



East Midlands School of Business and Management

Emergency Plan - including Lockdown Policy

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ESBM understands the need for robust and tested school lockdown procedures. Lockdown procedures are to be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and students in the school. Procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all students and staff.

Types of emergencies

Lockdown procedures may be activated in response to any number of situations but some of the more typical might be:

- A reported incident/civil disturbance in the local community with the potential to pose a risk to students and staff
- An intruder on the school site with the potential to pose a risk to students and staff
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud etc)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

Risk assessments

It is vital to consider in advance potential threats and dangers. In doing this SEMT will use **Appendix F** to conduct a risk assessment of school premises and excursion organisers will use **Appendix E** when planning any excursion. A reference to Emergency Planning will be made in the Premises Risk Assessment.

Leadership: roles and responsibilities



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SEMT (School Emergency Management Team) – The Principal is nominated as lockdown manager (MD, Administrator or DoS in his/her absence) to initiate, manage and conclude the lockdown. MD is Fire Warden and First Aider. Communication will be via word-of-mouth/whatsapp/email. They will also communicate with emergency services. Decision to communicate with media will be taken by SEMT as necessary. SEMT will be responsible for sharing the Plan with all parties and for relevant training and practice (at least x1 annually).

Staff are to be alerted to the activation of the plan by a recognised signal – Word-of-mouth/whatsapp/email.

Activation: notification and reporting an incident

Staff are to be alerted to the activation of the plan by a recognised signal – Word-of-mouth/whatsapp/email.

There are two types of lockdown; partial and full

1. Partial Lockdown

Whoever receives the alert should ask for, and record, as much information as possible using **Appendix B Initial incident record template**. Then immediately inform SEMT.

Each member of staff involved in dealing with the emergency should log decisions made and reasoning behind them where applicable, telephone calls made and received and tasks carried out using **Appendix C Incident record template for ongoing recording of events**. As notes may later be used as evidence, log keepers need to write them up within 24 hours of the incident.

If the issue relates to bomb threat, then staff must follow protocol and complete records detailed in **Appendix D Bomb threat templates**

Issue recognised – alert to staff via word-of-mouth/whatsapp/email. In a partial lockdown staff and students should remain in the school building and all doors leading outside should be locked. No one should be allowed to enter or leave the building; however, teaching and work can continue as usual. This may be as the result of a reported incident/civil disturbance in the local community with the potential to pose a risk to staff and students in the school. It may also be because of a warning being received regarding the risk of air pollution, etc.

Immediate action



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- All outside activity on the premises to cease immediately, student and staff return to the building
- All staff and students remain in the building and external doors and windows are to be locked
- Free movement may be permitted within the building dependent upon circumstances
- In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off and use anything to hand to seal up all the cracks around doors and any vents into the room to minimise the possible ingress of pollutants
- As appropriate, the school should establish communication with the Emergency Services as soon as possible.
- If necessary, parents should be notified as soon as it is practicable via the school's established communication systems. Students must not be released to parents during a lockdown.
- Staff should await further instructions.

Once all staff and students are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the emergency services. A Partial Lockdown may also be a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate. Emergency services will advise as to the best course of action in respect of the prevailing threat.

2. Full Lockdown

Whoever receives the alert should ask for, and record, as much information as possible using **Appendix B Initial incident record template**. Then immediately inform SEMT.

Each member of staff involved in dealing with the emergency should log decisions made and reasoning behind them where applicable, telephone calls made and received and tasks carried out using **Appendix C Incident record template for ongoing recording of events**. As notes may later be used as evidence, log keepers need to write them up within 24 hours of the incident

If the issue relates to bomb threat then staff must follow protocol and complete records detailed in **Appendix D Bomb threat templates**

Issue recognised – alert to staff via word-of-mouth/whatsapp/email. This signifies an immediate threat to the school and may be an escalation of a partial lockdown. The aim of a full lockdown is for the school and its rooms to appear empty.

Immediate action



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- All outside activity on the premises to cease immediately, student and staff return to the building
 - All students and staff stay in their classroom or move to the nearest classroom
 - Managers/Administrator should remain in the staff room. All other staff should move to the nearest office or safe room. Any visitors in reception at the time of the event will be taken into the staff room.
 - External doors to remain locked.
 - Windows to be locked, blinds drawn and internal windows covered if feasible (so that an intruder cannot see in).
 - Students/staff sit quietly out of sight and where possible in a location that would protect them from gunfire. This would be under the desks in a normal classroom. Individuals with mobility problems should be seated out of view from the windows.
 - Lights, computer monitors and projectors to be turned off.
 - Mobile phones to be turned off or on to silent.
 - A register to be taken of all students/staff in each classroom/office.
 - Communicate register to administrator.
 - As appropriate, the school should establish communication with the Emergency Services as soon as possible.
 - If necessary, parents should be notified as soon as it is practicable to do so via the school's established communications system. Students must not be released to parents during a lockdown.
- In the event a school is in lockdown and the fire alarm sounds, the Principal/DoS/nominated colleague with a means of remote communication should check all rooms. Staff should await further instructions. Principal/DoS/nominated colleague will need to approach with caution as there may be a fire or an intruder may have activated the alarm. If a fire/need for emergency evacuation is discovered, they must update the emergency services and evacuate the school.
- Word-of-mouth/whatsapp/email to signal end of lockdown. Staff and students are to remain in lockdown until it has been lifted by a senior member of staff/emergency services. At any point during the lockdown, the fire alarm may sound which is a cue to evacuate the building. During the lockdown staff will keep agreed lines of communication open but not make any unnecessary calls to reception/office as this could delay more important communication. Communication lines could be Word-of-mouth/whatsapp/email.



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Training and practice

Due to the fast-moving nature of incidents that require lockdown it is important that all staff can act quickly and effectively. Staff must understand their roles and responsibilities and it is of vital importance that the school's lockdown procedures are familiar to members of the senior management team, school administrators, teaching staff and non-teaching staff. Students must also be aware of the plan (regular practices x1 per year minimum will increase their familiarity). Staff will receive regular training refreshers. A lockdown drill will be undertaken at least once a year and thoroughly debriefed to monitor the effectiveness of arrangements.

Communication between parents and the school

Arrangements for communicating with parents of students aged under 18 in the event of a lockdown, will be shared during induction and via policy published on school website. In the event of an actual lockdown, it is strongly advised that any incident or development is communicated to parents as soon as is practicable. It is obvious that parents will be concerned but regular communication of accurate information will help to alleviate undue anxiety. Parents should be given enough information about what will happen so that they:

- Are reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety.
- Do not need to contact the school. Calling the school could tie up telephone lines that are required for contacting emergency support providers.
- Do not come to the school. They could interfere with emergency support provider's access to the school and may even put themselves and others in danger.
- Wait for the school to contact them about when it is safe to collect their children, and where this will be from (via phone/whatsapp/email).
- Are aware of what will happen if the lockdown continues beyond school hours.



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Priority order for contacting next of kin by SEMT depending on the level of seriousness i.e. fatalities, critical injuries, missing students, non-critical injuries requiring hospital treatment, walking wounded and those who are safe and well

Excursions

Excursions have the potential to bring special challenges in terms of emergencies. As far as practical these must be addressed in advance by the excursion organiser via the **Appendix E. Excursion Risk Assessment template.**

A copy of the risk assessment should be taken on the trip. In addition, the trip leader should have a copy of the emergency plan, a fully charged mobile phone, a list of student and supervisor mobile phone numbers, the name, address and phone number of the closest A&E hospital to venue, first aid supplies and possibly a reduced version of a grab bag.

Grab-bag to include: should contain the emergency plan, classroom lists, contact details of students, next of kin and guardians and any details of any medical issues for students, torch, high visibility vests for SEMT, first aid kit (complete with foil first aid blankets), drinking water, safety whistles, a notebook and pens.

The kit/s should be checked annually by SEMT

Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown. Emergency Services will be asked to support the decision of the SEMT regarding the timing of communication to parents re Full Lockdown. In the event of a prolonged lockdown or more severe scenario, the school will work together with emergency services and local authorities to co-ordinate practical and emotional support to those affected by any emergency, also referred to as humanitarian assistance. A reception centre for friends and family could be set-up outside of the cordoned area.



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Appendices

Appendix B Initial incident record template

Whoever receives the alert should ask for, and record, as much information as possible using the sheet below. Then immediately inform SEMT via Word-of-mouth/whatsapp/email

In the event of a bomb threat, refer to appendix D. **If the incident happened on an educational visit, additional information will be required and this is highlighted below in bold.**

| | |
|--|--|
| Exact location of the incident/ name of the group | |
| Type of the incident (including actual words used by informant) | |
| Hazards present or suspected | |
| Access – routes that are safe to use | |



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| Number, type, severity of casualties | Full Name(s) and age(s) | Exact nature of injuries |
|--|-------------------------|--------------------------|
| | | |
| Who else has been informed? Local emergency services informed if on a trip? Any action taken so far. | | |
| Name and contact details of person informing of the incident / contact at the scene | | |



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| | | |
| Where the affected people are / will be taken to, including names and locations of hospitals involved | | |
| Arrangements for students not directly involved in the incident | | |
| Date / Time | Name of recorder | |

Appendix C Incident record template for ongoing recording of events

Each member of staff involved in dealing with the emergency should log decisions made and reasoning behind them where applicable, telephone calls made and received and tasks carried out. As notes may later be used as evidence, log keepers need to write them up within 24 hours of the incident and must read and follow the points below:

- Use plain language and grammatical English (avoid approximations, abbreviations, arrows and dashes).



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- Record date and time in chronological order; who made and who received the phone call, email, answer phone message etc; what information was given; any actions required; key decision(s) and rationale behind the decision(s).
- Stick to the facts – don't include assumptions (unless to show reasoning for a decision, if so, make this clear).
- Number pages.
- Use permanent black ink.
- Do not leave blank spaces between words or between entries – if you do rule them out with a line.
- Do not overwrite or use correction fluid – if you make a mistake, ~~cross it out~~, initial it and start again.
- Do not write between lines.

| Date/Time | Name | Information given. Action taken / decision made |
|------------------|------------------|--|
| | From / To | |
| | From / To | |



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| | | |
|--|--------------|--|
| | | |
| | From / To | |
| | From / To | |
| | From / To | |



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Appendix D Bomb threat templates

If the threat has been sent via email or social media see appropriate section below

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT BY PHONE

- remain calm and talk to the caller, do not transfer the call
- if possible, alert a colleague who should contact the SEMT via word-of-mouth, whatsapp, email
- note the caller's number if displayed on your phone.....
- if you can, record the call
- keep the telephone line open (even if caller has hung up) to assist in tracing the call
- write down what is said, and complete what you can of the checklist below during, or immediately after, the call
- pass the information to the SEMT via word-of-mouth, whatsapp, email
- await further instruction from the SEMT

| | | |
|---|----------------|--|
| Checklist to be completed in the event of receiving a telephone bomb threat | | |
| Your name: | Telephone ext. | Date and time of call: |
| Message (using exact words where possible): | | |
| Try to get answers to the following questions: Where is the bomb? What time will it go off? | | Gather information – try to assess details about: Caller: man, woman, young or old, nationality? Speech: rambling, calm, precise, intoxicated, well-spoken, foul language, |



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What does it look like?

What kind of bomb is it / how will it be detonated?

Whom do you represent?

unusual phrases?

Voice: clearing throat, stutter, loud, quiet, disguised, a distinctive accent?

The call: call box, private landline, mobile phone.

Background noises: traffic, music, conversation, machinery, PA system?

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA

- DO NOT reply to, forward or delete the message
- If sent via email note the address
- If sent via social media what application has been used and what is the username/ID?
- contact the SEMT via word-of-mouth/whatsapp/email who will inform the police for guidance
- preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Your name:

Email:

Date and time of email

Date and time when email read.

SAVE AND PRINT- HAND COPY TO POLICE AND SEMT



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Appendix E. Excursion Risk Assessment template with some possible generic risks and possible control measures

| | | | |
|---|--|---|--|
| Organisation | | Trip leader | |
| Trip venue (description of activities) | | Date of trip | |
| Details of students (Numbers, age ranges, ability, any students who may need additional support or have specific medical conditions or require medication to be taken on the trip.) | | Nos of supervisors/ trained first aiders and supervision ratio | |
| | | Details of closest A&E | |
| Assessor (signature) | | Date assessment completed | |
| Checked by: (signature) | | Date assessment checked: | |
| Read by Trip leader (signature) | | Number to call in an emergency (school) | |
| Resources | A copy of this risk assessment should be taken on the trip. In addition, the trip leader should have a copy of the emergency plan, a fully charged mobile phone, a list of student and supervisor mobile phone numbers, | | |



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| | |
|--|---|
| | the name, address and phone number of the closest A&E hospital to venue, first aid supplies and possibly a reduced version of a grab bag. |
|--|---|

| Significant risks or hazards List what could cause harm | Who might be harmed For example, staff, students, certain groups | Likelihood of harm Remote, very unlikely, unlikely, possible, very likely | Control measures How will the risk be minimised? Example control measures are given here for two generic risks, but these must be adapted to make them appropriate in the context of your provision and the participants on the trip. | Residual risk After controls are implemented, (Remote to very likely scale) |
|--|---|--|---|---|
| Generic risks | | | | |
| Lost or separated from group | Students | This may depend on the ages of the students and the supervision ratios | <ul style="list-style-type: none"> - Adequate supervision ratios maintained, and staff remain vigilant. - Use of group control measures (for example, buddy systems, large groups split in small groups each with named leaders). - Rules on unsupervised time to include... - Means of easily identifying students (particularly for young students under 18s, such as identity tabards) - Head counts carried out, regularly throughout the trip, in the event of an emergency, and before the return journey. - Students briefed on action to take if they become separated from group and a check made that they have working mobile phones, switched on during the trip. | |



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| | | | <ul style="list-style-type: none"> - Students carry contact details of the school and staff on the trip. - A suitable meeting place for regrouping would be.... - If a student is missing and can't be contacted within x amount of time the school should be informed and staff assigned to look for the missing person. If not located after this the emergency services should be called. Scanned copies of passports may help with police identification. | |
| Terrorist or violent criminal action | Students and supervisors | The likelihood of this will depend on the location but potentially any place with large numbers of people is more likely to be a target. | <ul style="list-style-type: none"> - Staff being alert to any early first signs of danger. - Students and staff briefed on RUN, HIDE, TELL procedures, mobiles to be switched to silent if hiding and then switched back on again when safe to do so. - A suitable emergency meeting place or safe refuge would be.... - First aiders available to deal with any injuries. | |
| | | | | |
| | | | | |
| Significant risks or hazards List what could cause harm specific to this trip | Who might be harmed For example, staff, students, certain groups | Likelihood of harm Remote, very unlikely, unlikely, possible, very likely | Control measures How will the risk be minimised? | Residual risk After controls are implemented, (remote to very likely scale) |



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|-----------------------|--|--|--|--|
| Specific risks | | | | |
| | | | | |
| | | | | |

Notes from Trip leader post trip to record any lessons learnt

Appendix F – Risk Assessment template for school premises

| Significant risks or hazards List what could cause harm | Who might be harmed For example, staff, students, certain groups | Likelihood of harm Remote, very unlikely, unlikely, possible, very likely | Control measures How will the risk be minimised? Example control measures are given here for two generic risks, but these must be adapted to make them appropriate in the context of our premises . | Residual risk After controls are implemented, (Remote to very likely scale) |
|---|--|---|--|--|
| Generic risks | | | | |
| A reported incident/civil disturbance in the local community with the potential to pose | | | | |



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| a risk to students and staff | | | | |
| An intruder on the school site with the potential to pose a risk to students and staff | | | | |
| A major fire in the vicinity of the school | | | | |
| The close proximity of a dangerous dog roaming loose | | | | |
| Terrorist or violent criminal action | | | <ul style="list-style-type: none"> - Staff being alert to any early first signs of danger. - Students and staff briefed on RUN, HIDE, TELL procedures, mobiles to be switched to silent if hiding and then switched back on again when safe to do so. - A suitable emergency meeting place or safe refuge would be.... - First aiders available to deal with any injuries. | |
| | | | | |
| | | | | |



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| | | | | |
|-----------------------|--|--|--|--|
| Specific risks | | | | |
| | | | | |
| | | | | |
| lessons learnt | | | | |



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The school exceeds expectations for the quality of education – independent schools inspectorate 2021



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