



AMESBURY SCHOOL  
HINDHEAD

## NON-IT RELATED MAJOR INCIDENTS

Last updated: SJ/Jan 26  
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# Non-IT Related Major Incidents

## 1. Scope

Amesbury School recognises that an emergency situation could take many forms, for example, severe weather or fire. This guidance is applicable to all those involved in responding to and responsible for the management of any emergency situation at the school.

## 2. Objectives

- To ensure that Amesbury can respond effectively to an emergency situation.
- To enable procedures to be developed for typical foreseeable emergency situations.
- To protect the health & safety of those who may be affected by emergency events.

## 3. Guidance

The Head and Bursar will be responsible for the implementation of this policy. In their absence a member of the SLT should assume this position.

Emergency situations include, but are not limited to:

- serious injury to a pupil or member of staff, eg transport accident
- significant damage to school property, eg fire
- criminal activity, eg bomb threat
- severe weather, eg flooding
- public health incidents
- effects of disaster in a local community
- intruder on site

The planning process for emergencies involves discussion at SLT, Health and Safety and general staff meetings. The lockdown action plan is practised, highlighted at staff induction and training sessions and reviewed annually.

## 4. Lockdown Procedures Policy

All staff and governors have access to the policy which can be referred to both during and outside of school hours via Teams. This is stored on Teams in Academic Admin / Policies / Compliance Policies. The Lockdown Policy and plan is reviewed annually.

## 5. Grab bags

Reception, Deputy Head's office and the PE department hold emergency grab bags which contain the following items:

- first aid kit, inc dressings
- torches
- whistle
- loud hailer
- high visibility jackets
- blanket
- gloves
- log book

- stationery
- petty cash £5
- copy of emergency plan

The grab bags are checked annually and are easily accessible

## 6. Planning

Contact details are maintained for all those who may need to be communicated with, which may include:

- staff – please refer to iSAMS HR Manager
- governors – please refer to iSAMS HR Manager or the Bursar
- pupils – please refer to iSAMS Student Manager
- parents / carers – please refer to iSAMS Student Manager
- emergency services – please refer to grab bags or Bursar
- local authority- please refer to grab bags or Bursar
- local media, eg radio stations – please refer to Head of Marketing and Admissions or look up online.

When the plan is activated, the priority is to safeguard those on-site and alert the emergency services if necessary. An incident log should be maintained by the SLT.

## 7. Roles & Responsibilities

The Head/Bursar/ SLT member will take overall responsibility for co-ordinating the response to an emergency and will be supported by a School Emergency Management Team ("SEMT")

The composition of the SEMT will typically be:

- Estates Manager
- Facilities Manager
- Head of IT
- teachers
- office staff
- SLT

The SEMT will deliver, so far as reasonably practicable:

- overall co-ordination of the response
- business continuity
- communications
- log-keeping
- media management
- necessary resources
- welfare facilities

SEMT members should be easily identifiable during an emergency, eg wearing arm band or high visibility clothing.

The SEMT should meet at a pre-designated frequency during the emergency.

The duration of an emergency should be remembered, and the need to relieve SEMT members.

## 8. Business Continuity

The Bursar, Facilities Manager and Estates Manager will manage the critical services needed during an emergency. These include:

- utility supply
- key suppliers
- access to premises
- key personnel
- access to telecommunications

A disaster recovery plan will be implemented by the SEMT once the immediate issues have been resolved.

## 9. Site Information

Detailed information about Amesbury School are important for those responding to an emergency and include:

- internal hazards, eg asbestos, chemical storage
- external hazards, eg main roads and access
- utility supplies, eg isolation of services
- evacuation procedures eg routes and assembly points
- significant places in the neighbourhood, eg rest centres, nearby schools

## 10. Evacuation

Staff should be aware of warning signals, which may need to be given at short notice, they should be different for:

- Evacuation and fire – fire alarm
- Lockdown – internal phones, texts, emails
- all clear – verbal by code word or other word of mouth

The difference should be easily identifiable by all staff.

The purpose of evacuation is to move people away from danger to a safe place.

A rehearsed procedure is in place. Termly for fire and annually for lockdown.

The use of buddy schools, rest centres and other places of safety (village, church halls etc) may be necessary.

## 11. Lockdown – See separate policy

## 12. Closing the School

This is a very rare occurrence and will normally be the decision of the Head. Occasionally local or central government may recommend this course of action.

Any decision to close will balance benefits (time for arrangements to be put in place) against the drawbacks (situation not as bad as initially feared).

Pupils and parents will be notified of any closure at the earliest opportunity via Clarion or email.

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### **13. Communications**

It is likely that concerned parents and carers will be contacting the school by phone for information. To enable consistent communication, an answer machine message will be set up with the latest information. This must be updated as appropriate by the SEMT.

Special lines via mobiles may be set up for communication with the emergency services. The emergency services may be able to advise what information should be given to pupils and parents / carers.

Those directly affected should be contacted personally by a member of the SLT.

A log of communications should be kept.

### **14. Media Management**

Any significant event is likely to attract, local, national, and international attention.

A member of the SEMT should act as a contact point after discussion with the Communications Manager.

The emergency services may be able to help with media enquiries.

### **15. Bomb Threats**

All staff should be aware of the following action to take when a call is received from someone claiming to have information about a bomb.

The threat should be immediately reported to the Head or member of the SLT and the Police.

As much detail as possible should be recorded about any call.

Bomb threats are more likely to be real when:

- a codeword is used that is known to police
- the police are aware of potential terrorist activity in the area
- the threat is specific rather than general
- the threat is credible

A bomb threat is a crime, so even if thought to be a hoax it must be reported to the police.

### **16. Suspicious Packages**

If a package of this nature is received or noted, advice should be taken from the police.

### **17. Log Keeping Guidelines**

Events can occur rapidly, so it is vital to keep a record of events

All staff involved in an emergency should keep a log. The log should contain:

- decisions made
- actions taken
- significant conversations
- other pertinent information

Any information related to the incident should be copied, retained and archived as the emergency may be subject to a detailed inquiry

## **18. Training**

Training is provided and relevant to the roles of those receiving it. This includes:

- Familiarisation with the equipment within the grab bag and what the grab bag looks like
- providing a general overview of the procedures within the emergency plan
- organising specific training for the SEMT

Training may be delivered through special events or as part of other training, staff meetings, governors' meetings, INSET days. This could involve attendance by the emergency services.

Pupils should be involved in training which could include:

- a class session on first aid, role of pupils in an emergency, emergency preparedness at home
- explain procedures during an assembly
- exercise drills / evacuations

Parents and carers should be informed of emergency procedures, which may be via newsletters, letters home, school prospectus, school website. It should cover:

- reason for contacting them
- what contingencies the school has in place
- actions that would be taken during an emergency
- arrangements for contacting them
- actions parents and carers should take
- reminder to keep contact details up to date

## **19. Drills for Emergencies**

The purpose of these is to validate the documented procedures within an emergency plan

Exercises may be discussion based, desktop or live

Scenarios selected should be carefully chosen, and should include things like verifying contact details, testing equipment and checking that evacuation routes are adequate.

All people should have received a briefing prior to any exercise

Timing should be considered so as not to interfere with school operations any more than necessary

Exercises could involve facilitators, players and observers

All those taking part should be prepared to give feedback on the session

It is important that all those who may be affected have been notified that an exercise is taking place and do not think it is a real incident.

## 20. Review of this Procedure

This procedure is reviewed annually and redistributed via email and saved onto Teams.

The review considers -

- lessons identified from training events, exercises and emergencies
- changes to risk assessments
- changes to key members of staff
- changes to school site

Debriefs from exercises or incidents

- aspects of the response which worked well
- aspects of the response which could be improved
- improvements that should be made to the emergency plan
- additional training needs

## 21. Post Incident support

It is important to remember that a traumatic event can have a significant impact. This may manifest itself in:

- sleep disturbance
- recurrent dreams
- disturbing images and memories of the event
- impairment of memory
- feelings of guilt
- difficulty in concentrating
- reduced interest in significant activities
- avoidance of activities similar to the emergency event

Those who could be affected include:

- the injured
- those uninjured but at risk
- witnesses
- related to / friends of those involved
- those who blame themselves or who are blamed by others
- pre-existing behavioural difficulties
- previously suffered bereavement or loss
- witness a similar incident before

It should be recognised that support from educational professionals trained in psychological debriefing, critical incident stress management, bereavement counselling and trauma management may be needed to address:

- short and long term support arrangements
- guidance on the grieving process
- identifying particularly vulnerable individuals
- organisations that can provide assistance

**Legal Requirements & Education Standards, References:**

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 ([www.isi.net](http://www.isi.net))
- B: Reference Gide to the key standards in each type of social care service inspected by Ofsted ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))
- C: [Health and Safety at Work" Section H of the ISBA Model Staff Handbook](#),
- D: " [Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)
- E: ["Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd](#)
- F: Foreign & Commonwealth Office "LOCATE" trip submission line ([www.fco.gov.uk](http://www.fco.gov.uk))
- G: Environment Agency flooding advice ([www.environmentagency.gov.uk](http://www.environmentagency.gov.uk))
- H: Met Office weather alert registration ([www.metoffice.gov.uk](http://www.metoffice.gov.uk))