

Emergency plan

April 2025

This document aims to help staff respond effectively to a range of emergency situations that could occur, in or away from the teaching premises, during and outside lesson times.

1.Types of emergencies	<u>Emergencies come in many forms. Some of these are:</u> <ul style="list-style-type: none">• A serious accident• Problems caused by an existing medical condition• A student going missing• A criminal or terrorist activity• Severe weather• Public health incident
2.Activation: notification and reporting an incident	<u>In the event of an emergency</u> <ul style="list-style-type: none">• Assess the situation.• Inform emergency services if necessary.• Safeguard uninjured members of the group.• Ensure that an adult accompanies casualties to hospital and stays until relieved by a Parent or Agent and that the rest of the group are adequately supervised at all times and kept together.• Inform the Emergency Contact on the emergency number 07963 905 355 and keep the school informed at all times, reporting in particular the following details: the nature, date, time and location of the incident, names of casualties and details of injuries and names of others involved, the action taken so far and by whom, the action yet to be taken and by whom, the telephone numbers for future contact.• Write down accurately and as soon as possible all relevant facts and witness details, and preserve any vital evidence.• Keep a written account of all events, times and contacts following the incident.• Ensure that no one in the group speaks with the media but that all enquiries are referred to management.• Ensure that no one in the group discusses legal liabilities with other parties.• Provide management with a full record of the incident, actions taken and outcomes.

3. Leadership: roles and responsibilities	<p>It is the responsibility of Management:</p> <ul style="list-style-type: none"> • Ensure that there is a 24/7 emergency contact number available. • Ensure the Emergency Plan is prepared, disseminated, implemented and updated. • Review and update EP annually. • Ensure staff are assigned to all EP positions. <p><u>In the event of an emergency:</u></p> <ul style="list-style-type: none"> • Inform parents/guardians and host families as soon as possible bearing in mind that students will be in touch with their parents. • Arrange for transport home should that be necessary. • Arrange for trauma counselling should that be necessary. <p><u>EAP positions:</u></p> <ul style="list-style-type: none"> • Emergency contacts - Simon Llewellyn and Hisashi Chida • Fire Warden - Hisashi Chida • First Aid - Simon Llewellyn, Fernanda Cid and Luca Marinuzzi
4. Risk assessments	<p><u>At CIE we complete risk assessments for different purposes:</u></p> <ul style="list-style-type: none"> • Fire risk assessment • Health and Safety risk assessments • Risk assessment for premises • Risk assessment for premises other than Bocardo House • Activities risk assessment • Risk assessment for medical conditions • Risk assessment and action plan for meeting PREVENT duties
5. Documents and record keeping	<ul style="list-style-type: none"> • Our policies are available on CIE's website • To record an accident please use the accident book located at reception • To record an incident, please access the template on n-drive -> welfare -> Reports and Incidents or use a printed form located with the accident book at reception. It is also in this document Appendix
6. Resources	<p><u>Resources available for emergencies:</u></p> <ul style="list-style-type: none"> • 3 entrance doors, the third has a password protected alarm system set • 4 fire extinguishers: 2 located at the entrance, 2 - by Room 1 in the common room • 3 First Aid boxes - 2 in the hanging cabinet at reception, 1 in the hanging cabinet in the staffroom • 4 portable First Aid boxes are available for off-site activities/ visits • Fans available for each classroom in case of hot weather conditions • 4 heaters are available in case of very cold weather conditions • All electrical equipment is PAT tested every 2 years

7.Communication	<p><u>Immediate response</u></p> <ul style="list-style-type: none"> • Ring Emergency Services/Police - 999 • Ring CIE emergency phone - 07963 905 355 • Ring Principal/ DSL - Simon Llewellyn - 07525 366 923, who will ring round to all staff and next of kin • Ensure that no one in the group speaks with the media but that all enquiries are referred to management • Ensure that no one in the group discusses legal liabilities with other parties
8. Locating students and staff	<p><u>Before each visit:</u></p> <ul style="list-style-type: none"> • Complete a risk assessment • Have details of allergies and appropriate medical details of participants • Collect emergency first aid equipment • Leave a copy of a list of participants with the Office • Take a list of participants with you • Take the CIE phone and make sure students have the number • Have a list of emergency telephone numbers <p><u>During the visit</u></p> <ul style="list-style-type: none"> • It is important to be aware of the area through which you are travelling so that you can quickly inform people of your whereabouts • Do regular head counts
9. Medical emergency	<ul style="list-style-type: none"> • Survey the scene • Evaluate personal safety issues • Request assistance (SHOUT FOR HELP) • Call 999 • Provide the following information: <ul style="list-style-type: none"> ○ number and location of victim(s) ○ nature of injury or illness ○ hazards involved ○ nearest entrance (emergency access point) • Alert trained employees to respond to the victim's location and bring a first aid kit or Automated External Defibrillator (AED) • Only trained responders should provide first aid assistance • Do not move the victim unless the victim's location is unsafe • Take "universal precautions" to prevent contact with body fluids and exposure to bloodborne pathogens • Meet the ambulance at the nearest entrance or emergency access point; direct them to victim(s)

10. On-site emergency procedures: Evacuation procedures	<p><u>Evacuation plans</u> are displayed in every classroom</p> <p>There are two exit routes:</p> <ul style="list-style-type: none"> • down the stairs and past the reception • through the men's toilet, down the communal stairs and out of the front door <p><u>Evacuation procedure:</u></p> <ul style="list-style-type: none"> • Simon (or the first person to spot the fire/ danger) activates the nearest alarm • Hisashi calls emergency number 999 • Teachers guide the students outside and collect the student lists from the classroom doors • Andy guides the students, staff and visitors outside through the fire exit and to the assembly point • Teachers check all the students are present • Simon checks all the rooms are clear and everybody has left the building
11. On-site emergency procedures: Lockdown and security breach	<p><u>In the event of breach of security</u></p> <ul style="list-style-type: none"> • Seek the emergency services advice whether to evacuate the premises or to take shelter • If advised, initiate lockdown • Lock the doors and barricade them if necessary • Keep the windows shut • Locate a safe place within a building - e.g. Room 1 or Staff room at CIE depending on the situation • Remain in the building but if anyone insists on leaving after being advised against, record it
12. Off-site emergency procedures	<p><u>In the event of an accident/ a serious incident while on a visit</u></p> <ul style="list-style-type: none"> • Assess the situation. • Inform emergency services if necessary. • Safeguard uninjured members of the group. • Ensure that an adult accompanies casualties to hospital and stays until relieved by a Parent or Agent and that the rest of the group are adequately supervised at all times and kept together. • Inform the Emergency Contact on the emergency number 07963 905 355 and keep the school informed at all times, reporting in particular the following details: the nature, date, time and location of the incident, names of casualties and details of injuries and names of others involved, the action taken so far and by whom, the action yet to be taken and by whom, the telephone numbers for future contact. • Write down accurately and as soon as possible all relevant facts and witness details, and preserve any vital evidence. • Keep a written account of all events, times and contacts following the incident. • Ensure that no one in the group speaks with the media but that all enquiries are referred to management. • Ensure that no one in the group discusses legal liabilities with other parties. • Provide management with a full record of the incident, actions taken and outcomes.

13. Terrorist, firearms, and weapons attack	<ul style="list-style-type: none"> • If groups are caught up in a security incident, Leaders should attempt to keep everyone together whilst moving away as quickly as possible. Staying low and even better, moving away whilst behind solid objects such as concrete barriers or buildings (as opposed to just parked cars) will provide good protection. • Once accounted for, it may seem obvious to try and travel from the town or venue as soon as possible. If this involves public transport, it may not be the best option as some terrorist organisations plan secondary attacks that specifically target transport hubs. • The Group Leader should notify the emergency contact as soon as practicable, noting the known whereabouts of all members. • RUN away from the danger to a place of safety, particularly places with reinforced walls. • If you can't move to safety, HIDE. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. • Then finally, and only when it is safe to do so, TELL the police by calling 999. Remain in hiding until all danger has passed. • Once it is safe to do so students and staff need to switch on mobile phones again so that contact can be made.
14. Training and emergency planning exercises	<p><u>Training and emergency planning exercises</u></p> <ul style="list-style-type: none"> • Fire warden training • First Aid training • Health and safety training - how to use fire extinguishers • Fire drills (twice a year) • Weekly fire alarm testing • Emergency lights testing • Smoke alarm testing • Annual gas boiler checks • PAT testing • Weekly/ monthly/ quarterly/ annual site health and safety checks/ audits
15. Post emergency	<ul style="list-style-type: none"> • School should stay open if at all possible. • Special meeting to recall, support and console the school 'community'. • Close down a classroom and make it available for parents, students and counsellors. • Principals and key staff will take turns to be in school until the situation is reasonably normal. • Have a daily circle time for students until the situation is reasonably normal. • The school should make daily contact with the bereaved parents if appropriate or agree how to communicate. • Have all staff meetings every day. • Enlist support of the Psychological Service to counsel staff and students. • Depending on the type and result of the emergency, schools may need to notify RIDDOR . • Notify the British Council within 5 days in case of major changes to the provision. • Review the procedures following the incident.

16 Review of the plan	Policy updated: 29/04/2025 Reviewed by: Simon Llewellyn Next review date: April 2026
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Appendices A–D

Appendix A. Sources of additional information

	https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings	Government information for schools on emergency planning.
	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak	Government guidance on actions for schools during the coronavirus outbreak.
	https://www.gov.uk/government/publications/crowded-places-guidance/marauding-terrorist-attack-mta-run-hide-tell	Government guidance RUN, HIDE, TELL.
	https://www.gov.uk/local-planning-emergency-major-incident	Government search engine to help you find out about your local council's emergency plan covering major incidents like flooding, flu pandemics and transport accidents. Allows you to search by postcode.
	https://www.englishuk.com/en/resources-and-reports/welfare-and-wellbeing	A wealth of information and guidance for English UK members on welfare issues.
	https://www.northnorthants.gov.uk/schools-and-education/school-emergency-plans-and-procedures	Downloadable resource sheets giving guidance and resources to schools in planning for and managing emergency situations which affect their establishment.

Appendix B. Incident Report Form – to be completed after reporting to the DSL (Designated Safeguarding Lead)

Details of persons involved in and reporting the incident	
Full name of person(s) <u>involved</u> :	Full name of person <u>reporting</u> the incident:
Role (student/teacher/other member of staff):	Role (student/teacher/other member of staff):

Details of incident	
Incident date:	Incident time:
Location:	

Description of incident
Action taken / recommendations

Signed:	Date:
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Appendix C. 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 DSL
- 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 DSL from another phone
- await further instruction from the DSL

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? What does it look like? What kind of bomb is it / how will it be detonated? Whom do you represent?		Gather information - try to assess details about: Caller: man, woman, young or old, nationality? Speech: rambling, calm, precise, intoxicated, well-spoken, foul language, 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, note the application and the username/ID used
- contact the DSL 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 DS

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

College of International Education - Risk Assessment for educational visits

Assessment Completed By		Endorsed By	
Area / Activity			
Activity Date			
Review Date			

Risk Rating	Actions Required
LOW	Continue to review working practices on a regular basis and implement any additional control measures required within the time scale given in the Risk Assessment.
MEDIUM	Implement control measures within the time scale shown in the risk assessment and review working practices on a regular basis. Review tooling and working practices used to reduce the probability of an accident to the lowest level possible (employee consultation should be included in the review)
HIGH	Do not allow work to start and review working practices immediately . Implement all the additional control measures identified in the Risk Assessment within the given times scales. Continue to review and implement additional control measures until the probability of an accident is reduced to the lowest level possible. (employee consultation should be included in the review)

How do I complete the RA? Follow this 6-step guide.

1. Tick the appropriate level of risk (H, M, or L) next to the section 'Who is at risk?' **2.** Read the existing controls provided and visualise yourself applying them during the activity. **3.** Tick the appropriate level of risk once the existing controls have been understood (this should always be on L; if it isn't, i.e. you think the risk is still either medium or high, speak to the Activities Coordinator immediately). **4.** Read the guidance for what to do in the event of an incident and visualise yourself applying this action. **5.** Review the risks with the Activities Coordinator and the other Activity Leaders and make sure you all know what to do. **6.** Once you are back from the activity, complete the last section with your own reflections on it.

Hazard	Who is at risk	H	M	L	Existing Controls	H	M	L	Action to be taken in event of an incident	
Losing students	Students				1. Head count 2. Name and phone number list 3. Provide students with a contact number for their activity leader/s & CIE's emergency number. 4. If possible designate a meeting point (or 'safe place') and time at the start of the activity.				1 Leader 1. Group all other students 2. Phone student 3. Take group to 'safe place' if you designated one and it is safe and convenient to do so 4. Phone police 5. Phone CIE's office/ the Activity Manager 6. Only resume activity once you have received advice from police & CIE and it safe to do so e.g. staff/student ratio is still safe	2+ Leaders 1. Group all other students 2. Phone student 3. Leader 1 take all other students to 'safe place' while leader 2 looks for student in last known place 4. Phone police 5. Phone CIE's office/ the Activity Manager 6. Only resume activity once you have received advice from police & CIE and it safe to do so e.g. staff/student ratio is still safe

Traffic related incidents	Students Supervisors			<ol style="list-style-type: none"> 1. Teach 'green cross code' and tell students how to stay safe and behave near roads e.g. use pavement, check they know what side the traffic comes from. 2. Use pedestrian crossings, wait for the green man. 3. When walking, make sure the group of students move in an orderly manner, i.e. in a column of twos. 4. Ensure leaders are distributed evenly among the group e.g. at the front, middle, back of the group. 			<p style="text-align: center;">1 + Leader</p> <ol style="list-style-type: none"> 1. Group all other students. 2. Assess the situation, are there any injuries? Are there any 3rd parties involved? 3. If necessary call 999. 4. If any minor injury occurred, follow the procedure for 'slips, trips and falls'. 5. If necessary call CIE's office / the Activities Manager 6. If necessary, exchange 3rd party details. 7. If there's a minor incident, e.g. student crossing road when light not green; re-establish 'green cross code' and issue warning to student. 8. Only continue with the activity or excursion if/when safe to do so.
Slips, trips and falls	Students supervisors			<ol style="list-style-type: none"> 1. Establish safe behaviour e.g. no running, chasing etc. 2. Avoid uneven and damp surfaces 3. Wear appropriate footwear 4. Use handrails whenever available 			<p style="text-align: center;">1 + Leader</p> <ol style="list-style-type: none"> 1. Group all other students. 2. Assess the situation, are there any injuries? Are there any 3rd parties involved? 3. If necessary call 999. 4. If any minor injury occurred, administer first aid e.g. plasters. 5. If necessary call CIE's office/ the Activities Manager 6. If there's a minor incident due to student misbehaviour; re-establish behaviour rules and issue warning to student. 7. If due to lack of signage/company neglect investigate complaints procedure and report on return to CIE. 8. Only continue with the activity or excursion if/when safe to do so.
Theft	Students Supervisors			<ol style="list-style-type: none"> 1. Encourage students not to carry valuables. 2. Warn students of the risks of pickpocketing especially in tourist hotspots. 3. Tell students to keep belongings in zipped pockets / secure bags and to be aware of belongings at all times. 4. Avoid areas known to be a major risk for pickpocketing, e.g. the Covered Market or very crowded places, when possible. 			<p style="text-align: center;">1 + Leader</p> <ol style="list-style-type: none"> 1. Group students. 2. Check the student is OK and that they haven't received any physical harm, provide reassurance. Find out what has been stolen. 3. If you are in a building: <ul style="list-style-type: none"> - Check item has not been handed in - Inform a member of staff of the theft and provide them with contact details 4. If necessary, call the police 5. If necessary, call CIE's office / the Activity Manager 6. Remind all students to keep personal belongings in pockets or bags, zipped/closed and not to interact with suspicious strangers. 7. Only continue with the activity or excursion if/when it is safe to do so.
Incidents with the public	Students Supervisors			<ol style="list-style-type: none"> 1. Establish advice and rules about interacting with the public beforehand, e.g. being polite. 2. Warn students about the dangers of interacting with strangers. 			<p style="text-align: center;">1 + Leader</p> <ol style="list-style-type: none"> 1. Group students. 2. Check the student is OK and that they haven't received any physical harm, provide reassurance. Find out what happened briefly. 3. If necessary e.g. if it feels like an unsafe/volatile atmosphere, remove the students from the situation to a safer environment. 4. If necessary phone 999.

					<p>3. Encourage polite behaviour towards members of the public such as bus drivers, staff.</p> <p>4. Avoid areas where this risk can be high, e.g. walking on the pavement in front of a pub, when possible.</p>				<p>5. If necessary, phone CIE's office / the Activities Manager.</p> <p>6. Assess the situation and decide if it is advisable/necessary to interact/intervene with the member of the public. e.g. if the person has been offended by a student, apologise and ask if they would like contact details for CIE</p> <p>7. Before resuming the activity or excursion, remind students about how to interact with the public safely and politely and to avoid interacting with strangers.</p> <p>8. Only continue with the activity or excursion if/when it is safe to do so.</p>
Terror attacks	Students Supervisors				<p>1. Be aware of the current UK threat level and guidance.</p> <p>2. Ensure you and the students are familiar with the government instructions: Run (away from danger), Hide, Tell (the police on 999 when safe to do so).</p> <p>2. Be aware of suspicious behaviour; if you see anything suspicious report it immediately and inform students to tell you if they see anything strange or worrying.</p> <p>3. Be aware of your surroundings and avoid big crowds when possible.</p>				<p>1 + Leader</p> <p>1. Follow government guidelines: RUN away from the danger to a place of safety / HIDE if you can't move to a place of safety (turn your phone on silent) / TELL the police by ringing 999 only when safe to do so.</p> <p>2. Remain in a safe location until advised otherwise by a member of the emergency services and follow instructions that they provide you with.</p> <p>3. Endeavour to re-group students and retreat to a safe place as soon as possible.</p> <p>4. When safe, make contact with CIE who will provide support and assistance.</p>
High risk Allergies e.g. anaphylaxis	Students Supervisors				High risk individuals such as those at risk of anaphylaxis have individual healthcare plans/risk assessments and a trained individual must be present on the excursion.				<p>1 + Leader</p> <p>For known individuals at high risk their individual action plan will be followed. For unknown suspected severe allergic reactions such as anaphylaxis:</p> <p>1. Call 999 immediately and tell ambulance control you suspect a severe allergic reaction.</p> <p>2. Follow advice from ambulance control until the ambulance arrives.</p> <p>3. Contact CIE to receive further advice about continuing the activity.</p>
Low risk allergies e.g. hay fever	Students Supervisors				<p>1. Check register for information about known student allergies</p> <p>2. Check students have medication with them if necessary</p> <p>3. Tissues in first aid kit</p>				<p>1 + Leader</p> <p>1. Monitor students' symptoms. If they have medication to take, encourage them to use this.</p> <p>2. Make sure the student stays hydrated; this helps manage symptoms.</p> <p>3. If carrying out an outdoor activity and the environment is causing the student/s serious discomfort consider moving to a location that may have a lower pollen count e.g. away from trees/grass.</p>

Feeling unwell due to hot weather / heat stroke	Students Supervisors				1. Check everyone is hydrated 2. Check everyone has a full bottle of water to hydrate themselves 3. Check everyone has applied sun cream on themselves 4. Make sure to walk in the shade when possible 5. Make brief pauses to drink water				1 + Leader 1. Move the person to a shaded/cool area to decrease body temperature. 2. Sit or lie down as soon as the person begins to feel symptoms. 3. Monitor vital signs to ensure the person does not also acquire another medical condition. 4. Elevate legs to promote blood returning to the heart. 5. Rehydrate with water/sports drinks. 6. Only continue with the activity or excursion if/when safe to do so.
Can you think of anything else? Write it here.									

To be signed by all person(s) completing this risk assessment			
Name	Signature	Role, e.g. Activity Leader	date

Your reflections (with examples)		
What went well? Try to give at least 2 examples	What did you find challenging? Try to give at least 2 examples	How could the activity be improved?