

Emergency Evacuation Plan 2024-25



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I. INTRODUCTION

This plan provides guidance on actions that should be considered by the Principal, the Designated Safeguarding Lead, and the Senior Leadership Team in case of an emergency in school, on an educational visit, or in the wider community.

Any emergency affecting a school may afterwards be the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about the response to the incident is lost.

Date of issue: September 2024	Date of next review: August 2025 <i>(or where there is a significant change to legislation or academy circumstances)</i>
<p>Copies of this plan are kept in/at:</p> <ul style="list-style-type: none">• School Emergency Pack (Grab Bag in reception and in Principal's office)• Principal's Office• Reception• Website <p>Copies kept on email by Anna Jordan, Amy Gurnell, Ryan Bernard, James Waller, Matt Daley and Paul Fletcher (Chair of Trustees).</p> <p>This plan should be thoroughly read and understood by all members of eSLT, including Directors of Learning and the full facilities team.</p>	
Person/s responsible for reviewing plan: Amy Gurnell	

2. ROLES & RESPONSIBILITIES

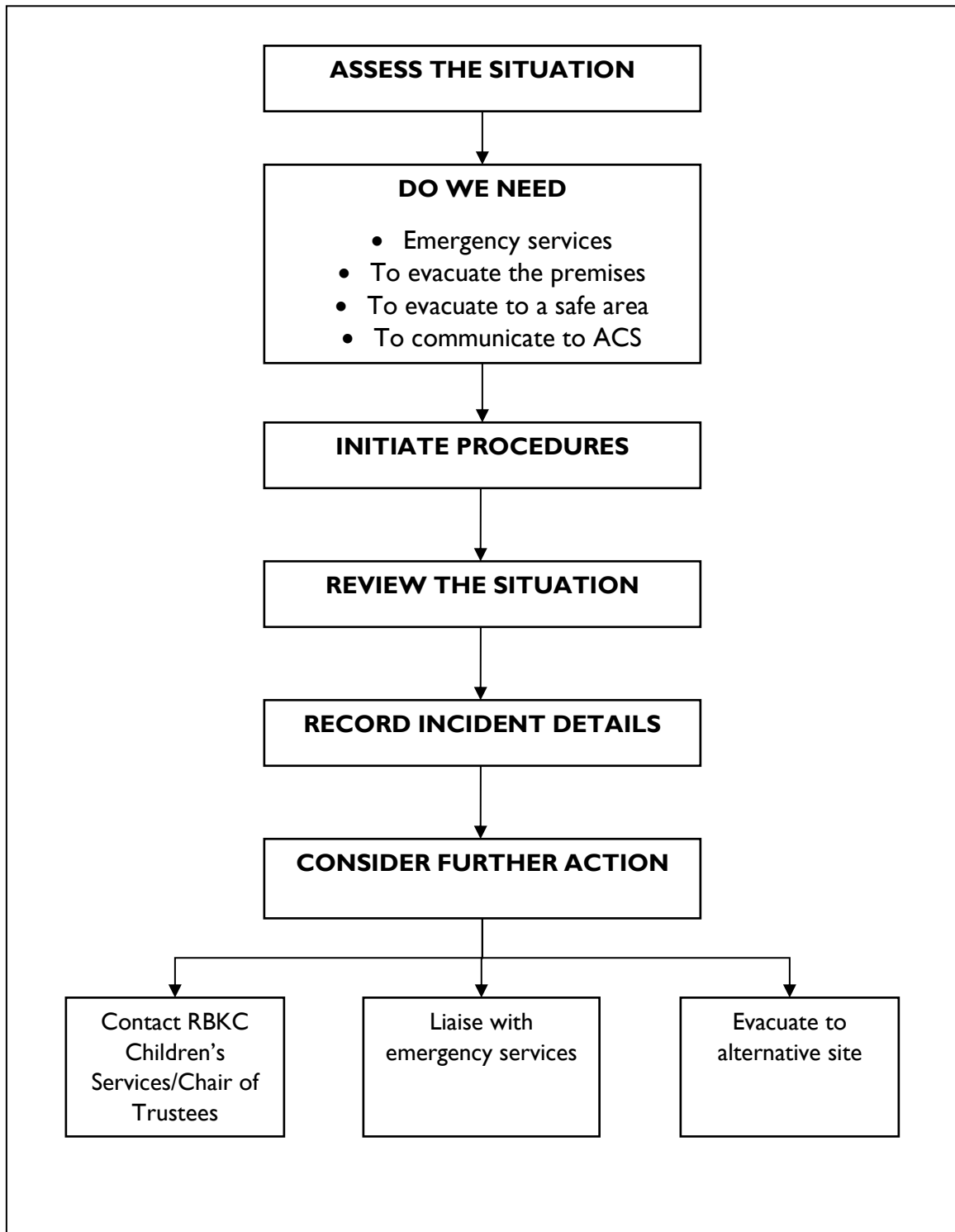
This policy ensures that suitable members of staff are identified to fill the following roles.

Each role also has a deputy in case the principle member of staff is absent.

To assist post-holders, 'job cards' have been developed.

ROLE	POST HOLDER *	DEPUTY*
INCIDENT MANAGER	Amy Gurnell	Ryan Bernard
SUPPORTING OFFICER	James Waller	Adam Whitlock
PARENT/GUARDIAN LIAISON	Ross Dunning	Jasmine Vines
ADMINISTRATOR	Joanne Chen	Owen Davies
SITE	1 st - Matt Daley 2 nd – Scott Evans	1 st - Scott Evans 2 nd – Joseph Synott
COMMUNICATIONS	Anna Jordan	Lovern Dyer
CASUALTY AND WELFARE	Ryan Bernard	Ross Dunning
EDUCATIONAL VISITS	Ryan Bernard	Amy Gurnell
ACS CONTACT	Vlad Budna	Mick Callanan
* If post holder or deputy is not present on site, this position should be taken by the most senior available member of staff.		

3. PHASE I: IMMEDIATE ACTION



4. PROCEDURES

There are three procedures that could be initiated:

- Evacuation
- Invacuation
- Alternative Evacuation

The roles and expectations of staff and students when the decision has been made to initiate procedures are the same, regardless of situation, however the below elements will differ each time:

- Signal to all staff
- Signal to key people
- Location of assembly point
- Location of alternate safe place

This section will outline roles and expectations of staff and students and indicate the variables dependent for each procedure.

Roles and expectations

Incident manager alongside supporting officer to decide on whether to initiate procedures.

Members of staff in control of a class will:

- Lead children via the nearest safe route to the assembly point in silence (the assembly point is organised in year groups, led by the relevant Director of Learning (DoL) and form tutors)
- Send students to line up in tutor groups
- If also a form tutor, the member of staff will then attend to their form and follow the relevant below instructions
- If not also a form tutor or a named person on the chain of reporting, the member of staff will then report to their named person and await further instruction from the incident manager

Members of staff not in control of a class will:

- Walk to the assembly points via the nearest safe route, leaving belongings behind
- If a form tutor, the member of staff will then attend to their form and follow the relevant below instructions
- If not also a form tutor or a named person on the chain of reporting, the member of staff will then report to their named person and await further instruction from the incident manager

Form tutors will:

- Receive a paper register for their form group from their DoL
- Carry out the roll call procedure
- Notify the DoL of any persons unaccounted for; the DoL will then notify the named member of staff in charge of 'Casualty and Welfare'
- Ensure children remain at the assembly point/safe area
- Await further instruction from the incident manager

Directors of Learning will:

- Distribute registers to form tutors (received by administrator)
- Support with organising students into form groups
- Collect registers from form tutors once complete
- Additionally, ensure that all tutors and co-tutors for their year group are accounted for
- Inform the named member of staff in charge of 'Casualty and Welfare' if any persons are unaccounted for
- Await further instructions from the incident manager

Visitors will:

- Register with Samira Chakour/Sara Bakali
- Await further instructions from the incident manager

Instructions for SLT (named persons on chain of reporting are listed throughout this policy).

Vulnerable persons will follow procedures in accordance with the personal emergency evacuation plans developed for those individuals.

On hearing the relevant signal:

- The Emergency Grab Bag located in reception will be collected by: **Anna Jordan / Ryan Bernard / Amy Gurnell / Jo Chen / Lovern Dyer**
- School Registers will be collected by: **Owen Davies / Claire Palmer**
- The iPad connected to Inentry will be collected by: **Samira Chakour / Sara Bakali**
- Children's medications will be collected by: **Ryan Bernard**
- First aid box will be collected by: **Ryan Bernard / Ross Dunning**

Kitchen Manager will take the following action: **SHUT DOWN KITCHEN AND PROCEED WITH ALL KITCHEN STAFF TO THE EVACUATION POINT.**

Facilities Lead will contact the ACS Lead to initiate their evacuation procedures.

Procedure variables

Evacuation

- Signal to all staff - FIRE ALARM
- Signal to key people - **radio, oncall** - 'SLT ALERT, SLT ALERT'
- Location of assembly point - Lancaster Green (outside Kensington Leisure Centre)
- Location of alternate safe place - Westway Parade (opposite 5-a-side pitches)
- Reporting site for visitors - Outside Methodist Church, Silchester Road

Invacuation

- Signal to all staff - Impero notification
- Signal to key people - **radio, oncall** - 'CODE RED, CODE RED, CODE RED'
- Location of assembly point - Sports Hall
- Location of alternate safe place - Theatre
- Reporting site for visitors - Sports Hall

Alternative Evacuation

- Signal to all staff - FIRE ALARM/direction from SLT

- Signal to key people - **radio, oncall** - 'ALTERNATIVE SITE EVACUATION, ALTERNATIVE SITE EVACUATION, ALTERNATIVE SITE EVACUATION
- Location of assembly point - Avondale Park
- Location of alternate safe place - N/A
- Reporting site for visitors - Avondale Park

5. INCIDENT INFORMATION SHEET (INTERNAL)

INCIDENT INFORMATION SHEET

Information about an incident may come from a number of sources. Whoever receives the alert should ask for, and record, as much information as possible.

INCIDENT DATE:	TIME:
INCIDENT LOCATION:	
WHAT HAPPENED	
CASUALTIES (Number/nature of injuries)	
EMERGENCY SERVICES Those involved/advice given	
EVACUATION On-site evacuation or evacuation to alternative safe place	
DAMAGE TO PROPERTY Details of any known damage	
HAZARDS Any known continuing hazards	

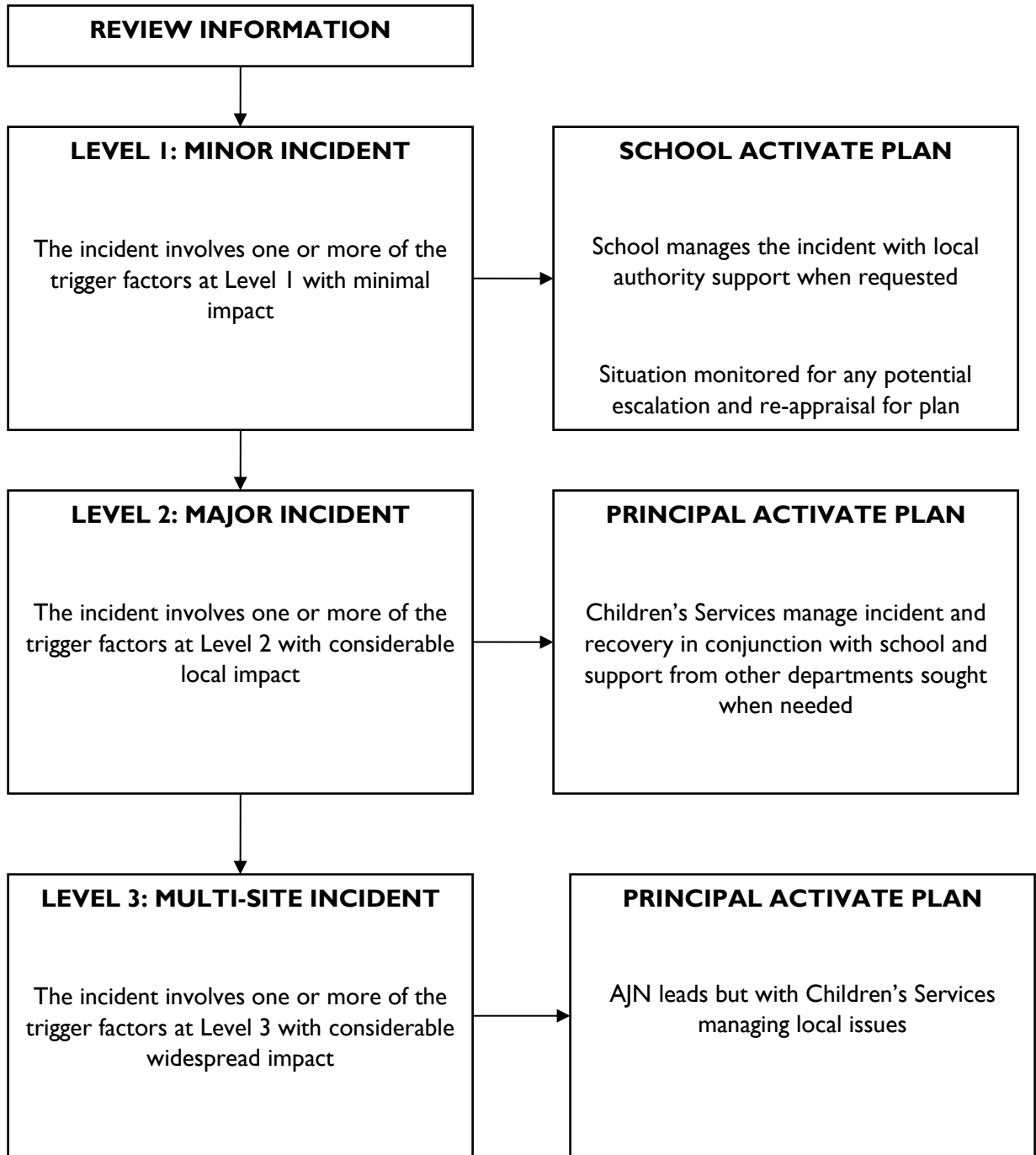
6. INCIDENT INFORMATION SHEET: EDUCATIONAL VISITS (EXTERNAL)

Information about an incident may come from a number of sources. Whoever receives the alert should ask for, and record, as much information as possible.

DATE:		TIME:	
CLASS INVOLVED:			
PERSON IN CHARGE:			
PERSON REPORTING INCIDENT:			
PLACE BEING VISITED:			
LOCATION OF INCIDENT:			
WHAT HAPPENED?			
CASUALTIES (Number/nature of injuries)			
CASUALTY LOCATION/S (e.g hospital)			
LOCATION OF SCHOOL PARTY (e.g. hotel)			
ADVICE FROM EMERGENCY SERVICES			
OTHER ACTION TAKEN			
NUMBER OF PEOPLE ON VISIT	STUDENTS	TEACHERS	OTHER

7. PHASE II: PLAN ACTIVATION

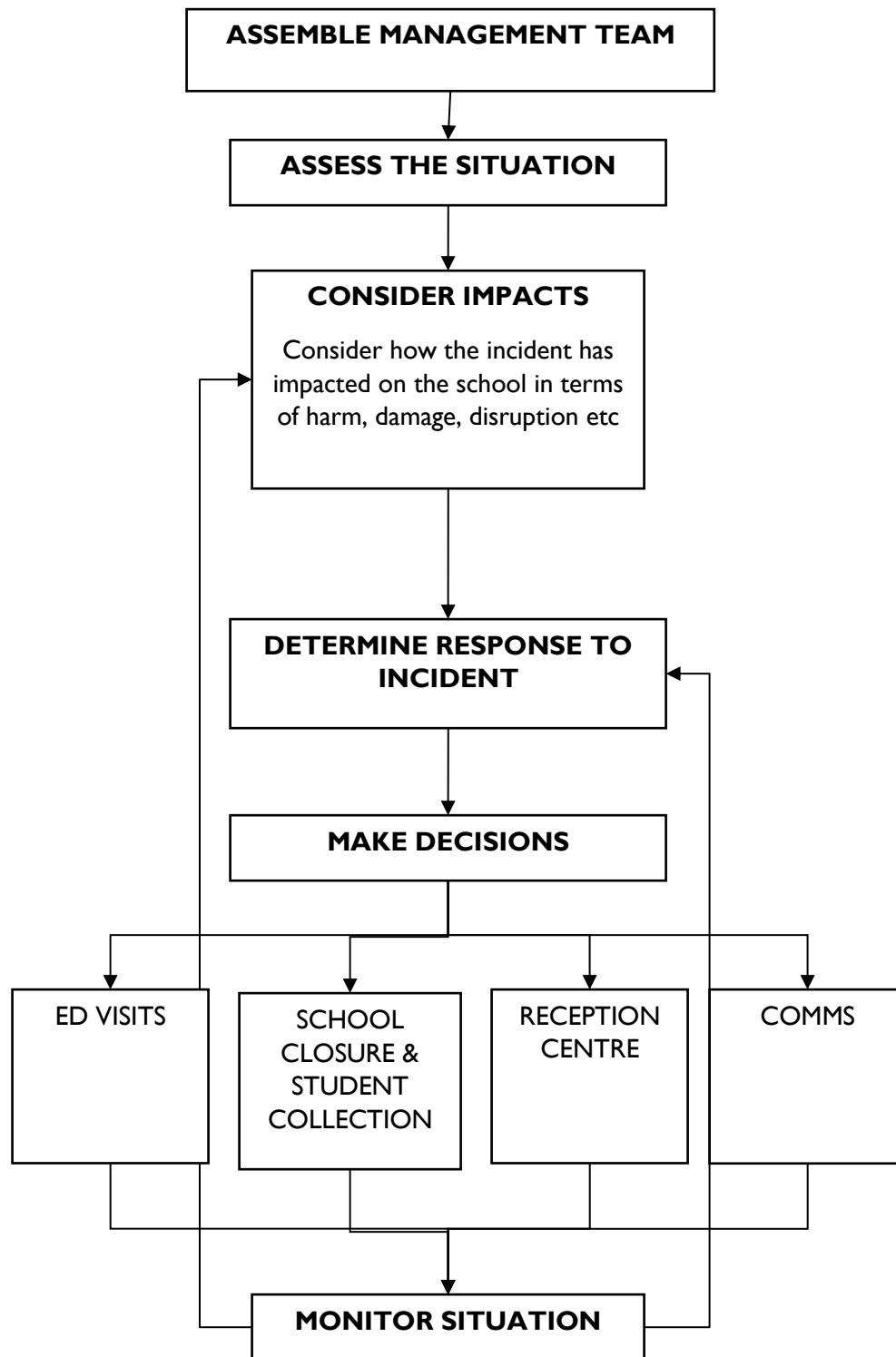
The following flowchart and trigger levels can be used to determine what further action is required in relation to the incident. This may be done in conjunction with the Principal and SLT.



ACTION TRIGGER LEVELS

FACTOR	LEVEL 1	LEVEL 2	LEVEL 3
PREMISES	Minor or moderate loss/denial of access to main school building	Major or complete loss/denial of access of main school building	Widespread levels of loss/denial of access
PEOPLE	Single person involved with minor injuries or harm requiring local first aid provision	Single person involved-serious injuries/death or multiple casualties requiring professional treatment Potential serious harm to persons (e.g. abduction)	Multiple deaths or injuries requiring professional treatment
SCHOOL TRIPS	Single person involved with minor injuries or harm Local trip capable of returning to school unassisted	Single person involved-serious injuries/harm or multiple minor casualties School trip domestic or overseas requiring assistance to return home	Multiple deaths or serious injuries Numerous school trip parties unable to return home (domestic or overseas)
UTILITIES	Partial loss of a utility for a short period of time Limited damage to plant and equipment	Loss of numerous utilities for a week or more Major damage to various items of plant and equipment	Complete loss of all utilities in numerous sites with extensive damage to plant and equipment
ICT	Loss of administrative or educational data and hardware. Short-term loss of communication systems	Loss of school network and/or communications systems Loss of school related Council systems	Total loss of all Council and schools ICT system
SUPPLIERS	Short term loss of local school contractors	Loss of specific critical contractors for extended period of time	Total loss of borough wide contractors (cleaning and catering) for extensive period of time
EDUCATIONAL MATERIALS	Limited loss of educational materials and coursework	Mass loss of all educational materials and coursework	Total loss of educational materials and coursework in numerous sites

8. PHASE III: MANAGE THE RESPONSE



9. TACTICS

Communication

Notification of incident and provision of ongoing information:

- Seek instruction from Chair of Trustees first and foremost
- Identify who will need to be informed of incident (e.g., pupils, parents, trustees etc)
- Determine the information that needs to be provided about the incident
- Determine how the information is to be provided (e.g. email/text to parents, parent call, website, pupil/staff briefings etc.)
- Decide who is responsible for delivering what message to what persons
- Ensure that messages are authorised before they are delivered
- Keep under review information and messages as incident progresses

Decide the most appropriate method of contacting relatives of students / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.

Incoming enquiries and requests for information

In collaboration with Chair of Trustees:

- Prepare a response for parents/next-of-kin
- Nominate person to respond to enquiries
- For parents/next-of-kin obtain confirmation of identity before providing information
- For press enquiries, refer to the corporate communications team
- Ensure a direct contact number is available for incoming calls
- Prepare a message on the school answer machine

No action should be taken where press enquiries are made without the instruction of Chair of Trustees.

- Seek advice from corporate communications
- Prepare a written statement in conjunction with corporate communications
- Brief staff and if necessary pupils on talking to media
- Advise parents/next of kin on talking to media

Educational Visits

The following action should be taken:

- Identify all educational visits that are underway
- Identify those educational trips that may be directly and indirectly affected by the incident
- Contact group leaders for those groups identified as being affected
- Consider if the educational trip members need to return from the trip
- Make arrangements for the trip to return or for parents/next-of-kin to attend location

- Overseas trips liaise with British Embassy/Consulate, Foreign Office, tour operator, Insurers
- UK trips liaise with other local authority, local emergency services, tour operators, visit centres, and any other relevant others

School Closure

The following action should be considered by Principal and Chair of Trustees:

- Assess the need to close the school fully or partially based upon the information available
- Assess the need to close additional services that are provided (e.g. breakfast clubs, enrichment clubs and others)
- Identify any transport needs particularly for students with special needs
- Put in place children collection and release procedures
- Determine method for informing parents of school closure
- Inform parents of closure and of collection procedures
- Put in place arrangements for pupils who are not collected
- Identify who else will need to be informed of closure/partial closure (e.g. RBKC, Chair of Trustees, corporate communications)
- Identify procedures for keeping stakeholders informed of ongoing closure
- Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time
- Ensure the security of the school premises during period of closure

Reception Centre

The following action should be considered:

- Determine if parents/next-of-kin of those harmed/involved will need to attend the school/alternative site
- Determine if pupils need to be collected from school or an alternative site following site evacuation/school closure
- Consider how many parents/next-of-kin may need to be accommodated
- Consider if the police or other agencies will need to speak to parents/next-of-kin
- Identify areas that can be used as reception centers
- Identify sufficient staff to be present at the reception center and brief them

Response and Recovery

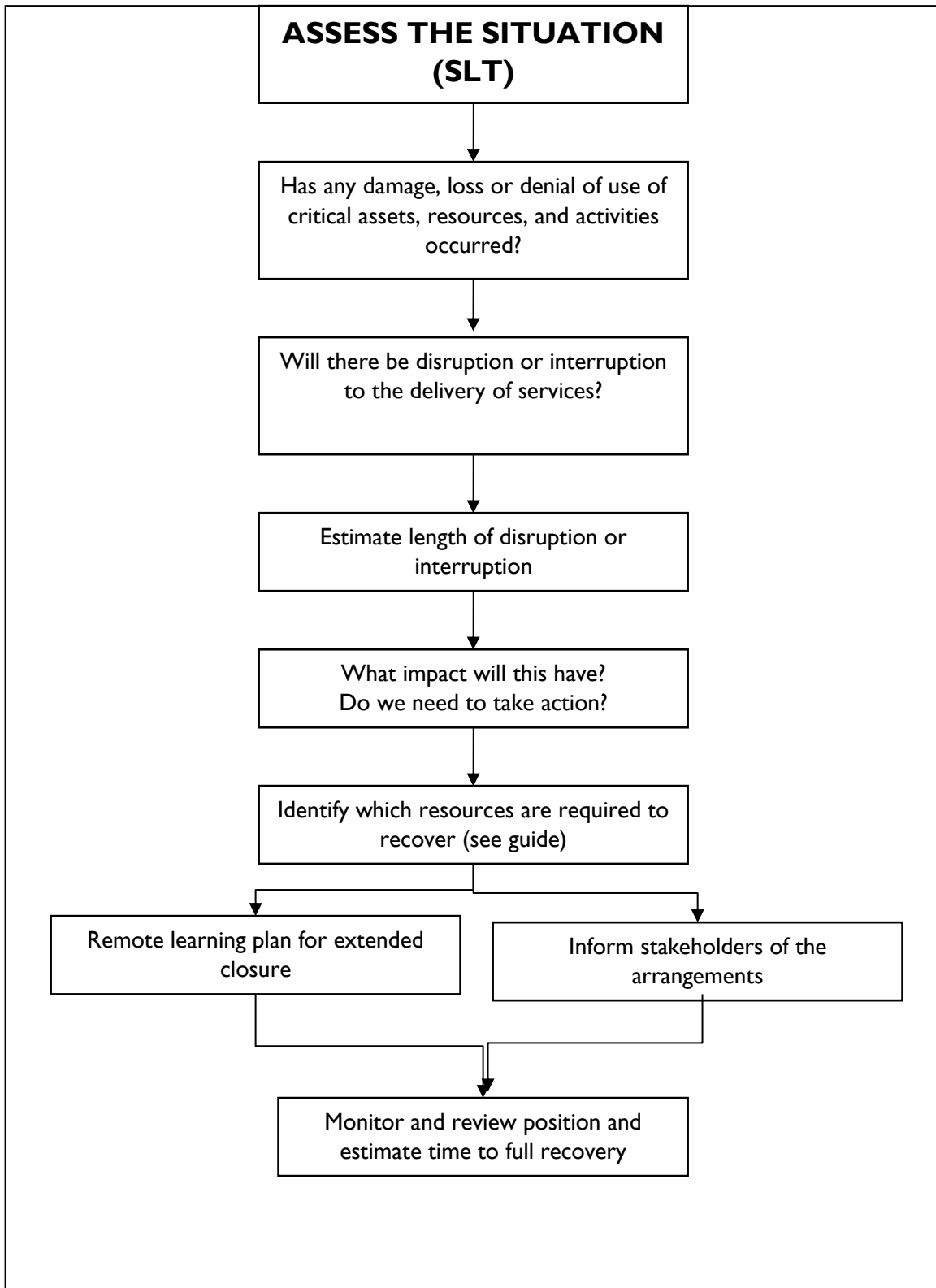
- Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.
- Attempt to recover important documentation, records, and equipment if safe to do so (consult the emergency services for advice if necessary)
- Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.

- Work with school staff and other organisations to restore the usual school routine as a matter of urgency
- Put in place arrangements for remote learning, if necessary
- Work with the 'communications' role to ensure staff, students and parents/carers are informed of any changes to the school routine
- Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.

10. DECISION LOG

DATE	TIME	DECISION	INITIALS

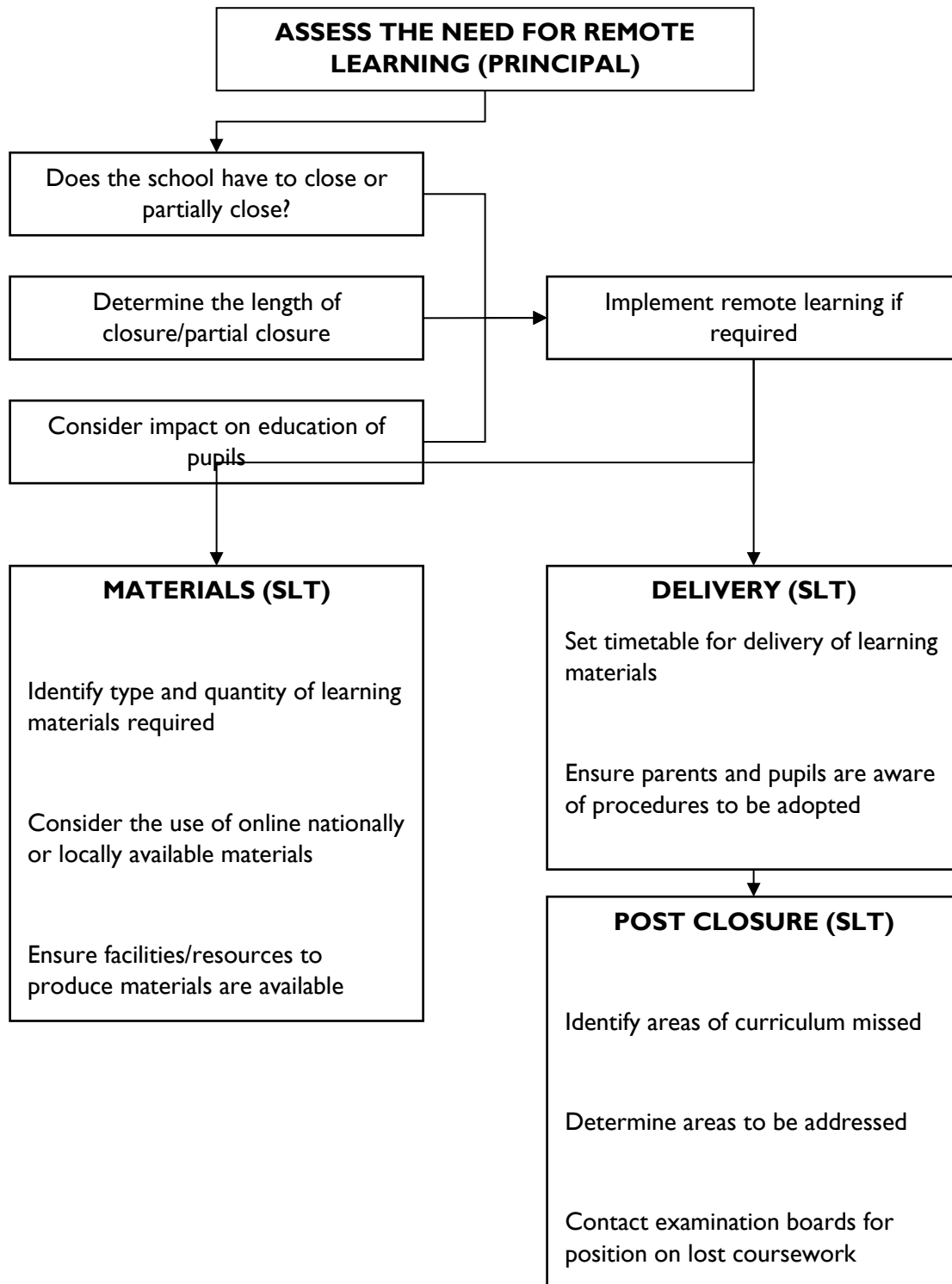
II. PHASE IV: MANAGE RECOVERY



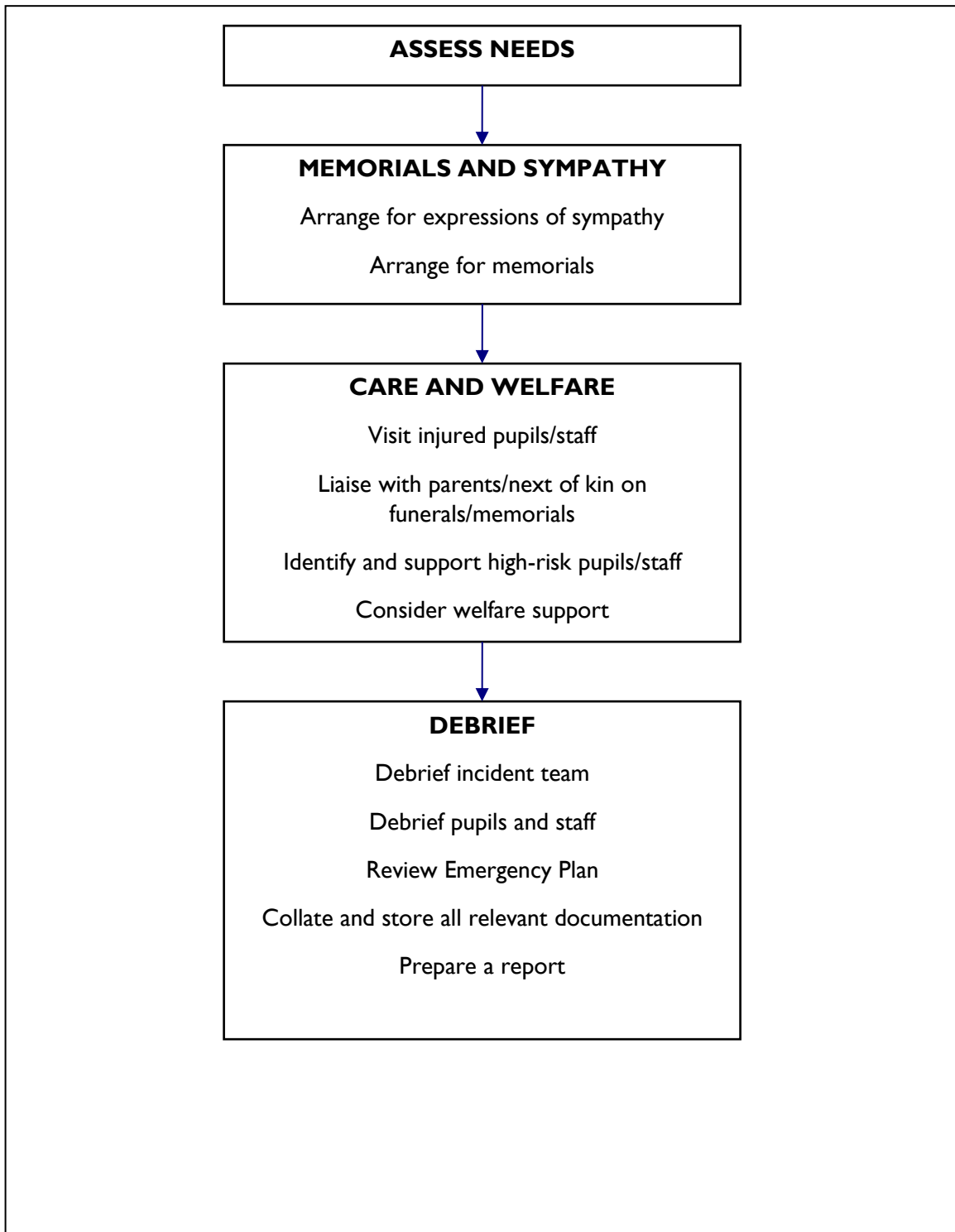
12. IMPACT

AREA	POTENTIAL INCIDENT IMPACTS (WORKING GROUPS TO BE FORMED IN CONJUNCTION WITH SECTION 3)
Education	Disruption to examinations Disruption to general education Lost teaching days Loss of coursework (hard copy/electronic)
Educational Visits	Loss of contact with school party/group leader School party unable to return on time School party stranded overseas School party stranded in UK
Student welfare/well-being	Major injury or harm to pupil/s Concern/upset over friends involved Loss of supervision and behavioural issues Loss of support for SEN children Loss of free school meals Ongoing health and safety concerns (e.g. cold)
Parents/Guardians	Large number of enquiries to school Parents unable to get information (site evacuated) Parents arriving at school site Concern/anger over failure in duty of care
Premises (AF)	Denial of access to premises (whole or partial) Damage to property, assets, and facilities Loss of vital utilities Loss of ICT and communications Loss of supplies and suppliers
Press/Media	Large number of press enquiries Press arriving at scene Press intrusion (to students, parents and/or staff) Social media use by staff, pupils, parents, press
Extended Services (SW)	Disruption to service delivery Loss of income
Staff (SD)	Major injury or harm to member of staff Loss of key staff members Stress and psychological issues over colleagues Loss of personal goods and information
Statutory	Breach of statutory duty Crime scene and crime investigation Enforcing authority investigation RBG investigation

13. REMOTE LEARNING PLAN



14. WELFARE AND DEBRIEF



15. WELFARE AND SUPPORT

- Establish arrangements to meet the welfare needs of students, staff, parents/carers, visitors and responders
- Identify those who may require additional support e.g. those with SEN/medical needs
- Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.
- Introduce a strategy to monitor students and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.
- Offer students and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.
- Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage students from talking about their experiences.
- Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.

16. CONTACT LIST

Contact	Name
Bi-Borough Executive Director of Children's Services	Sarah Newman
Chair of Governors	Paul Fletcher
Bi-Borough Senior Advisor School Inclusion	Hilary Shaw
Bi-Borough Safeguarding in Schools and Education Lead	Elaine Campbell
Chief Community Safety Officer	Stuart Priestley
Resilience Manager (Strategic Head of Policy, Performance & Resilience)	Pinakin Patel
SENCO	Nell Webb/Adam Grace
HR Advisor	Tom Wallace
School Nurse	Dela Flynn
Catering	Freddy Delfs
Cleaning	Matt Daley
Operations Manager	Matt Daley
Insurance	Risk Protection for Academies
Schools Safer Officer	Catheryn MacRae/Emma Isitt
Utilities (Gas)	Gazprom
Utilities (Electric)	Total Energy
Utilities (Water)	Castle Water
Contractors	Laurence Weeks

17. JOB CARDS

JOB CARD: INCIDENT MANAGER

PRIMARY FUNCTION: Coordinates the school response to the incident and manages the school team.

	ACTIONS REQUIRED	Tick when complete
REACT	Establish a basic overview of the incident	
	Determine if blue light services are required	
	Determine whether to evacuate/invacuate premises	
	Gather basic information (Incident Information Sheet)	
	Inform Children's Services of the incident	
	Determine if evacuation of the site is required	
RESPOND	Determine if emergency plan requires activation	
	Identify who needs to be informed of the incident	
	Assign staff members to management team roles	
	Gather management team together at designated location	
	Ensure staff are clear on designated responsibilities	
	Re-assess the situation	
	Consider incident impacts and determine initial response	
	Ensure Decision Log is started	
	Implement Tactics: Communications	
	Implement Tactics: Educational Visits	
	Implement Tactics: School Closure	
	Implement Tactics: Reception Centre	
	Continue to liaise with other agencies/blue light services	
	Monitor the situation, continue to take decisions and record actions	
RECOVER	Assess the situation with other stakeholders (LEA, insurance etc)	
	Determine interruptions and disruptions and how long they will last	
	Identify potential impacts and action to be taken	
	Identify resources required to recover	
	Consider how normal school life may be maintained	
	Consider the need for remote learning	
	Ensure stakeholders are kept informed	
	Ensure post-incident support is available	
	Complete any necessary forms and paperwork	
	Arrange a debrief for staff	
	Represent the school at other debriefs and where necessary produce report	
	Review emergency plan	
Share lesson learnt with other schools		

JOB CARD: PARENT LIAISON

PRIMARY FUNCTION: Acts as the link and point of contact between the school and the parents/guardians of school students.

	ACTIONS REQUIRED	Tick when complete
REACT	Assist with evacuation/invacuation if parents onsite	
	Obtain up-to-date list of parent contact details for all pupils	

	ACTIONS REQUIRED	Tick when complete
	Provide parent contact details to police where requested	
	Liaise with 'Casualty & Welfare' to identify students that may be casualties and provide parent contact details	
	Liaise with 'Casualty & Welfare' to identify pupils that may be vulnerable and provide parent contact details	
	Liaise with 'Casualty & Welfare' and emergency services to identify students that may be missing and provide parent contact details	
RESPOND	Liaise with 'Communications' to identify dedicated telephone for incoming calls from parents and answer calls to pre-prepared message (see Tactics: Communication)	
	Liaise with 'Communications' & Principal to prepare outgoing message/s for parents and method of delivery (see Tactics: Communication)	
	Liaise with 'Casualty & Welfare', 'Communications' and police over communication with parents of pupils who are casualties, missing or vulnerable	
	Implement 'School Closure' procedure where necessary (see Tactics: School Closure)	
	Liaise with 'Casualty & Welfare' and 'Educational Visits' to identify appropriate reception area for parents (on-site or off-site)	
	Identify appropriate number of staff required to manage the reception area	
RECOVER	Implement 'Remote Learning' plan where necessary	
	Keep parents informed of recovery procedures/school reopening timetable	
	Where appropriate, obtain and offer further contact numbers to parents for support or additional information	
	Keep parents informed of memorials, sympathy arrangements etc	
	Inform parents of school reopening procedures	
	Review procedures and attend debriefs	

JOB CARD: ADMINISTRATOR

Primary Function: Supports Incident Manager on initial actions. Maintains a central decision log and records any information received or relayed. Provides general support to other team members.

	ACTIONS REQUIRED	Tick when complete
REACT	Contact emergency services when requested by Incident Manager	
	Initiates evacuation/invacuation procedures when requested by Incident Manager	
	Collect 'School Emergency Pack' (grab bag)	
	Collect copy of Emergency Plan and Guidance	
	Contact alternative evacuation site/s where necessary	
	Gather basic information and complete Incident Information Sheet with Incident Manager	
RESPOND	Inform relevant parties identified by Incident Manager of incident/plan activation	
	Ensure those with incident management roles/responsibilities meet at pre-arranged location	

	ACTIONS REQUIRED	Tick when complete
	Ensure that refreshments, supplies, and equipment required are available	
	Commence master log of decisions and actions taken	
	Continue to collate incident updates and relevant information	
	Provide support and assistance to other team members	
RECOVER	Arrange debriefs for staff involved in managing the incident	
	Attend debriefs and take notes	
	Review 'Administrator' procedures	
	Collate all relevant information, documentation and other related data	
	Ensure records and documents related to the incident are archived securely	
	Provide records and documents to relevant external agencies when requested	

JOB CARD: SITE

PRIMARY FUNCTION: Supports other team members with premises related issues and ensure the security of the site and those occupying the site.

	ACTIONS REQUIRED	Tick when complete
REACT	Support 'Administrator' in implementing evacuation/invacuation procedures	
	Collect 'Premises Information' folder and provide information to emergency services	
	Meet emergency services and ensure that they can gain access where needed	
	Act as liaison between emergency services and management team if site is evacuated	
	Prevent access to the site by unauthorised persons or to ensure the safety of others	
	Ensure on-site assembly point remains secure and safe	
RESPOND	Liaise with 'Administrator' to ensure onsite facilities, if required have the necessary supplies and equipment	
	Liaise with 'Parent Liaison', 'Casualty & Welfare' and 'Educational Visits' to identify safe and secure reception areas	
	Prevent unauthorised persons/media from entering the premises	
	Assist in recording details of authorised visitors to the site and provide means of identification	
	Ensure parents/next-of-kin are directed to appropriate reception areas	
	Take action to secure premises if school is closed or points of access have been damaged	
RECOVER	Assist in identifying any damage or losses to the site, plant and equipment	
	Liaise with contractors, insurers, salvage experts and loss adjusters to make site safe and assess damage	
	Provide information to management team of estimated timescales for repair and restoration	

	ACTIONS REQUIRED	Tick when complete
	Work with suppliers to replace plant and equipment lost or beyond repair	
	Identify suitable locations for leaving of sympathy message, flowers etc	
	Maintain security of premises during any period of extended closure	

JOB CARD: COMMUNICATIONS

Primary Function: Coordinates all communications functions and acts as liaison between school and local authority press officer.

	ACTIONS REQUIRED	Tick when complete
REACT	Assist in evacuation/invacuation of the site and alerting staff of incident	
	Obtain details of incident from 'Administrator'	
	Liaise with emergency services in responding to immediate media enquiries	
	Liaise with 'Parent Liaison' in responding to immediate parent enquiries	
	Inform and seek support and information from LA communications officer	
	Report serious incidents to the appropriate authorities	
RESPOND	Prepare basic facts statement in conjunction with LA press officer and advise staff on talking to parents and press	
	Liaise with 'Parent Liaison' to identify dedicated telephone that can be used for incoming calls	
	Liaise with press officer to identify dedicated line that can be used for media incoming calls	
	Ensure those answering incoming enquiries are aware of the approved message to give	
	Liaise with 'Casualty & Welfare', 'Parent Liaison' and police over contacting parents of students who are casualties, missing or vulnerable	
	Identify strategy to be used to provide out going information on incident, school closure etc (see Tactics: Communication)	
	Liaise with 'Site' to ensure media do not gain unauthorised access to the site, staff or students	
	Liaise with 'Administrator' to gather information as incident progresses	
	Monitor media response to incident in conjunction with press officer and react accordingly	
RECOVER	Keep media informed of developments in the recovery process	
	Be aware of media interests/potential intrusion into memorials etc	
	Liaise with 'Parent Liaison' and 'Casualty & Welfare' to provide advice and guidance to parents on talking to the media	

JOB CARD: CASUALTY & WELFARE

PRIMARY FUNCTION: Coordinates initial response to casualties and acts as point of contact for next-of-kin/parents of pupils

	ACTIONS REQUIRED	Tick when complete
REACT	Assist with any evacuation/invacuation of those with vulnerabilities	
	Coordinate actions involving first aid and administration of medicines	
	Ensure all persons are accounted for/report on missing persons	
	Identify any vulnerable persons directly/indirectly involved in the incident	
	Record details of those injured/missing etc and liaise with 'Parent Liaison'	
	Keep accurate records of anyone admitted to hospital or treated by the emergency services	
RESPOND	Establish arrangements necessary to meet welfare needs of pupils, staff, parents, and visitors	
	Liaise with 'Communications', 'Parent Liaison' and police regarding contacting parents/next-of-kin of those harmed, missing etc	
	Organise for a member of staff to attend hospital/s where those harmed have been taken	
	Liaise with 'Parent Liaison' and 'Site' to ensure parents can collect vulnerable pupils at appropriate reception area	
	Monitor the ongoing well-being of students and staff directly involved but unharmed	
	Seek support and advise from LA educational welfare and educational psychologists	
RECOVER	Organise memorials/sympathy procedures	
	Organise appropriate ongoing welfare and support to students pupils and staff (see Tactics: Welfare and Support)	
	Attend debriefs and keep managers informed of ongoing issues	
	Review procedures and share lessons learnt	

JOB CARD: EDUCATIONAL VISITS

PRIMARY FUNCTION: Acts as point of contact for group leaders undertaking educational visits at the time of the incident.

	ACTIONS REQUIRED	Tick when complete
REACT	Identify any school trips being undertaken and collect relevant documentation	
	Determine what trips will be affected (directly or indirectly)	
	For trips directly involved, liaise with 'Administrator' to ensure that Incident Information Sheet is completed	
	Identify any vulnerable students on trips from documentation	
RESPOND	Liaise with 'Parent Liaison', 'Communications', 'Casualty & Welfare' to make arrangements to contact parents/next-of-kin of those harmed on trip	
	Determine if any parents need to travel to join the educational visit and how this will be achieved	
	Liaise with group leaders on a regular basis to update on developments and to offer reassurance	
	Consider if trips will need to return and the arrangements required to achieve this	
	Liaise with appropriate stakeholders for trips that are overnight stays or overseas	

	Determine arrangements for notifying parents of arrangements to be adopted for returning trips	
	Liaise with 'Communications' over any media enquiries made directly to the group leader/visit site	
	Liaise with 'Parent Liaison' and 'Site' to identify appropriate reception areas for returning trips	
	Identify staff required to manage the reception area	
RECOVER	Arrange debrief with staff on trips	
	Liaise with 'Casualty & Welfare' in relation to ongoing welfare issues of staff and students	
	Collate any paperwork from group leaders	
	Attend debrief with Incident Manager	
	Review procedures and share lessons learnt	

I8. EMERGENCY GRAB BAG

Grab Bag Contents

The school has three pre-prepared grab bags:

The Main Grab Bag is securely kept in Reception and will be taken outside by Anna Jordan / Amy Gurnell / Ryan Bernard / Jo Chen / Lovern Dyer in the event of an evacuation of the school.

The second grab bag is held in the Principal's Office and will be taken outside by Owen Davies in the event of an evacuation of the school.

The Grab Bags contain:

- I. A copy of this plan including all appendices
- II. Chain of Reporting
- III. Staff registers
- IV. Student list (refreshed termly by Owen Davies)
- V. Site plan of the school including electricity, gas and water supply shut-off points, along with the location of any potentially hazardous materials (this will be given to the emergency services upon arrival to aid their work)
- VI. Medical First Aid kit
- VII. Torch and batteries, or wind-up torch (especially for the grab bag held off-site)
- VIII. Laptop (main grab bag only)

Grab bags have to be checked regularly (at least every year).

19. RESILIENCE

IT Manager	Office hours contact	Out of hours contact
Nick Kleinhans	02073135815	07733292757

Data backups:

Type of data / system	Back up frequency	Back up type	Back up location	Responsibility of
Attendance data	Daily / weekly / monthly (as applicable)	Disk / tape / web (as applicable)	Should be away from the school	Name of staff member
Child protection & safety	Daily	Disk/Web	Cloud	NKS
Finance	Daily	Disk/Web	Cloud	NKS
Pupil course work	Daily	Disk/Web	Cloud	NKS
Lesson plans	Daily	Disk/Web	Cloud	NKS
Pupil evaluation data	Daily	Disk/Web	Cloud	NKS
Staff records	Daily	Disk/Web	Cloud	NKS
Emergency and BCM plan	Daily	Disk/Web	Cloud	NKS
Others as applicable	Daily	Disk/Web	Cloud	NKS

Recovery:

Frequency of backup recovery exercise:	Bi-Annual
Responsibility of:	IT Manager
Overseen and signed off by:	Laurence Weeks
Results presented to:	Chair of Trustees

20. SCHOOL CLOSING PROCEDURE

Approval

When a school or educational setting needs to close for unplanned reasons e.g. utility failure, adverse weather, the decision to close is best taken by the Principal or manager of the site in conjunction with the Chair of Trustees. All reasonable steps should be taken to try to stay open and prevent disruption to students' learning. However, closing could be the right decision, e.g. in adverse weather conditions where the judgement is that students or staff would face significant risks of serious injury in school or travelling to school.

Notification

If KAA has to close they must inform Children's Services before the start of the school day. Information about the closure will then be posted on KAA website. Where appropriate Children's Services can also forward the e-mail notification to relevant external organisations such as:

- Catering
- Transport
- Emergency Planning and Resilience
- Press Office

School Responsibility

In addition to notifying Children's Services, schools and other settings should also make their own arrangements to communicate the closure to parents and staff, such as:

- School gate presence / notice
- Message on school's own website
- Social media – Facebook, X and Instagram
- School answer phone message
- Bulk text messaging
- Email to parents advising them to check website (if sufficient warning of adverse weather etc. is available)

Students should only be sent home where it is known that parents/carers will be at home to receive them or where individual student's capacity to be at home alone has been considered regarding age, ability, etc. Where students are usually accompanied to school, parents/carers should be contacted to collect them. When parents/carers are unable to collect students, they should only be sent home where the students' capacity to return home unaccompanied has been considered regarding age, ability, route, etc.

School staff should care for students who are unable to return home until the end of the normal school day. Where children arrive at school accompanied by a provider of childcare (e.g. Breakfast Club), alone or via taxi and a decision has been taken to close the school it will be the school's responsibility to contact parents/carers and provide care.

Reopening

It is essential that the decision to reopen following closure is taken as early as possible in order to ensure that students are not away from education for longer than necessary. Where possible the decision to reopen should be taken the day prior to reopening so that the message can be communicated to students, parents etc. via KAA's website, social media, text message, recorded message on school telephone.

21. APPENDICES

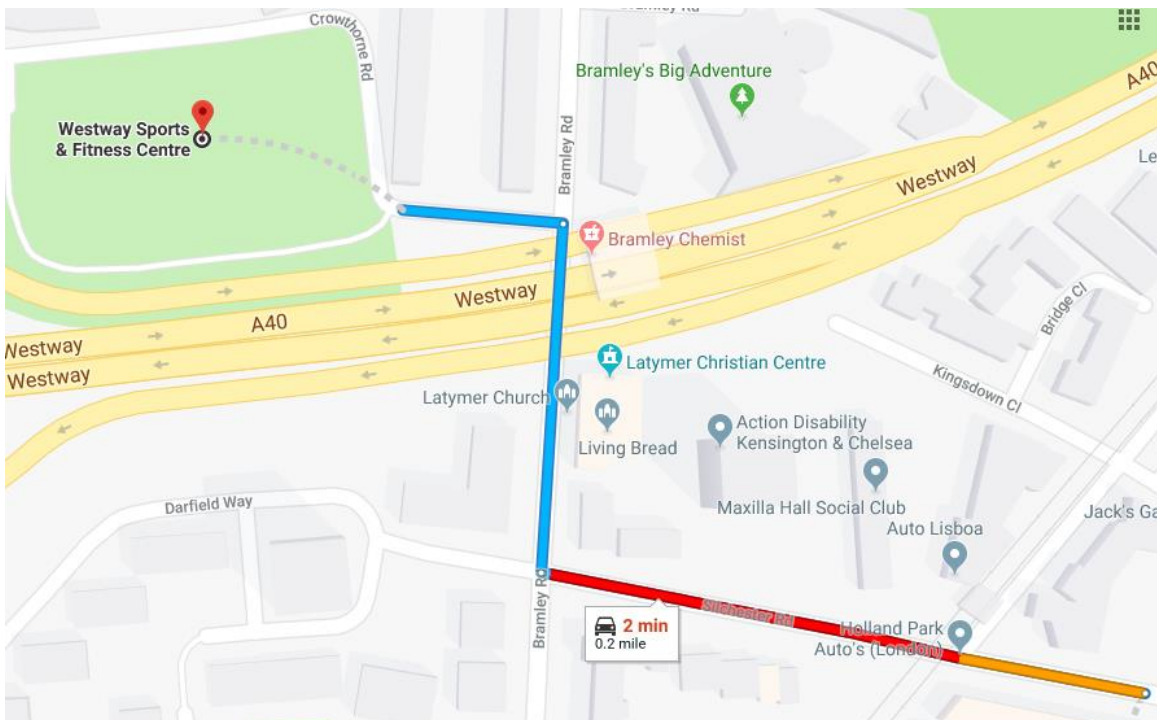
Appendix 1

Evacuation – Location of Assembly Point



Appendix 2

Evacuation – Location of alternate safe space



Appendix 3

Invacuation – Location of Assembly Point

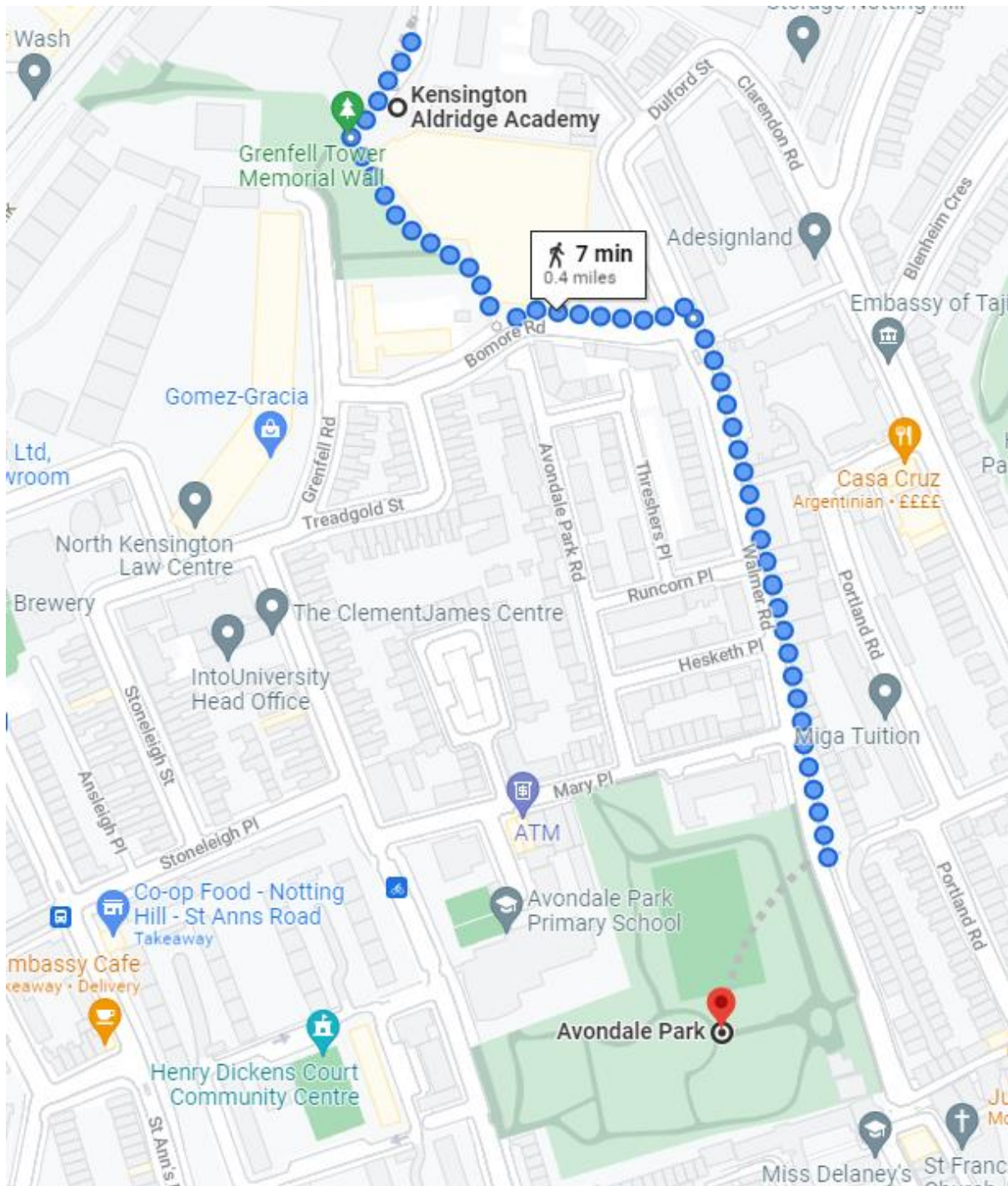


Appendix 4

Invacuation – Location of alternate safe space



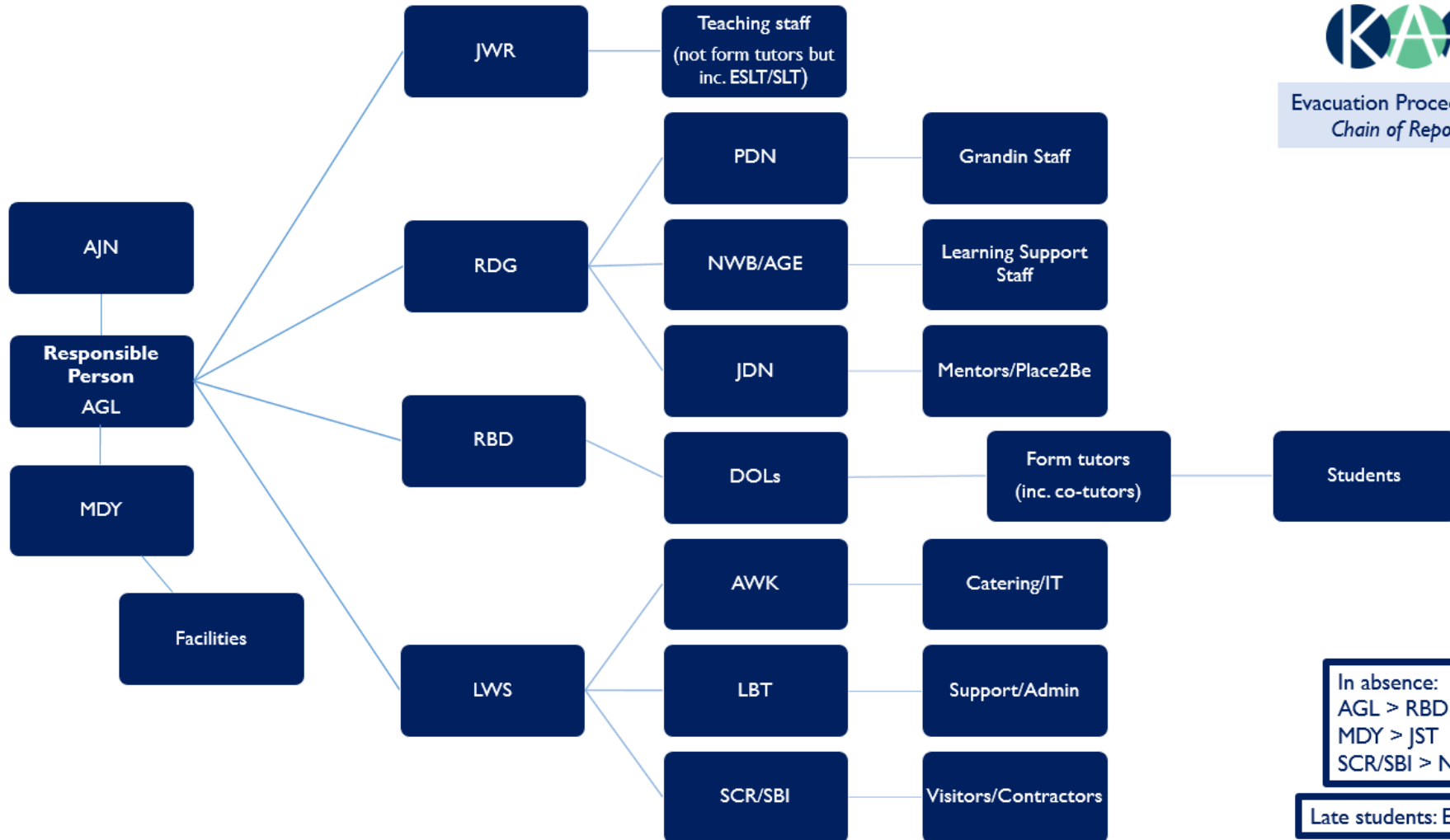
Appendix 5
Alternative Evacuation – Location of Assembly Point



Appendix 6
Chain of Reporting



Evacuation Procedure
Chain of Reporting

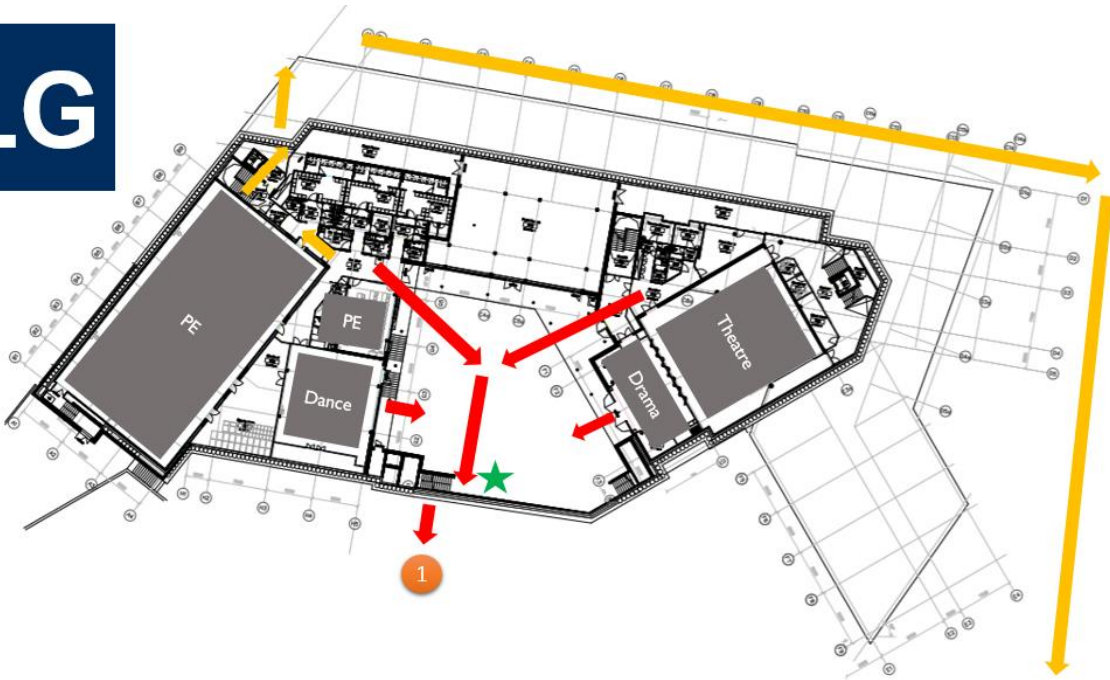


In absence:
AGL > RBD
MDY > JST
SCR/SBI > NTR

Late students: ENX

Appendix 7
School map and exit routes for evacuation

LG



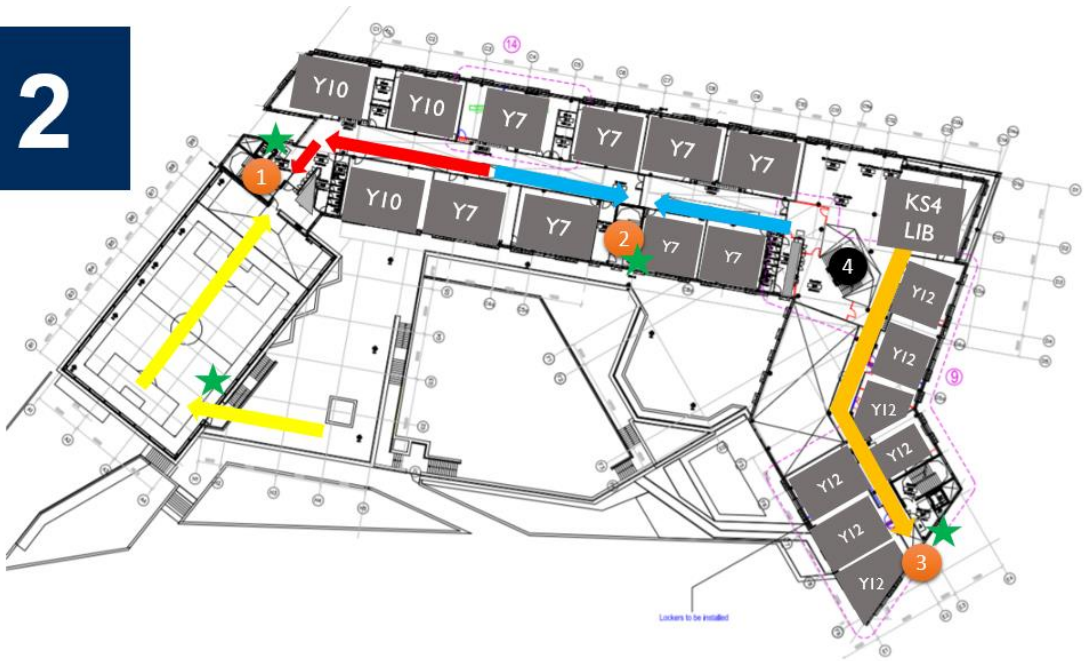
G



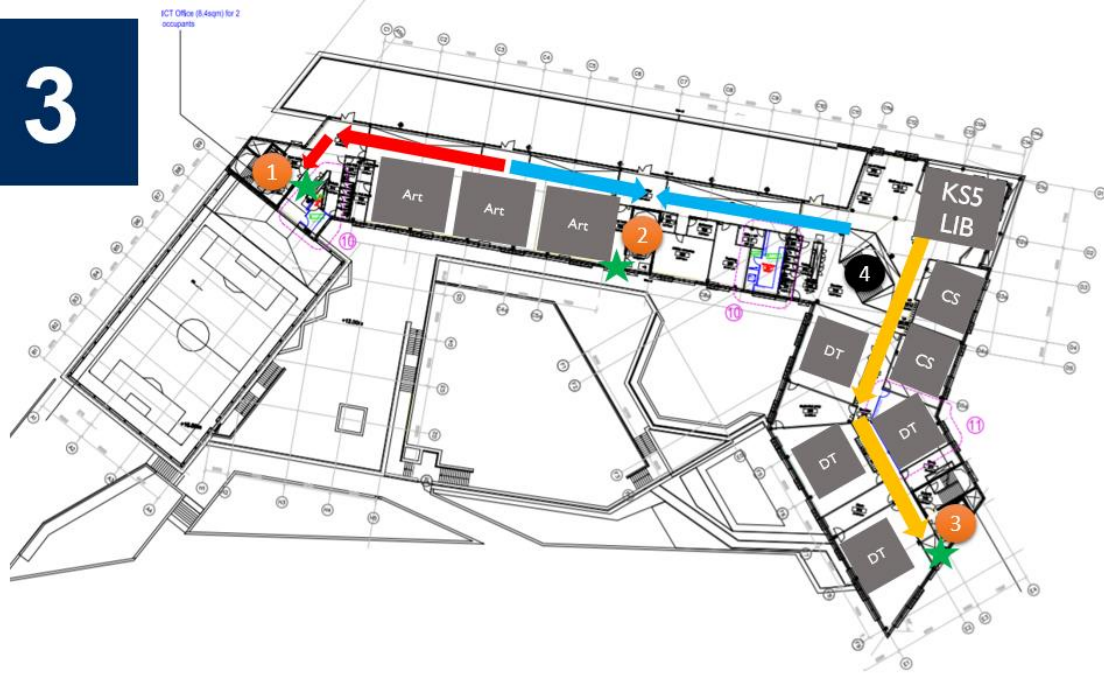
1



2



3



To note, due to the addition of the food cube on the MUGA terrace from September 2023 and the new 2nd floor terrace, amendments to evacuation procedures have been made to reflect expected student numbers across the building as below:

- In the main, during an evacuation, staff are to lead students to the lowest point of any staircase before exiting, unless where an alternative route is required due to congestion.
- This is with exception to staircase 1 whereby all staff and students must leave via the loading bay on the ground floor. This includes those that are based in the sports hall and surrounding areas (PE office, B35 etc.) at the time of an evacuation.
- There is an additional evacuation route from the food cube on the MUGA terrace (exit via external staircase down to LG playground).
- There is an additional evacuation route from the new 2nd floor terrace (enter MUGA pitch, join staircase 1, exit via loading bay on ground floor).
- In case of congestion on staircase 1, an alternative route from the 2nd floor terrace would be via the external staircase to the MUGA terrace and via the external staircase down to LG playground.

Appendix 8
Order of evacuation point

