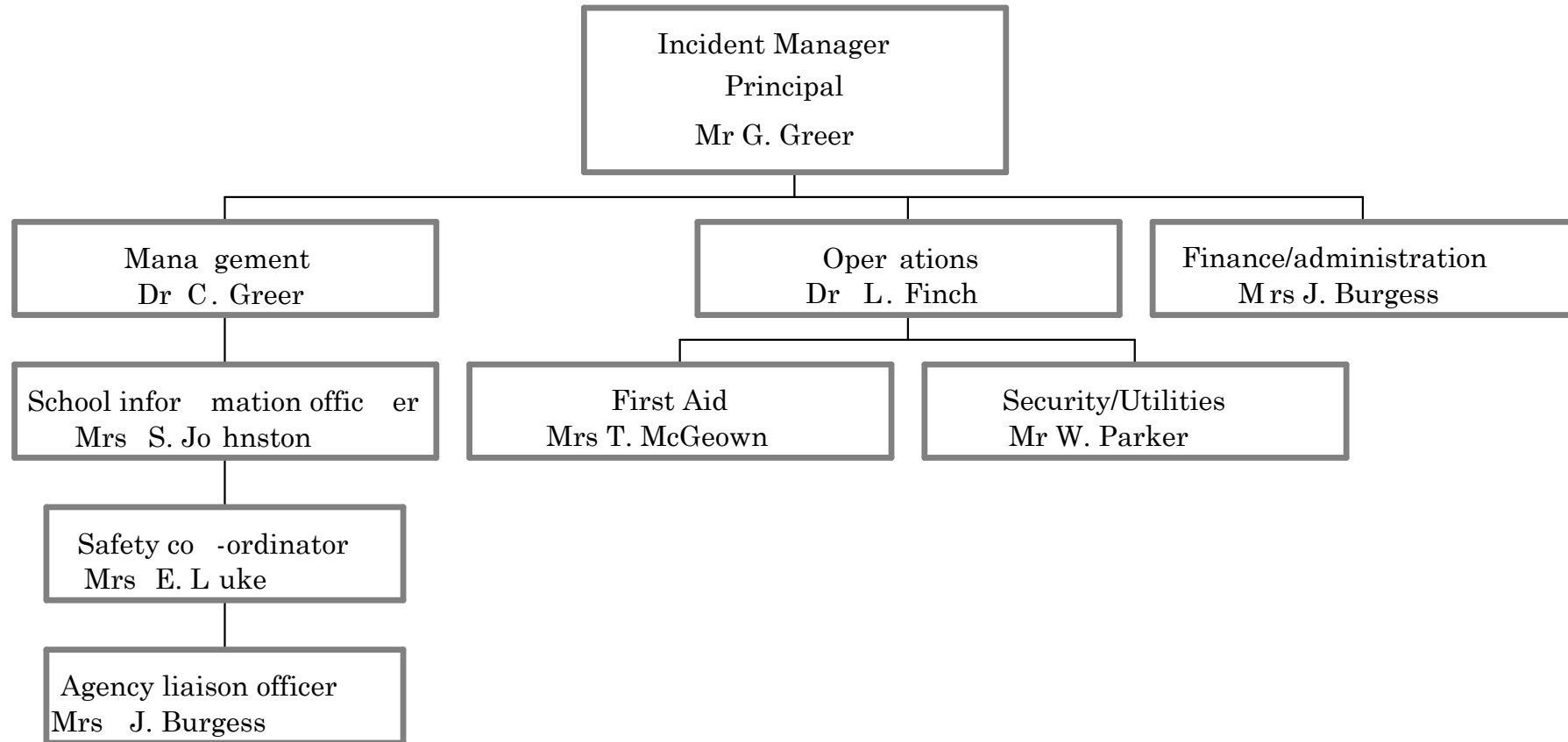
Media request

Date:		Time:
Person receiving call		
Name of person making enquiry (reporter/editor)		
Enquiry received from (organisation name)		
Contact information for person making enquiry	Phone: Fax: E-mail: Website: Mail address:	
Question/enquiry		
Response		
Notes		

Form K

Emergency management organisation chart

Emergency management organisation chart



Appendix B Alert systems

**The following members of staff retain personal
contact numbers for key personnel:**

Mr G. Greer

Dr L. Finch

Dr C. Greer

Mrs S. Johnston

Mrs E. Luke

Mrs J Brady

Mrs J. Burgess

Mr W. Parker

School external emergency contact list

School emergency contact list

School: _____

Emergency services

Police		Emergency: 999	Musgrave Street:
Hospitals	Fire Service	Emergency: 999	028 9065 0222
	Ambulance Service	Emergency: 999	Eastern headquarters:
			028 9031 0360
			Eastern Control:
Belfast City Hospital		028 9032 9241	028 9040 2222
Insurance company	Mater Hospital	028 9074 1211	
	Royal Group of Hospitals	028 9024 0503	
Water	Department of Regional	Emergencies, fault,	0845 744 0088
	Development	general enquiries, etc:	
Electricity	Northern Ireland	Faults, failure of	0845 764 3643
	Electricity Service	supply	
Gas	Phoenix Natural Gas	Emergency	0800 002 001
Building			
Fire alarm			
Access control			
Intruder alarm			
CCTV			
Security			
Oil	Board's purchasing section: 9	56 4215, 9056 4216, 9056 4217	
Office supplies			
Emergency			
evacuation centre			
Media			

Newspapers	Belfast Telegraph	028 9026 4000
	Irish News	028 9032 2226
Radio stations	News Letter	028 9068 0000
	Community paper	
	BBC Radio Ulster	028 9033 8000
	City Beat	028 9020 5967
Television stations	Cool FM	028 9181 7181
	Downtown	028 9181 5151
	UTV	028 9032 8122
	BBC	028 9033 8000

Health		
Local GP		
Belfast City Council	Environmental Health Department	028 9032 0202
School health	North and West Belfast	028 9032 7613
School health	South and East Belfast	028 9056 5900
Consultant in Communicable Disease Control	Eastern Health and Social Services Board	028 9032 1313
Social services critical incident team		
Crisis co-ordinator	Colin Wilmot	
N&W	Brian Barry	028 9032 7156
	Mary Diamond	028 9031 5005
S&E	Colin Wilmot	028 9068 1735
Counselling services		
Childwatch (Abused children)	Helpline	01482 325 552
Cruse Bereavement Care (N.I)	028 9079 2419	
	Helpline (counselling only)	0345 585 565
	Youthline:	0181 940 3131
N.S.P.C.C Childline Protection	Helpline	0808 800 5000
Youth Counselling Service	Helpline	0808 808 8000

	Telephone number	028 9045 7848
Childline Northern Ireland	Helpline	0800 1111
Samaritans	Helpline	028 9066 4422
Parents Advice Centre N I	028 9031 0891	
Treetops Child Bereavement (Corrymeela)	028 9050 8080	
Teacher Support Northern Ireland	028 9127 5929	07799 662477
Education employers		
Department of Education	Building branch	028 9127 9279
CCMS	028 9042 6972	
Health and safety enforcement		
Health and Safety Executive Northern Ireland	028 9024 3249	
Transport		
Bus hire	Citybus	028 9045 8484
	Ulsterbus	028 9033 7006
Private transport company		
Board’s transport section	028 9056 4345	
Public transport information	028 9033 3000	
Board of Governors		
Chairperson		
Deputy		
Deputy		

Education Authority

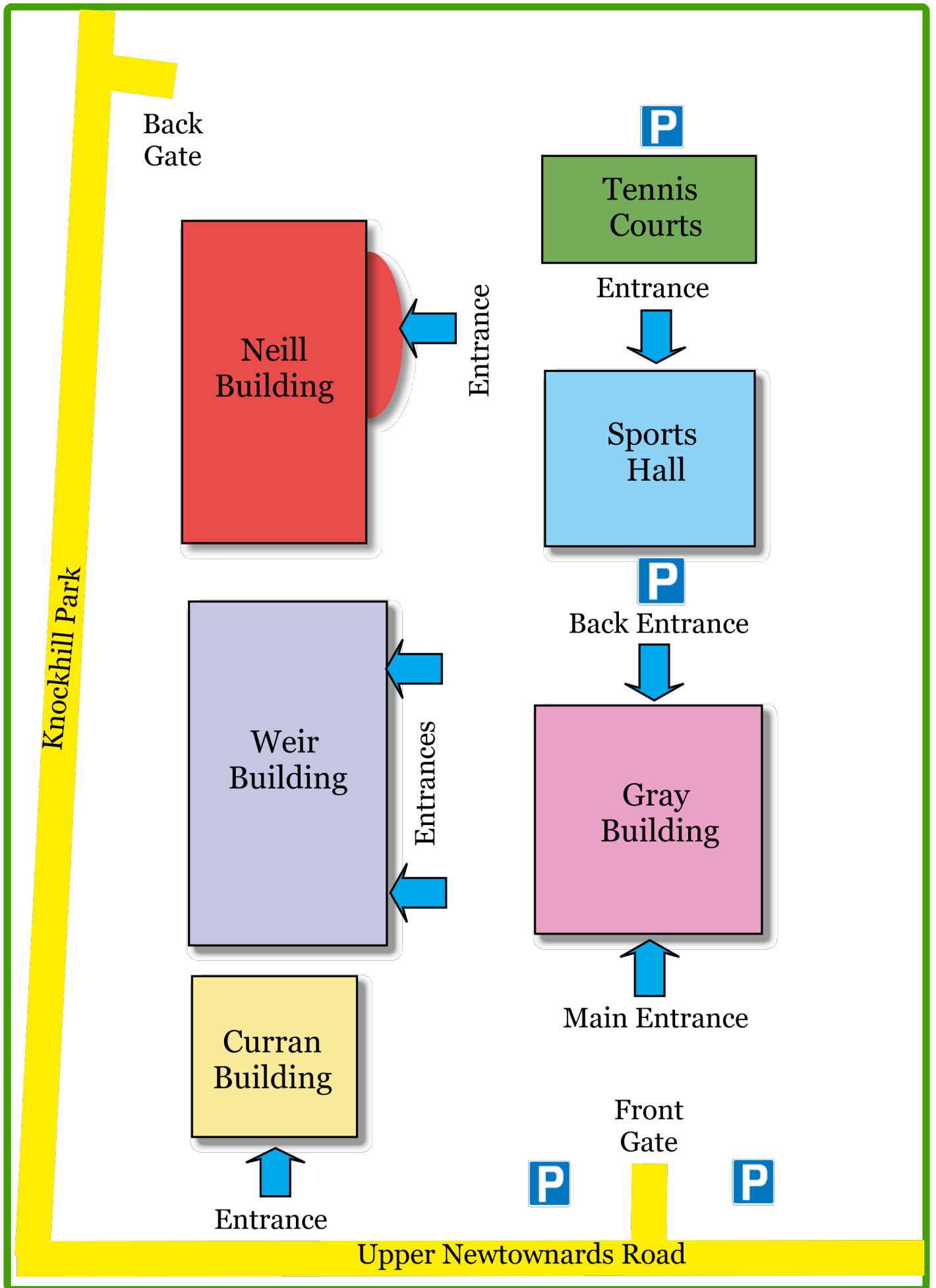
<i>Education department</i>		
Senior education officer	028 9056 4027	
Assistant senior education officer	028 9056 4036	
Chief education welfare officer	028 9056 4289	
Behaviour support team	028 9056 4245	028 9056 4288

<i>Finance department</i>		
Legal and insurance section	028 9056 4122	
<i>Libraries department</i>		
Information officer	028 9056 4102	07764 313234
<i>Technical and services department</i>		
Chief administrative officer	028 9056 4150	
Health, safety and security manager	028 9056 4162	07736 213080
Transport officer	028 9056 4134	
Facilities manager	028 9056 4463	
Senior maintenance officer (B&G)	028 9056 4180	07764 512545
Senior maintenance officer (M&E)	028 9056 4168	07764 512541
Building maintenance	028 9056 4175	07739 882435
Mechanical maintenance	028 9056 4171	07739 882436
Electrical maintenance	028 9056 4159	07739 882454
Grounds maintenance	028 9056 4177	07739 882437
School catering	028 9056 4079	
EAclean	028 9064 8989	07764 512250

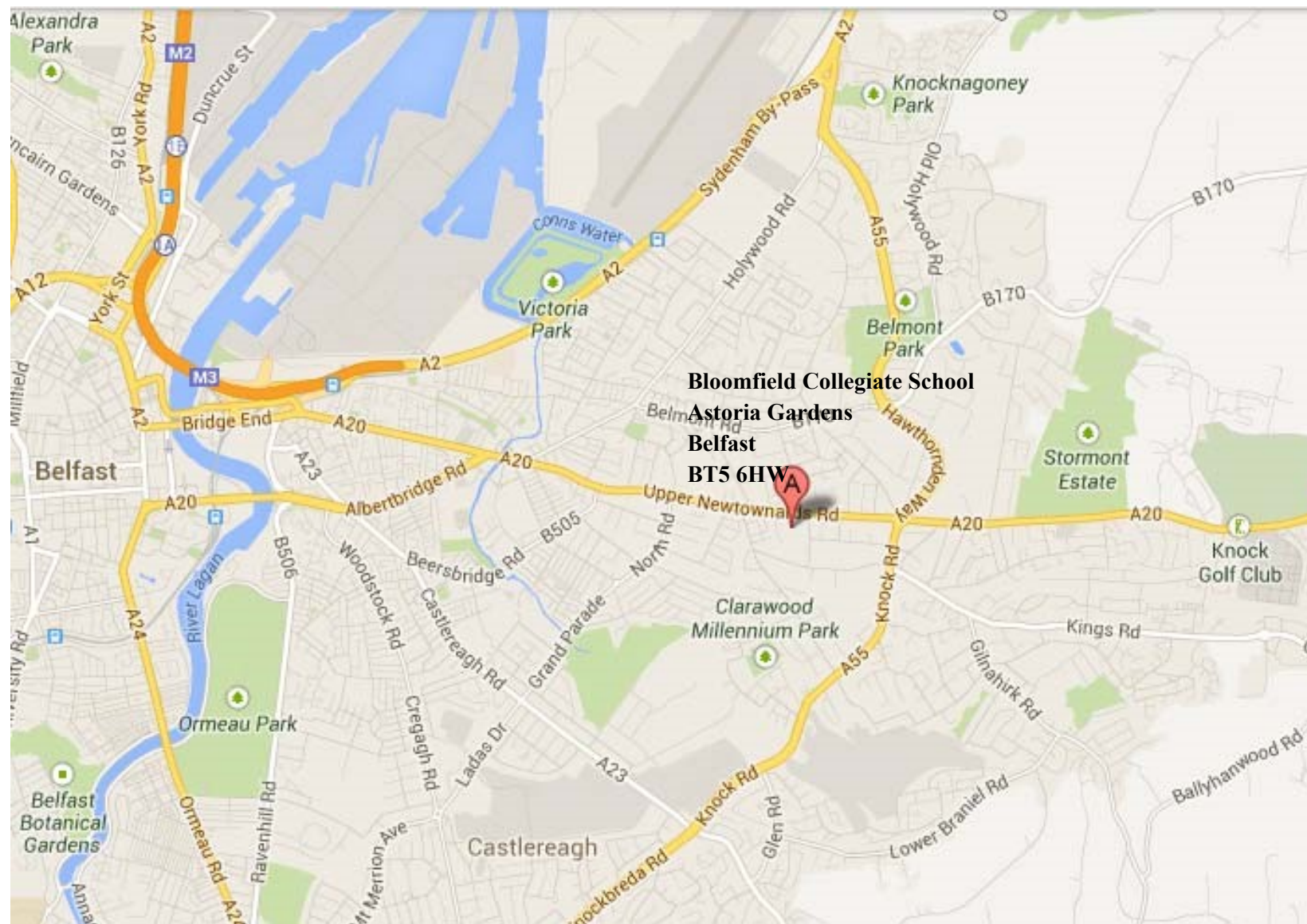
Appendix C

Maps

School plan



Location map



Appendix D

Board publications

Bomb threats – emergency response procedures

**School buildings –
emergency response procedures for bomb
threats**

Introduction

Although EA buildings may not be a major target for terrorists it may be a target for persons with a grievance against particular members of staff or EA/school in general. Terrorists sometimes plant bombs at random rather than targeting a specific business, and EA/school might be affected because of where it is.

Terrorist attacks vary with the political climate, and media reports can help to assess the current level of terrorist activity. In addition advice may come directly from the Police.

A bomb can be easily disguised. It can be concealed in a car, van, lorry, briefcase, handbag, or carrier bag or it may have been placed in a biscuit tin, thermos flask, and letter or posted packet. Incendiary type devices can be as small as a cigarette packet. Staff should always be encouraged to be alert to suspicious objects and persons, both inside and outside the building.

It is important that the management team has contingency plans giving detailed procedures to be implemented in the event of an actual or threatened bomb attack.

Notification of a bomb threat

Notification of a possible explosive device on the premises may come via a number of avenues.

1. Telephone or e-mail bomb threat.
2. Suspicious letters or packages in the mail.
3. Suspicious, unattended baggage or package discovered in an unusual location.
4. Direct Police advice.

Telephone bomb threat

If the switchboard receives a bomb threat, the person receiving the call must:

- ☞ Keep calm and listen carefully.
- ☞ Try to prolong the call as long as possible, and to gain as much information as possible (questionnaire to be kept at hand).
- ☞ Do not put on hold or try to transfer the caller.
- ☞ Write down the message exactly asking the caller to repeat such information as:

Did you place the bomb?
Where is the bomb located?

What kind of bomb is it?

What time will it activate?

The person receiving the call must stay by the telephone until a member of the senior management team takes over the situation.

Suspicious letters or packages in the mail

There are a number of signs that should alert staff to the possibility that a letter or package is an explosive device. These are:

- ☞ Grease marks on the envelope or wrapping.
- ☞ The envelope or package may smell of marzipan, almonds, or petrol.
- ☞ The package may be unusually heavy for its size.
- ☞ It may be heavier in some places than others.
- ☞ It might be possible to see wires or foil especially if the package is damaged or there may be a strange noise, ticking, blipping, humming.
- ☞ Flickering LED light.
- ☞ There may be an excessive amount of wrapping or tape.
- ☞ The envelope may be wrongly addressed, poorly typed, poor handwriting or spelling.
- ☞ It may have a foreign or unfamiliar postmark.
- ☞ It may have been delivered by hand or be from an unknown source.

If members of staff are suspicious about a package, and there is an address on it, they should try to contact the sender. Enquiries should be made as to whether anyone is expecting a package.

If there is any reason to suspect that a letter or package contains a bomb then the following steps should be taken.

1. The package should be put down gently on a sturdy, flat surface.
2. It should not be put into anything, including water, and nothing should be placed on top of it.
3. The immediate area should be cleared.
4. The senior management team should be contacted.

Suspicious unattended package

Staff should be encouraged to report anything which seems unusual or out of place. If a suspicious object is found the following steps should be taken.

1. The object should not be moved.
2. People should be cleared from the immediate area.
3. Doors and windows should be left open.
4. The senior management should be contacted.

Direct Police advice

In the event of a suspicious vehicle or device being found or a threat of a terrorist attack is received, a decision has to be made by the senior management team in conjunction with the Police about the evacuation of the building.

Searching and evacuating the buildings

Upon receipt of a bomb threat the senior management team will decide whether to evacuate the building immediately or to search the property first and then move everybody out if something suspicious is found.

If a decision is taken to search the property first, the fire marshals/senior officers should be contacted by phone and asked to search the building. They should also undertake a search if the building is evacuated immediately. They should then report their findings to the senior manager in charge. The search team should be looking for an unidentified object:

- ◆ That should not be there.
- ◆ That cannot be accounted for. ◆
- That is out of place.

Precedence should be given to searching main routes and public areas thoroughly; small bombs and incendiary devices can easily be hidden in furniture (down backs of seats) alongside rubbish bins, etc.

Police policy on search and evacuation

The Police will not normally search buildings on receipt of a bomb threat for two reasons.

1. They are unlikely to know the layout of the building and the possible areas where a device may be concealed, whereas the occupants will.
2. They will not know what should, or should not be in a particular place.

If the bomb threat is deemed genuine, rather than a hoax, then the Police will assist with the possible use of dogs after a search has been completed.

Evacuation of the building

Evacuation can be total or partial. There may be some cases when it is appropriate not to evacuate. In these instances staff should be informed to make their way to safer areas of the building away from the location of the bomb threat. Should a decision to evacuate the building be taken, then the following procedure, unlike a fire evacuation should be followed:

1. Staff should be informed orally, (as normally evacuation routes may take them past the suspicious package), asked to collect belongings and clear the building.

Evacuation should be to the most appropriate assembly points given the location of the bomb scare. The removal of belongings will help the evacuation control officers in searching the building and save time. Staff must not use mobile telephones or radios.

2. Windows and internal doors should be left unlocked, and lights on.
3. All persons leaving the building should be advised that the building would be closed when empty (they will not be able to re-enter the building), and they will be kept informed as to the duration of the closure.
4. All main entrances and exits should be locked after the building is cleared.

Re-occupation of the building

The senior management team with the assistance of the Police, after confirming that the building is safe, will decide when re-occupation will take place. This decision should be communicated to staff via the fire marshals/senior officers.

Board Headquarters buildings – emergency response procedures for telephone bomb threats received by reception staff

Action to be taken on receipt of a bomb threat

Get a colleague to call a member of the senior management team.

Keep calm and listen carefully.

Record the exact wording of the threat.

Ask these questions:

Where is the bomb located? _____

When is it going to explode? _____

What does it look like? _____

What kind of bomb is it, or is it an incendiary device? _____

What will cause it to explode? _____

Did you place the bomb? _____

Why was it placed? _____

Record time call completed _____

Keep the telephone line open.

Even though the caller has disengaged do not disconnect line or replace handset.

Time informed _____

Time and date of call _____

Length of call _____
Number at which call is received _____

Remarks

Signature _____

Do not press the fire alarm.

When the call has finished give this form to a member of the senior management team. They will decide whether to evacuate the building or to conduct a search. The more information that you can obtain the easier it will be to determine whether the warning was serious or not.

Notice for staff and visitors

The following instructions have been prepared as part of a complete response to possible bomb threats. In all cases the basic procedures are the same.

☞ Remain calm.

☞ If you discover a suspect item:

- ◆ Do not touch it.
- ◆ Do not immerse it in water.
- ◆ Contact your supervisor or fire marshal.
 - 🕒 Who must contact a member of the senior management team.
- ◆ Give details of what you have observed.
- ◆ Await further instructions.
- ◆ Do not set off the fire alarm.

☞ If you receive a bomb threat by e-mail:

- ◆ Contact your supervisor.
 - 🕒 Who must contact a member of the senior management team.
- ◆ Give details of the threat that you have received. ◆
Await further instructions.

☞ If you receive a telephone threat (direct line):

- ◆ Keep calm and listen carefully.
- ◆ Try to prolong the call as long as possible, and to gain as much information as possible.
- ◆ Write down the message exactly. Ask the caller to repeat such information as:
 - ◆ Did you place the bomb?
 - ◆ Where is the bomb located?
 - ◆ What kind of bomb is it?
 - ◆ What time will it activate?
- ◆ Keep the telephone line open.
- ◆ Contact your supervisor.
 - 🕒 Who must contact a member of the senior management team.

☞ If you are requested to evacuate the building:

- ◆ Do so in an orderly manner.
- ◆ Leave doors unlocked and windows open.
- ◆ If you are instructed, take your personal belongings with you.
- ◆ Do not use mobile phones or radios.

☞ Go to the designated assembly point, and follow given instructions.

☞ Do not re-enter the building.

☞ Wait at the designated assembly point until you receive further instructions.

☞ For your safety – obey all instructions promptly.

Suspicious letters or packages in the mail – procedures for registry staff

There are a number of signs that should alert you to the possibility that a letter or package is an explosive device. These are:

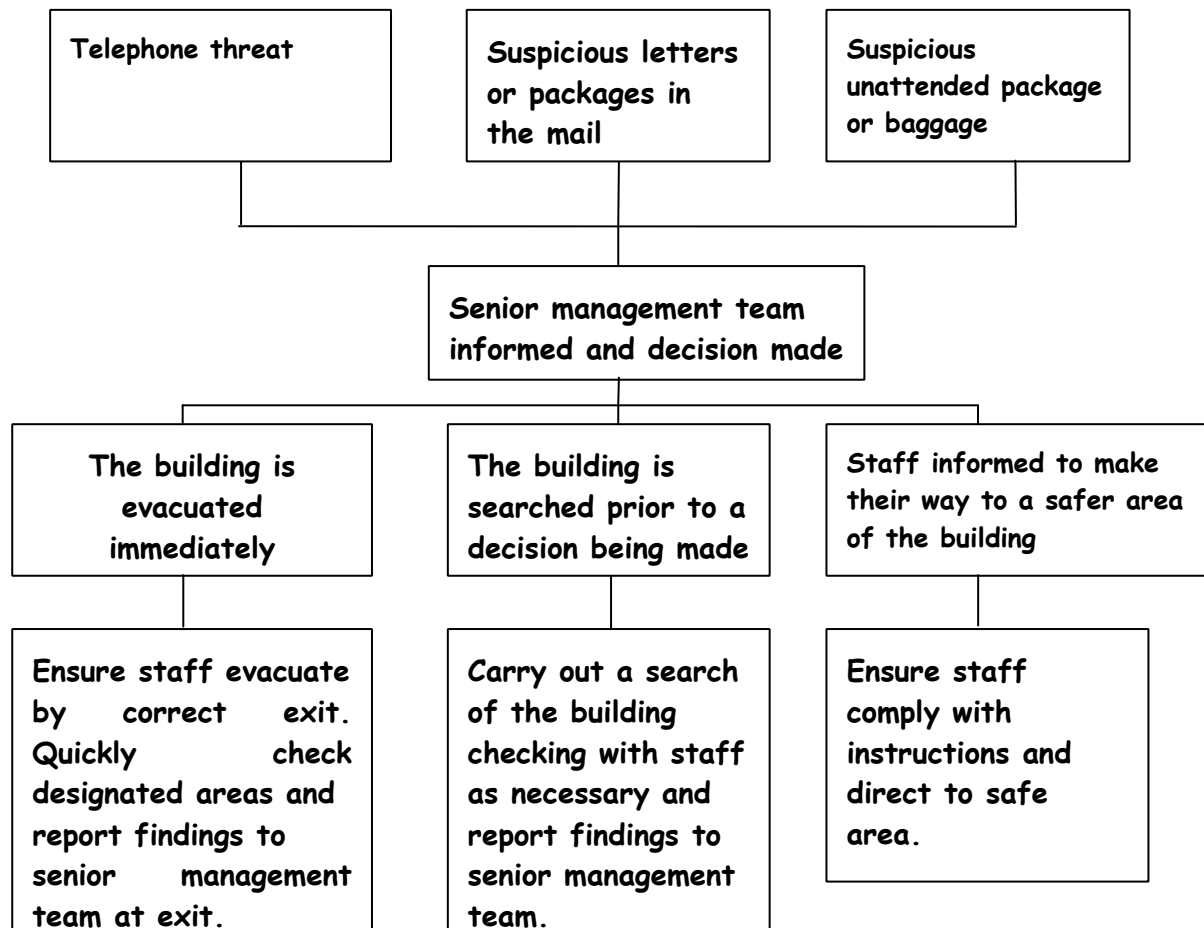
- ☞ Grease marks on the envelope or wrapping.
- ☞ The envelope or package may smell of marzipan, almonds, or petrol.
- ☞ The package may be unusually heavy for its size.
- ☞ It may be heavier in some places than others.
- ☞ It might be possible to see wires or foil especially if the package is damaged or there may be a strange noise, ticking, blipping, humming.
- ☞ Flickering LED light.
- ☞ There may be an excessive amount of wrapping or tape.
- ☞ The envelope may be wrongly addressed, poorly typed, poor handwriting or spelling.
- ☞ It may have a foreign or unfamiliar postmark.
- ☞ It may have been delivered by hand or be from an unknown source.

If you are suspicious about a package, and there is an address on it, you should try to contact the sender. Enquiries should also be made as to whether anyone is expecting a package.

If there is any reason to suspect that a letter or package contains a bomb then the following steps should be taken.

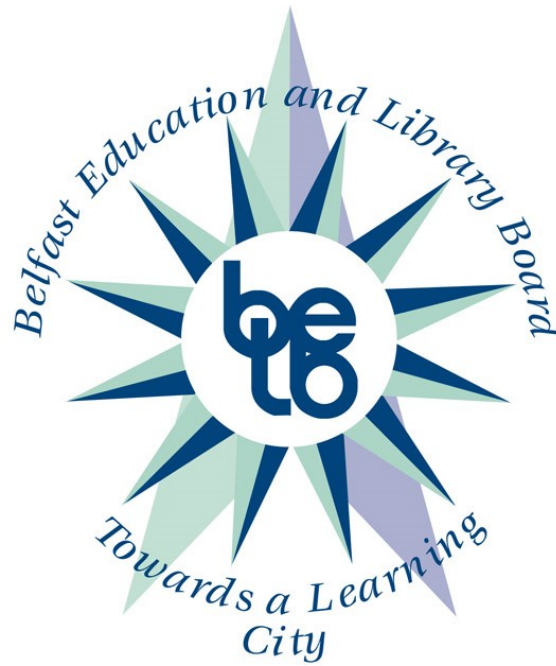
1. The package should be put down gently on a sturdy, flat surface.
2. It should not be put into anything, including water, and nothing should be placed on top of it.
3. The immediate area should be cleared.
4. The senior management team should be contacted.

Fire marshals and senior staff emergency response procedures for bomb threats



Dealing with media during critical incidents

Dealing with Media during Critical Incidents



Belfast Education and Library Board

June 2004

Designation of Spokesperson/ Media contact

As part of the critical incident planning, the school should nominate a spokesperson and a main contact for media queries. Should the media become involved, they should be directed to this contact for information. Rules regarding access to pupils, information dissemination by staff members should be clarified and articulated to all staff. Control of sensitive information is usually necessary and is more easily controlled if authority is assigned to one specific person.

This person must take the time to get the facts in order to speak with assurance to staff, parents and media.

Communication with Board

In an emergency situation head teachers can contact EA's information officer as soon as possible for guidance about dealing with media.

The nature and seriousness of the incident will determine the media needs and support that EA should provide.

EA may advise the school not to speak to the media and direct all enquiries to EA's information officer.

Drafting statement for Media

The statement has two functions: to meet the needs of journalists and also to counteract any rumours or other sources of information. Short statement to be emailed, faxed or read over phone.

Detail relevant information and facts: explain what happened, when, where, who was involved. avoid speculating cause or blame for incident.

Speak on behalf of school and governors and focus on positives or on a situation that could alleviate the conflict. Affirm main concern is the health and safety of pupils and staff and that the school is working closely with relevant authorities. Express school's sympathies to families or victims if there are deaths or injuries.

Staff Communication

It is essential that all staff have the same information as quickly as possible so that teachers may respond to pupils' anxieties and rumours. Even stating that no new information is available is news.

Release of Information to Parent/Community

Determination should be made of what parents need to know: the school is safe, kids are secure, and action has been taken. Formats for the dissemination of this information may vary

Inter-Agency Communications

Depending upon the nature of the critical event, a variety of helping agencies may become involved. Lines of communication may become confused, therefore, a contact person familiar with the on-site counselling services and community agencies can assist in avoiding confusion.

The task of coping with media pressures may fall to the police. In these circumstances events will happen at a very rapid rate.

The police press officer will need to liaise closely with school staff to ensure briefing is accurate and arrange interviews when appropriate. In the event of a major incident the police will take some actions immediately:

- Control access to the site to allow rescue services and investigators to carry out their work unhindered
- 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. It may be little more than a rendezvous point to start with, but can quickly grow into a media facility

- Dispatch a media liaison officer - the swift attendance at the scene of a media contact (likely to be from the police) should ease the pressure from the media.

Press interviews

The media, particularly local broadcasters, can often be the best way of getting accurate information or advice to members of the local community. 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.

However, to people not used to being interviewed this can seem like very unwelcome pressure at a difficult time. Any member of the school community may be approached to give press interviews, including pupils. Journalists may want to get access to school premises or try to contact individuals at home.

Remember to include procedures on handling the media in the school's emergency plan, and make sure all staff and governors are familiar with the guidance.

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 will also 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.
- If you do not know the answer, say so.
- Stick to the facts and do not be drawn into speculation.
- Don't over-elaborate your answers.
- Do express your sympathies and don't be afraid of showing a little emotion if appropriate. But try not to get angry, especially if it is for television.
- Don't hypothesize or answer questions in a philosophical or "off the cuff" manner.
- Don't try to be funny or witty. Keep answers short and to the point.
- Do not underestimate the media interest and the stress or difficulty in dealing with the media. Any attempt to keep the news secret will allow rumours to flourish and will encourage the media to push harder for information.

Remember you can:

- Refuse requests for photographs or schoolwork of children or staff involved.
- Ban journalists from wandering around school premises.

Communication with Media Checklist:

Designated media contact _____

Designated spokesperson _____

Identify area for receiving telephone calls _____

Contact / spokesperson clearly identified to staff _____

Contact EA information officer _____

Staff clearly directed NOT to talk to the media _____

School secretaries briefed immediately _____

"Can I have your name, the name of your newspaper, radio,
TV station and your number. Someone will get back to you."

Preparation of written statement _____

Reading of written statement is only information given _____

Delay the release of names until it is possible to release them; i.e.
family members have been notified; next of kin have been
notified by police

_____ Set

up regular times for a press release or press conference _____

Establish control of press/video release. Location should be where
you are comfortable, i.e. your own office _____

Fire prevention – good practice

Fire prevention – good practice

TYPICAL FIRE HAZARDS

- ◉ Flammable liquids (particularly in laboratories);
- ◉ Electrical equipment;
- ◉ Cooking facilities;
- ◉ Accumulation of combustible materials;
- ◉ Heat Sources - ovens, boilers and heaters;
- ◉ Cigarettes and other smoking material;
- ◉ Arson attacks;
- ◉ Hot work i.e. welding (both gas and electric);
- ◉ Liquified Petroleum Gas for heating and cooking.

REVIEW OF EXISTING FIRE PRECAUTIONS

- ◉ Fire precautions should be reviewed, in particular practical areas that have a higher fire risk such as workshops, laboratories, kitchens, stores;

- Ensure that the means of escape from buildings are unobstructed and readily available;
- Ensure that the fire alarm and emergency lighting system are operational;
- Carry out a fire drill;
- Firefighting equipment should be available throughout the school.

PREVENTATIVE MEASURES

- Combustible materials should be stored in a secure area, and should be removed from the building as soon as practical;
- Generally, electrical equipment should be disconnected at the end of the day. Only systems that are absolutely necessary should be left on e.g. boilers, security systems, servers, etc;
- All LPG gas systems should be isolated within the building. Heating systems are exempt;
- In practical areas such as laboratories and workshops, work using flammable liquids or flames should be kept to a minimum during the strike period;
- Strict adherence to the Smoking Policy. In areas where smoking is permitted all material should be extinguished and disposed of;
- At the end of the day the caretaker should thoroughly check the building prior to securing the premises (all fire doors shut, if applicable, fire systems fully armed);
- Arson may increase during the strikes. In order to prevent this occurring ensure that all combustible materials, bins and skips are kept secure. Arrange for frequent removal;
- Encourage neighbours where possible to be vigilant and report anything suspicious.

Personal safety guidance PERSONAL SECURITY

GENERAL ADVICE FOR TEACHING AND ANCILLARY STAFF

Recent threats have been made public in the media concerning teaching and ancillary staff working in schools. The following general advice is given in relation to personal security for those persons who feel they may be at risk.

- Always be aware of what is going on around you, no matter where you are.
- If possible avoid setting patterns in your travel arrangements, which could make it easy to predict your whereabouts.
- Change your routes and times of departure regularly.
- Travelling in company is better than travelling alone.

- Note any suspicious or strange persons or vehicles, and report same to the police.
- If you think you are being followed drive, or if on foot make your way to the nearest area where there are plenty of people.
- Keep the doors of your vehicle locked when travelling through areas where you feel vulnerable.
- When walking try to avoid short cuts through deserted or dimly lit areas.
- Be cautious with strangers; do not give away personal information unnecessarily.
- Do not publicise your movements. Restrict the details to a few trusted people.
- If alone in a building ensure that all exterior doors are locked, and there is plenty of lighting. Before leaving the security of the building check the area outside for any suspicious persons or vehicles. If you see anything that threatens your security remain in the building, and inform the police.
- Avoid confrontation; if you are threatened leave the area as soon as possible.
- Fear is a natural emotion. Avoiding violence is a sign of strength not weakness.
- Discuss any concerns that you may have with regard to your safety with the school principal.

Suspicious packages - Anthrax

GUIDANCE ON DEALING WITH SUSPICIOUS MAIL AND PACKAGES

General

- Examine (feel) unopened envelopes for foreign bodies or powder.
- **Do not** open letters with your hands – use a letter opener.
- Open letters and packages with a minimum of movement to avoid spilling any contents.

What types of letters and packages may be suspect?

- Any letter or package that has suspicious or threatening message written on it.
- Letters with oily stains.
- Envelopes that are lopsided, rigid, bulky, discoloured, with an unusual amount of tape on them, or have a strange odour.
- Unexpected envelopes from foreign countries.
- No postage or non-cancelled postage.
- Improper spelling of common names, places or titles
- If it has any powdery substance on the outside

What do I do if I receive a suspicious letter or package?

- **Do not open the envelope or package.**
- **Leave** it and **evacuate** the room, if that is practical and keep others from entering.
- If possible place the envelope or package in a plastic bag, and place that inside another plastic bag and seal.
- Notify your line manager, who should immediately call the Emergency Services 9-999, who will advise on further management.
- List all the people who were in the room or area where the suspicious package was discovered, and provide this to the Emergency Services and Public Health Authorities for follow-up investigations and advice.

What if I open a letter or package, which contains suspicious material?

DO NOT PANIC

- The most common form of anthrax affects the skin. The two other types of anthrax infection affect the intestines and the respiratory system. To become infected the organism must be rubbed into damaged skin, swallowed or inhaled as a fine, aerosolised mist. All forms of the disease are generally treatable with antibiotics.
- Anthrax **cannot** be easily aerosolised out of an envelope or package containing powder. The same applies to other bacteria likely to be considered as biological weapons.

CONTAIN THE EXPOSURE

- Close off the room (doors and windows), do not allow anyone other than Emergency Personnel to enter.
- If possible and without further risk of exposure to yourself, close the envelope or package to limit additional exposure.
- Do not attempt to clean the powder up, and keep others away.
- Do not touch your eyes, nose, hair, or any other part of your body.
- If possible, wash your hands thoroughly with soap and water.
- If clothing is heavily contaminated, do not brush vigorously.
- If possible arrange for the buildings heating/ air conditioning/ ventilation systems to be closed down.
- Make a list of all people who had actual contact with the powder for Emergency Services and Public Health Authorities.
- The Emergency Services will take control of the situation once they have arrived on site.

What if I open a letter or package, which contains suspicious material at HOME?

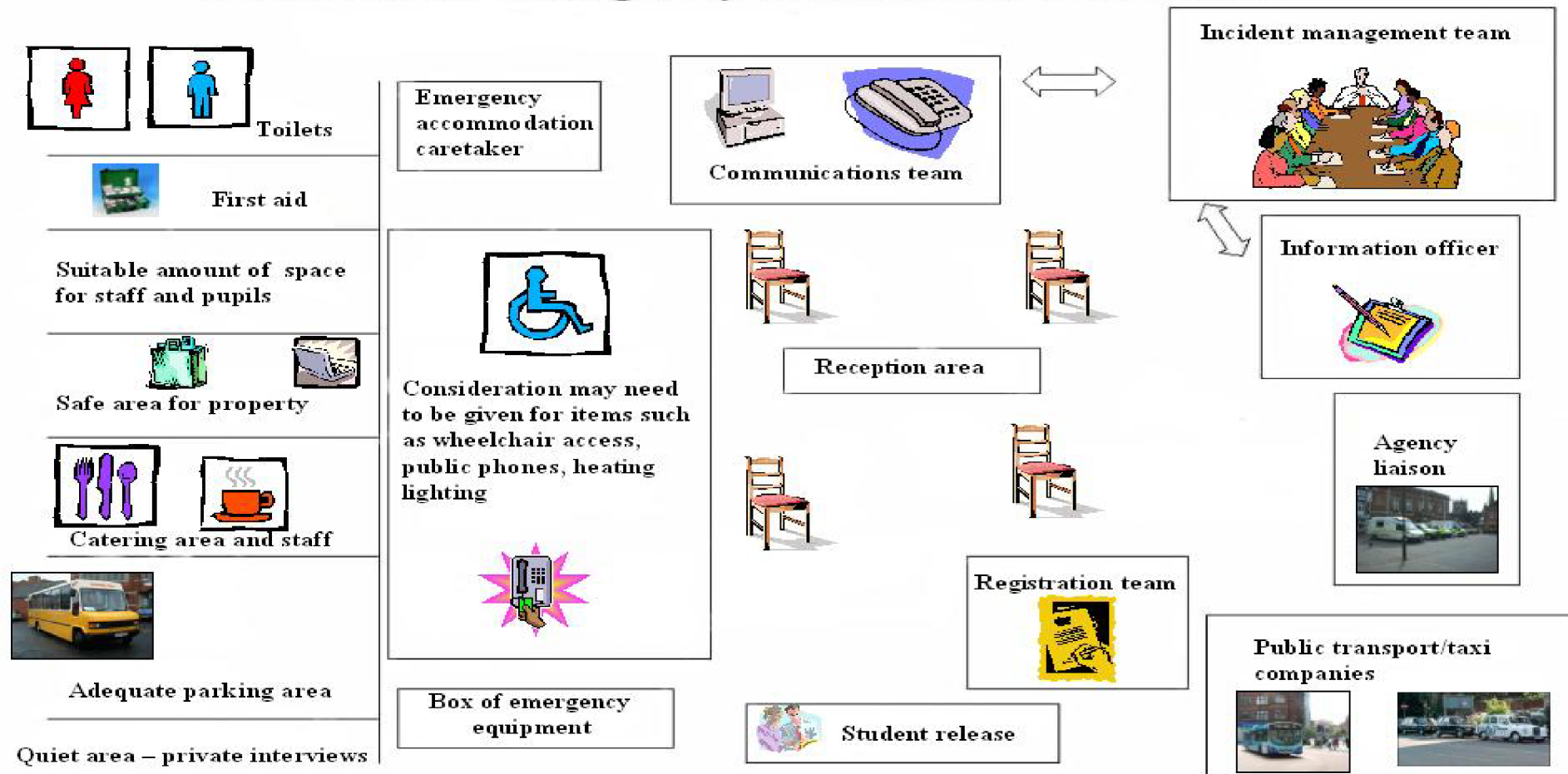
CONTAIN THE EXPOSURE

- Follow the directions as above and contact the emergency services.

Appendix E Flowcharts and diagrams

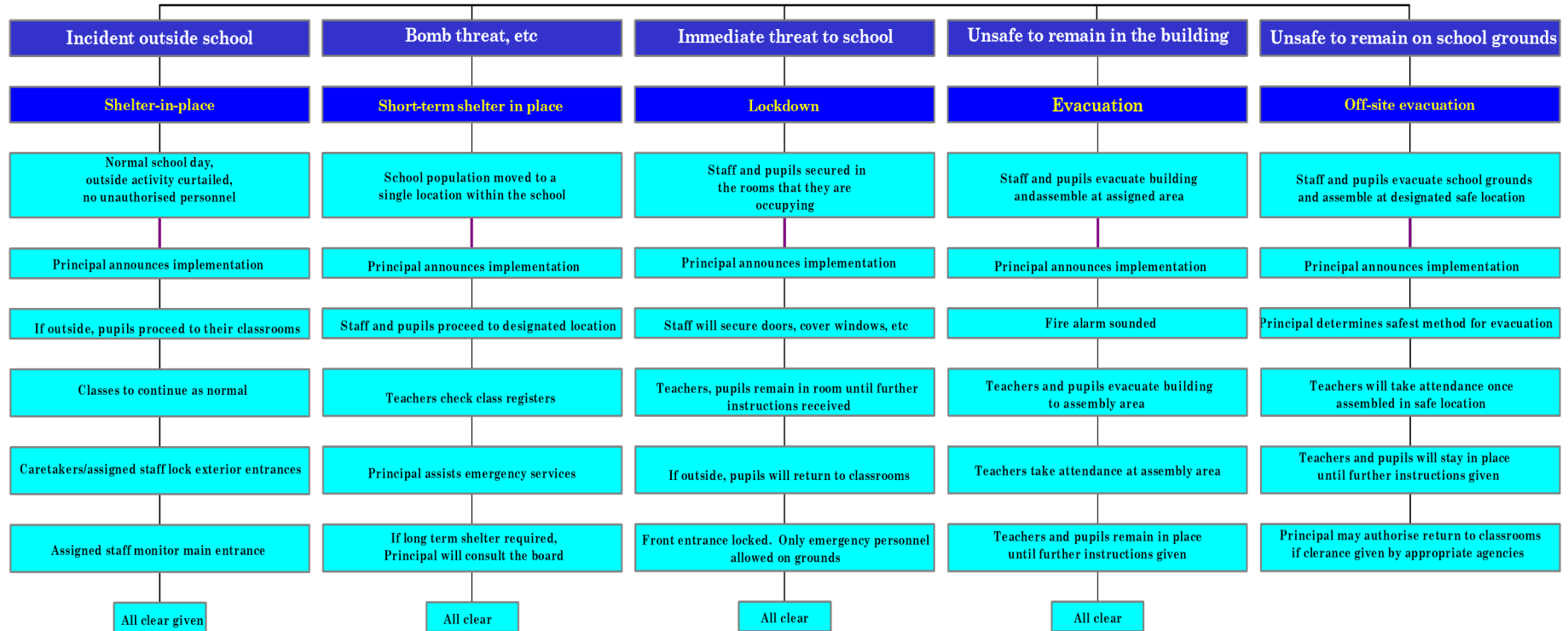
Emergency accommodation centre

Basics of an emergency accommodation centre



Immediate emergency response actions

Immediate emergency response actions examples



**Bomb threat procedures for Fire Marshals & senior
management**

Fire marshals and senior staff emergency response procedures for bomb threats

