**Eday Community School**

**Emergency and Continuity Plan**

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| **Written and ratified by:**Eday Community School | April 2024 |
| **To be reviewed** | April 2025 |

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**Introduction**

Emergencies can and do happen and Eday Community School’s ability to respond appropriately in emergencies depends on the forethought and planning that has already taken place. Further to the Civil Contingencies Act 2004 it is the responsibility of all public bodies to set in place emergency plans for the continuity of their service.

The aim of this school emergency plan is to describe how the school will respond to an emergency to save lives, minimise the risk of injury to the school community in the event of a potential or actual life-threatening emergency and mitigate the effects of the event to the school community.

The objectives of the emergency and continuity plan (ECP) are:

* To identify key responders and their role
* To identify the immediate actions of the responders and school community
* To describe the locality in general, especially with regards to key locations
* To describe the school geography in detail, especially with regards to key locations
* To identify hazards and identify appropriate strategies for managing the response.
* To identify potential triggers for plan activation
* To identify how we will communicate with the extended school community.
* To identify key locations relevant to the implementation of the plan
* To identify a training and exercise schedule
* To identify critical contact information
* To identify a plan audit and review process

**Scope**

This document applies to all staff employed within Eday Community School and Nursery, including teachers and school support staff. It also applies to all other users of Eday Community School, both in and out of school hours.

In the event of a significant incident at Eday Community School

it is essential that all users are notified of the situation and the necessary actions required.

If a situation occurs out of school hours, protocol stated within this document should still be followed. The Head Teacher must be contacted as soon as possible.

While it is not possible to plan for every eventuality that might arise, incidents are grouped into three levels:

* Level 1 - Localised Incidents
* Level 2 - Localised Emergencies
* Level 3 - Major Emergencies

Levels 2 and 3 are distinguished by how widespread their effect may be and the action that needs to be taken, not necessarily their potential severity.

OIC response and co-ordination is likely to take effect on levels 2 and 3 only.

### The Principles of an Emergency Response

There are typical tasks and actions that a school may need to undertake to manage a localised incident or emergency (Level 1 and Level 2), as well as supporting activity elsewhere during a major community emergency (Level 3).

The Head Teacher, or pre-agreed nominee, is responsible overall for the school’s response to an emergency, however they will receive support from the Administrative Assistant and janitor - Designated Response Team **(DRT)** Relevant staff should have access to location and important contact information (Appendix 1).

The Head Teacher will coordinate the necessary actions at local level to minimise further risk, however because of an emergency, OIC and external services can be called upon at any time to provide help, advice, and support to enable schools to conduct their day-to-day functions in extraordinary circumstances.

**Level 1 – Localised Incident – Disruptive to routine but not an immediate threat to life or well-being.**

An incident that can be dealt with locally and may, at most, require a limited closure of the school and includes limited disruption without involving risk to the well-being of individuals. Support from OIC or other agencies may be necessary, and some incidents may require formal notification to OIC.

**Examples:**

**In school**

* Adverse weather problems,
* Failed heating system,
* Services – power or water cut off,
* Flooding/water leak or weather damage,
* Vandalism,
* Local industrial action resulting in significant staff absences,
* Notifiable infectious outbreak,
* Travel restrictions preventing school trip returning from mainland Orkney,
* Minor earthquake or tremor,
* ICT failure or disruption including:
	+ Internet connectivity outage,
	+ Email system not working,
	+ Theft of server or major parts of ICT structure,
	+ Malicious (virus, denial of service, hacking etc) attack on ICT system,
	+ Telephone services not working.

Other events may also be emergencies in schools because of the impact they have on teachers, pupils, or other staff, sometimes for protracted periods of time. These may require OIC support and counselling services.

* + - An incident in the community, seen or experienced by pupils or staff,
		- An incident affecting relatives of pupils, and which is known about within the school,
		- An incident involving allegations within the school,
		- An incident affecting a nearby or comparable school.

**Level 2 - Localised Emergency – may include any unexpected event which is likely to disrupt the normal functioning of the school.**

These are more likely to be critical incidents involving a real threat of, or actual injury or death, where urgent and significant Emergency Services and OIC support is needed:

**Examples:**

**In School**

* A serious or life-threatening accident/injury,
* A fire – accidental or deliberate,
* Release of toxic chemicals/hazardous substances,
* The destruction or serious vandalising of part of the school,
* Structural failure in building,
* A deliberate act of violence, such as the use of a knife, firearm, or other weapon/implement,
* A pupil or teacher being taken hostage,
* Bomb threat – follow Bomb Threat guidance (Appendix 4),
* An intruder on site.

**Outside School:**

* The death of a pupil or member of staff through natural causes or accidents,
* Serious accidents or incidents resulting in injuries or death on school journeys or visits,
* Civil disturbances or terrorism act/threat,
* Large clusters of localised humans to human viral infection which will trigger concerns of an epidemic.

**Level 3 – Major Emergency – Major emergencies may affect whole communities and typically involve OIC support.**

A serious incident in the local community could have a significant impact on the school. School closure and Emergency Services support may be necessary dependent on the nature and proximity of the emergency. OIC will be involved in such incidentsduring and afterwards.

### Examples:

### Serious road accident,

### Weather damage to road/ferry infrastructure,

### Aircraft crash,

### Terrorist alert/action,

### Lifeboat disaster,

### A Flu epidemic or viral infection leading to national alert,

### Any other more widespread disaster in the community.

**Emergency Event Log**

During all incidents at Level 2 and 3 it is important to maintain a log of events, using the Emergency Event Log (located in Grab Bag). The Head Teacher will designate a member of staff to maintain this log during an incident, according to the context of the event. The Emergency Event Log (Appendix 2) records events, decisions, discussions, telephone calls and other matters deemed significant.

### Roles and Responsibilities

It is important that all staff involved in the school’s response to an emergency are made fully aware of the procedures detailed in the School Emergency Plan, and annual awareness training will be provided to ensure that staff know their role, are confident to carry out tasks assigned to them and have access to available resources and facilities.

The school response to any incident or emergency is divided into three distinct stages and the roles and responsibilities at each stage will vary: (Appendix 3: Key Tasks & Actions)

1. Initial actions,
2. Ongoing actions once the incident/emergency response is established, and
3. Actions following the close of the incident/emergency, leading to restoration of normality and reoccupation of premises.

The role of the Head Teacher is to authorise implementation of the Emergency and Continuity Plan and maintain senior oversight of the plan and ensure it is maintained in line with the strategic aims. Once implemented, the role of the Head Teacher is to maintain liaison with OIC and Emergency Services.

**Grab Bag**

The Eday grab bag contains all the information and guidance that may be of use during a disruption. The Grab bags is stored below the signing in book at the entrance to the school. The auxiliary/administrator will check and update the grab bag at the start of every term and on the introduction of new members of staff and/or pupils. The auxiliary/administrator is responsible for maintaining the grab bag.

**Grab bag contents:**

* **This document,**
* Site plans,
* Pens/pencils and blank paper,
* First aid kit,
* Evacuation details and locations of evacuation points,
* Copies of other key documentation e.g. insurance & Public Liability Certificate, and
* Pupil & staff Emergency Contact information - in a sealed envelope.

### Media

### In the event of any incident or emergency involving the school, media interest, whether local or national, can be anticipated.

### OIC’s Communications Unit will have a Press Officer who will make statements as appropriate.

Media are not permitted onto the school premises or to have access to the children. In most serious cases, OIC/Police will take the lead when dealing with the media and offer protection against media intrusion. We will endeavour to ensure that pupils, staff, and parents are given accurate, up-to-date information at regular intervals, in advance of any media release wherever possible, and discourage speculation or rumours.

There can be few more distressing moments for any parent than to hear details of an incident involving their child from the media rather than from the school authorities.