



**St Paul's Cathedral School**  
**Health and Safety Policy**

## **Health & Safety General Policy Statement**

### **Introduction Health & Safety Policy**

St Paul's Cathedral School attaches the utmost importance to the safety, health and welfare of its employees and pupils. We will comply with the provisions of the Health and Safety at Work Act 1974 and all subsequent regulations, including those implementing EC Directives. This policy takes into account the DfE advice 'Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies (2013)'.

### **RESPONSIBILITIES**

#### **Governors**

St Paul's Cathedral School Governors have oversight of the policy and the responsibility for implementation is delegated to the Head. The Governors will ensure that sufficient financial provision is made available to support the policy. Day-to-day responsibilities are delegated to the Bursar, working under the direction of the Headmaster.

Health and safety is a standing item on the agenda of governing body meetings.

#### **Senior Management Team**

The Senior Management Team will take steps so far as is reasonably practicable to ensure that the workplace is a safe and healthy environment in which its employees, pupils, contractors and other persons affected by the school operations can work.

The Senior Management Team will make the necessary assessments, identify safety training and provide information and supervision for employees at all levels. It will consult on a regular basis with all employees with regard to health and safety issues. It will provide the necessary safety devices and protective clothing, provided that a safer working environment cannot be achieved by any other means.

The Bursar takes the burden of responsibility for day-to-day health and safety matters including the maintenance of the plant and equipment.

#### **Health and Safety Committee**

A Health and Safety Committee has recently been set up with representatives from the staff body. It meets once a term to discuss issues in the school and review procedures.

#### **All staff**

All aspects of health and safety remain a management responsibility. However, a safe and healthy workplace can only be achieved with the full co-operation of every employee.

Employees are duty bound to act responsibly and to do everything possible to prevent personal injury to themselves and to others. They must also safeguard all persons to whom the school owes a duty of care, namely people who may come into contact with their work; pupils, parents, visitors etc. To achieve this employees must:

- obey all the safety rules and procedures, including the wearing of protective clothing and the use of protective devices if they are specified by the school risk assessments;
- exercise awareness, alertness, self-control and common sense at work;
- report promptly to their department head or the Bursar all hazards, potential hazards, defects in equipment and any shortcomings in the school's work systems or procedures.

All teaching staff will be required to fill out risk assessments for their areas under the supervision on the Bursar.

### **Boarding House**

The Head of Boarding is responsible for health and safety within the boarding house in consultation with the Bursar. The resident nurses assist and have particular responsibility for medical matters (see First Aid Policy and Boarding Handbook).

Employees should not be in any doubt that the school will apply disciplinary procedures to any employee who is in breach of the school's health and safety policy. This includes any specific safe systems of work, instructions, training and procedures laid down for the protection of those involved in the school's operations, and for those who may become involved in them.

### **PROCEDURES**

- a) Staff will be trained in health and safety, including risk assessments, on a regular basis. The training will also cover aspects such as first aid, fire and action to be taken in the case of an emergency.
- b) Teaching staff, including teaching assistants, will be consulted through regular staff meetings. Other support staff will be consulted and communicated to through the Bursar, caretaker and catering manager.
- c) All accidents, including those reportable under RIDDOR, will be written up in the accident book.
- d) The school's Educational Visits Policy (see Appendix 1) outlines procedures for taking pupils on trips locally and abroad. The Risk Assessment Policy should also be consulted (see Appendix 2).

- e) Procedures in the event of fire and emergencies can be found in the Fire Safety Policy and the Emergency Management Plan. (see Appendix 3 and 4)
  - f) The First Aid policy outlines procedures for medical matters.
  - g) The school takes the issue of employee stress seriously and has a Policy on Stress which can be found in Appendix 10 of the Staff Handbook.
  - h) The school has a Security, Access Control and Workplace Safety Policy (see Appendix 5) to provide a safe and secure environment in which our pupils can learn and live, our staff can work and our visitors can come and go in a safe and orderly fashion.
  - i) The Security, Access Control and Workplace Safety Policy's objective is also to protect our buildings and grounds together with the equipment belonging to the school and the personal possessions of everyone in the community.
  - j) Violence towards staff will not be tolerated and if instigated by a pupil will be regarded as a serious incident which may result in expulsion (see Discipline and Rewards Policy). The School Code of Conduct gives clear expectations of the behaviour expected of everyone in the community.
  - k) Training in manual handling is given to all appropriate staff through the Bursar and caretaker.
  - l) All possible care is taken to avoid slips and trips including clear signage if, for example, floors are wet. The Health and Safety committee discuss possible risk areas and advise on risk assessments.
  - m) The school has very little space for vehicle movements on its premises but every care is taken to ensure staff who drive cars onto the forecourt or who drive the two minibuses kept there are aware that children may be nearby. No child should be on the forecourt without adult supervision at any time.
  - n) The school considers the risk to safety involved in the management of asbestos. A detailed survey was undertaken in January 2015 and this is made available to all contractors before the commencement of any work.
  - o) The school considers the risk to safety of all hazardous substances and these are locked away and clearly labeled.
  - p) Contractors are carefully selected and they are managed in line with the school's Security, Access Control and Workplace Safety Policy.
  - q) The maintenance of plant and equipment is the responsibility of the Bursar, including the arrangement of annual PAT testing.
  - r) All aspects of fire safety are included in the school's Fire Safety Policy.
- The school's adherence to health and safety in catering and cleaning of the food preparation and eating areas is subject to external inspection by the Environmental Health Officer (EHO). The bursar arranges for regular external deep cleaning and pest control services, and that the bursar reports on all these aspects to the Finance and General Purposes Committee. In addition the external caterers carry out their own in house spot checks on standards of food preparation and cleanliness.

- The school has an induction procedure for all new staff which includes Fire Evacuation procedures, standard first aid procedures and any specific risk aspects relating to their role e.g. the use of the science lab.
- The external fabric of the school, its plant and equipment are surveyed and inspected regularly by competent professionals.

## **Focus**

The school's/work programmes will adopt good safety practices. These will include:

- the safe use, storage, handling and transport of articles and substances;
- the provision of adequate information, instruction, training and supervision for employees including temporary employees and contractors;
- the provision of safe machinery and equipment regularly maintained, including the operation and maintenance of plant and systems of work;
- the provision of a safe and healthy place of work, including access and egress to and from the premises, and adequate facilities and arrangements for the welfare of employees at work;
- consider the safety of pupils, parents, contractors and any others accessing the premises including those who hire or undertake leisure activities.

## **Policy Review**

This policy will be regularly reviewed and revised, at a minimum of one year intervals. In conducting the policy reviews, due regard will be given to the following:

**Planning** - The elimination of risks in the workplace by careful selection and design of facilities, equipment and processes, together with effective control measures and training for employees.

**Organisation** - A review of the school's organisation including changes to ensure that responsibilities for health and safety are clearly defined at all times to all employees at every level.

**Control** - Ensuring that the safety requirements are implemented throughout the school by all employees and that training is regularly conducted in support of those standards.

**Monitoring and Review** - Regular safety audits will be carried out. The Health and Safety Committee will monitor and review procedures and a full report on health and safety matters will be presented to the governing body annually.

A copy of the policy will be given to all employees when they join the school. When changes have been made to the policy, copies will be placed on the school's intranet.

Signed .....

(Chair of Governors)

Signed .....

(Headmaster)

Date: ... February 2019

(Signed copy kept on file).....

## **Appendix I**

# **St Paul's Cathedral School**

## **EDUCATIONAL VISITS POLICY**

### **PART I: GENERAL INFORMATION**

#### **INTRODUCTION**

At St Paul's Cathedral School we believe that learning outside the classroom is an essential component of our curriculum. It gives our pupils unique opportunities to develop their resourcefulness and initiative and to spend time together in an informal environment. Each trip is different. Some are directly related to the curriculum, some are designed to promote social awareness, or to enhance physical skills, self-reliance and team-working. Others will extend the pupils' knowledge of the world. The common factor is that they all make an essential contribution to your child's development and education in the broadest sense of the word.

#### **OUR TRIPS AND VISITS**

We regularly take pupils on day trips to: historic sites, museums, galleries, natural features, farms and Roman remains to support the school curriculum. There are theatre trips for pupils of all levels.

Overnight Visits: we run a Geography field trip for Year 7, and a post-Common-Entrance visit to Snowdon for Year 8. A Year 7 visit to an outdoor centre is also arranged each year.

Overseas Visits: from time to time an overseas visit is held, eg a day trip to Lille (French Department). Year 7 usually attend a week-long residential course in France each year.

Boarding Pupils: have a weekend programme of local activities, including biking round Battersea Park, adventure playgrounds and ten-pin bowling

The Cathedral choristers make concert tours overseas. Responsibility for these rests jointly with the school and the Cathedral Music Department. Our school choirs perform at local venues.

We have an annual ski trip to France / Italy.

#### **INFORMATION ON PLANNED TRIPS AND ACTIVITIES**

Parents will always be notified in advance:

- If your child has been selected for a sports team where the match will be played outside school hours. We welcome family and friends at all our matches.
- If your child is going to be out of school during the school day in order to visit a local museum, theatre, nature reserve or historic site, we will always seek your permission, and make it clear if the visit involves a charge or late return to school, [or collection from another place, such as a theatre].
- We send details of planned trips and activities well in advance to all parents of pupils of the relevant year group or cohort. Parents who opt for residential or overseas day trips are, where appropriate, invited into the school for a full briefing before their child departs.

## **CONSENT**

We require parents' specific, individual written consent if we are to take pupils on any trip beyond the Cathedral boundaries. A blanket consent form is sent to parents at the beginning of term but we ask for further signed consent for a residential trip or overseas trip. Parents are given the option not to allow their child to go on a trip at any time.

## **SAFETY**

Safety is top priority for us. We expect parents to support the school in ensuring that your child follows the instructions given either by a member of staff, or by a qualified instructor, and uses the proper equipment. We reserve the right to send any pupil home early at their parents' expense, if they decline to follow reasonable instructions given for their own safety, (or do not follow the school's behaviour code).

## **PART 2: GUIDANCE FOR STAFF INVOLVED WITH SCHOOL VISITS**

### **INTRODUCTION**

We have a large number of trips, out of school activities and visits, which are an important part of our educational ethos. We expect that every member of our staff endorses the educational value of activities outside the classroom. We encourage as many staff as possible to participate in them, and to help with the arrangements. To make this possible, we set reasonable timetables, as we do not want this important function to become burdensome. We always welcome suggestions from staff for new trips.

### **EDUCATION VISITS COORDINATOR**

The Deputy Head and Bursar perform the role of the Education Visits Coordinator (EVC). They support the Headmaster in the process of approving visits, ensuring that they are spread through the different age groups, and the school year. They help staff involved with organising tours, with checking parental consent forms and keep records of all previous visits (which can be borrowed). They, in conjunction with the School Nurses, keep reports of any accidents or near misses. All new staff have a session on planning school visits as part of their induction training.

### **ROLE OF THE GROUP LEADER**

Every trip or visit, no matter how short, must be planned in advance by the member of staff who is in charge of organising and running it. S/he will always have had experience of accompanying school visits before taking on the role of Group Leader. The Deputy Head and Bursar are available to give guidance to all potential Group Leaders, which covers practical guidance on conducting risk assessments, emergency procedures, the school's insurance cover, budgeting for visits and the circumstances under which a visit might be terminated or curtailed, for instance if weather or sea conditions suddenly deteriorated. We expect all Group Leaders either to hold a valid First Aid certificate, or ensure that one of the other staff accompanying the visit holds one. One other member of staff on the visit must be capable of taking over the Leader's role, if necessary.

No one should drive the school minibus unless s/he has the appropriate qualification. There should always be a second member of staff in the minibus. The school will arrange and fund First Aid courses, as well as courses in driving minibuses for all staff as necessary. We expect every member of staff to complete a "Drivers' Declaration Form" before s/he drives pupils in a school minibus or privately owned vehicle. The completed forms are held by the Bursar. At least 4 members of staff who are regular drivers have been MIDAS trained.

## **PERSONAL LIABILITY AND INSURANCE**

The Group Leader is “in loco parentis” and as such should “act as any reasonable parent would do in the same circumstances.” Staff who take part in visits and activities outside school may feel concerned about the possibility of being held personally liable if an accident should occur. However, they can be assured that St Paul’s Cathedral School, as their employer, will always stand behind them in the unlikely event of an accident occurring, provided they have exercised reasonable care and followed the school’s guidelines.

The school has £5 million of Employers’ Liability Insurance and £25 million of public liability insurance, as well as a group travel policy that covers most visits inside the UK and overseas. Cover includes cancellation or delay, medical expenses, replacement of passports, personal possessions and money. The policy includes the school’s skiing holidays. The Group Leader should ensure that s/he takes a copy of the school’s travel insurance with him/her on all overnight visits.

The school’s policy is to discourage staff from transporting pupils in their private cars, and never to allow them to be transported in cars belonging to parent helpers (unless the parents make a private arrangement that does not involve the school).

## **PREPARATORY ARRANGEMENTS**

The amount of advance preparatory work needed will obviously vary considerably with the type of activity. Very little preparation may be needed for walking with a group of pupils to a local museum, spending an hour there and walking back in time for school lunch. By contrast, residential visits to another country require considerable research and preparation. Repeat visits and shorter visits will need less planning, and can be arranged at shorter notice, though it is always desirable to give parents as much notice as possible when planning visits for school holidays and half-terms. (Group Leaders may draw upon the EVC’s stock of existing background material when planning regular repeat visits to familiar destinations).

The list that follows is designed to cover all the planning that a Group leader needs to undertake for a longer type of visit. It is designed to be as comprehensive as possible.

### Up to a Year in Advance (for residential visits)

- Obtain advice from the EVCs and Headmaster, on suitable dates, precedents etc, and discuss preliminary plan, including purpose, location, transport, hotels, activities, itinerary, number & age of participants
- Calculate the staff to pupil ratio, (see below)
- Prepare a draft itinerary
- Decide mode of transport for all legs of the journey.
- Prepare fully inclusive costs for the visit, including an appropriate contingency for delays and emergencies. (The costs of the accompanying staff must be included).

- Check that the provider of adventure activities is licensed and the individual instructors possess a recognised qualification from a national body, such as the Adventure Activities Licensing Authority.
- Obtain clear statement from the Centre about their responsibilities for the safety of the pupils before making any commitment. Ask for copies of their risk assessments
- Prepare the risk assessment(s), (see below),
- Find other members of staff who are willing to participate in the trip, bearing in mind the need to have both male and female teaching staff when both sexes participate in a visit. In certain circumstances parents are invited to accompany school visits of a day or less.
- Check that the tour company/airline is ATOL/ABTA bonded to provide cover in the event of the bankruptcy of the provider.
- Carry out a reconnaissance visit if the location is not one that the school has visited before. (If a reconnaissance visit is impossible, a reference from another school that has visited the site may suffice).
- Establish the minimum and maximum numbers for the visit to be viable (bearing in mind that the costs of the accompanying staff will be divided amongst the participants)
- Ascertain the medical and visa requirements
- Establish when the deposits are required by tour operators/airlines/activity centre etc, and ensure that the size of the deposit requested from parents is sufficient to cover these costs (including the costs of deposits for accompanying staff)
- Prepare a written case, to be counter-signed by the EVO, seeking the Headmaster's approval.
- [If necessary attend a First Aid and/or minibus driving course beforehand.]

### Staff/Pupil Ratios

The DfE recommended staff-to-pupil ratios for visits and off-site activities is:

Ratio	Pupils' Year Group
1:6	1- 3 inclusive (with a higher ratio for the under 5s)
1:10	Years 4 – 6
1:15/20	Years 7 upwards
1:10	All visits abroad

### Early Years

A risk assessment will be carried out for each visit. This assessment must take account of the nature of the outing, and consider whether it is appropriate to exceed the normal ratio requirements (as set out in *The Early Years Foundation Stage Statutory*

Framework document), in accordance with the school's procedures for supervision of children on outings.

### The Risk Assessment

All Group Leaders must conduct a risk assessment on the potential hazards involved in a visit, trip or activity that they are planning. The form for risk assessments can be downloaded or found in the Risk Assessment file in the Bursar's office, and guides the user in:

- Identifying the potential hazards of the place being visited.
- Listing the groups of people that are especially at risk from the significant hazards.
- Listing existing controls or notifying where the information may be found.
- Considering how he/she would cope with the hazards which are not currently identified or fully controlled.
- Carrying out continual monitoring of hazards throughout the visit.

Professionally operated licensed activity centres and tour operators specialising in school visits will conduct their own risk assessments. The Group Leader should ask for copies at the planning stage. Provided that s/he is satisfied, it will meet the school's requirements for the activity part of the visit. Additional risk assessments will probably be needed to ensure complete coverage of all aspects of the visit. Risk assessments carried out by the school for previous visits can generally be updated and re-used, unless there has been a change of circumstances.

When planning an activity involving caving, climbing, trekking, skiing or watersports, the school will ensure that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004.

### After permission is granted

- Write a preliminary letter to send to parents and guardians of the target age group, outlining the purpose of the trip, the programme *and* the expected cost. Ask for acceptance, together with a deposit or payment. If relevant, mention that parents will be invited to a briefing meeting before departure. Explain any restrictions on numbers. Remember that all letters to parents must be cleared in advance.
- Brief the pupils about the visit, its dates and purpose (senior pupils only at this stage).
- Check names with the Nurses of all pupils wishing to participate. Discuss with EVOs concerns about special arrangements that may be required for handling any specific medical issues.
- Ensure that deposits /payments are received.
- Pass all relevant invoices to the Bursar for payment.

### One to Three Months in Advance

- Finalise the costs with the travel company etc.

- Insist that all coaches are fitted with seat belts (this may not be possible in every country).
- Finalise the cost for parents (including contingency to cover delays etc).
- Inform parents of the medical and visa requirements. Advise parents of non-British passport holders that they are responsible for ascertaining the visa requirements of the country to be visited.
- Liaise with the Bursar for final payments to travel companies etc and from parents to be made.
- Brief and prepare the pupils.
- Liaise with the Bursar over currency requirements.
- Arrange meeting with parents to brief them on all aspects of the trip, including:
  - The itinerary, including the meeting and collection points.
  - Contact details for the hotels/hostels.
  - The money, kit and equipment that the pupils need.
  - The medical (and visa) requirements
  - Any special equipment requirements (eg skiwear).
  - The expected standards of behaviour, and the potential risks of irresponsible behaviour and remind them that pupils who ignore or flout the behaviour code risk being sent home at their parents' expense. Pupils remain subject to school rules throughout the visit.
  - Arrangements for handling illness and accidents, and arrangements for informing parents in such circumstances.
  - Arrangements for communicating with parents in the event that the return is delayed.
  - The need to notify the school in the event of contact with an infectious disease within four weeks of traveling.
  - The reasons why a completed medical consent form is essential.
- Send all parents a copy of the medical consent form (see annex).
- Discuss catering requirements with Bursar.
- Liaise with Nurses over first-aid kit.

#### At Least One Week in Advance

- Ensure that all medical consent forms (and passports if required) have been returned.
- Ensure that all travel / event tickets have been received.
- Meet with the other members of staff to discuss the itinerary, the risk assessment, the respective roles of the Group Leader and other accompanying staff, and emergency procedures.
- Prepare packs for the School and for relevant accompanying members of staff that contain the following information:
  - The itinerary (including address, phone numbers etc of all locations where the party is staying).
  - The Group Leader's contact details],
  - Contact details of all participating staff,
  - A list of pupils, together with copies of their parental contact forms (which includes details of each pupils' medical conditions),

- Emergency contact numbers for the Headmaster and Bursar,
- The address and contact details of the nearest British Consul (if appropriate),.
- A copy of the travel insurance document (including emergency contact details).
- A copy of the risk assessment.
- Location of local hospital

### The Day Prior to Departure/The Day of Departure

- Collect tickets and currency from Bursar,
- Give trip information packs to designated school recipients and to other staff participants
- Remind pupils about the rendez-vous, dress code, standards of behaviour etc.
- Collect traveling first aid kit(s). Check contents.
- Collect packed lunch if required.

### **DURING THE VISIT OR ACTIVITY**

Primary responsibility for the safe conduct of the visit rests with Group Leader. S/he has responsibility for amending the itinerary in the event of unforeseen delay or sudden deterioration in weather conditions. S/He may delegate part or all of the responsibility for the following to one or more of the accompanying staff:

- Carrying out a head count on getting on and off each form of transport, entering or leaving a museum, restaurant, activity centre, hotel etc.
- Checking that all pupils wear their seat belts.
- Checking the fire exits and escape routes at each hotel or hostel. Ensuring that every pupil walks through the emergency escape route at each hotel.
- Ensuring that sleeping accommodation is suitable and located together (preferably not on the ground floor).
- Enforcing expected standards of behaviour.
- Looking after passports and valuables
- Storing cash and tickets in the hotel safe.
- Keeping an account of all expenditure.
- Recording all accidents and near misses.

### **ILLNESS OR MINOR ACCIDENTS**

If a pupil has a minor accident or becomes ill, a member of staff will take him/her to the local hospital or clinic. If the trip is outside the UK, s/he will notify the insurers on their helpline to arrange (where possible) for the medical bill to be sent directly to the insurance company for settlement. If the accident is more serious (such as a broken leg when skiing), the school's medical insurers may arrange for the pupil, accompanied by a member of staff, to be repatriated to the UK. The pupil's parents will be telephoned if their child has suffered an accident or injury that is serious enough to require medical treatment – as opposed to minor cuts and bruises.

## **EMERGENCY PROCEDURES**

In the event of a serious accident resulting in the death or injury of one or more of the pupils and staff, the Group Leader's first priority would be to summon the emergency services, and to arrange for medical attention for the injured. One of the accompanying members of staff will accompany the injured pupil(s) to hospital. Ensuring that the rest of the group were safe and looked after, and informing the Headmaster of what had happened would be the next tasks for the Group Leader, who would need to give as full, calm and factual account as the circumstances permitted. Where the full facts had not yet emerged, s/he should say so, and ensure that follow-up communications with the Headmaster are maintained. S/he would also need to contact the British Consul (if abroad) and arrange for the Bursar to contact the school's insurers as quickly as possible. A full record should be kept of the incident, the injuries and of the actions taken.

Depending on the nature of the incident, the school would inform, as swiftly as possible, both the families of the injured, and the families of those who are unhurt. We recognise that in an era of instant communications, it may not be possible for us to be the first to break the news. Nevertheless, we firmly believe that we have an important duty to speak personally to the parents of any pupil who has suffered some injury or mishap. We will use mass communication methods (SMS, email, messages on our web, local radio) for communicating with those whose children are not affected.

Where possible, communication with the media should be left to the Headmaster. Staff should refer the media to the school. If comment is unavoidable, it should be factual, calm and no attempt made to cover gaps in knowledge.

See the Annex to this Policy for a quick guide to action to be taken in an emergency on a school visit.

## **DELAYED RETURN**

If a visit is delayed, the Group Leader should inform the School and use the agreed arrangements to contact all the parents to alert them to the delay and the revised time of arrival.

## **ON RETURN**

Each Group Leader is asked to provide a report on the visit, and any reports of accidents and near misses on his/her return. Personal observations and lessons learned are always valuable.

### Expenditure

The Group Leader is responsible for returning any unused money to the Bursar, together with a schedule of all expenditure on the trip. Unused balances will be returned to the parents by way of credits shown on the next school bill.

## Report for Governors

The Headmaster's termly report to the Governors always contains a synopsis of all the school trips and visits that have taken place since the last visit. He may ask the Group Leader for a short report.

## **ANNEX A**

### **ACTIONS IN THE EVENT OF AN EMERGENCY ON A SCHOOL TRIP**

#### **Guidance on Emergency Procedures**

All school trip leaders must acquaint themselves with this plan. The plan is included as an annex in the School Visits Policy.

- Establish the nature and extent of the emergency
- Make sure that all (other) members of the party are accounted for and safe.
- If there are injuries, establish their extent and administer first aid – within the bounds of your training and abilities
- Establish names of the injured and call the relevant emergency services
- Advise other party staff of the incident and that emergency procedures are in operation
- Ensure that an adult from your party accompanies any casualties to hospital. If on your own go with the injured pupil(s); the Emergency Services will look after the rest of the party until another member of staff arrives
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to school (or other base)
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for
- Control access to telephones until contact is made with the Headmaster/Bursar or their deputy and until they or you have had time to contact those directly involved. Give full details of the incident to the school.
- Telephone numbers for future communication: identify alternate telephone numbers in case lines become jammed
- In serious incidents the parents of all party members should be informed. Liaise with the school on who will undertake this task, and that of informing parents of any delays.
- Media: refer all media enquiries to the school. If forced to communicate with the media, only give factual information and do not divulge the name of any member of the party.
- As soon as practicable write down all relevant details. A record should be made of any witnesses.
- Legal liability should not be discussed or admitted.
- All accident forms should be completed. The school will inform insurers, HSE etc as appropriate.

#### **Trip Bag**

A trip bag should be taken on all trips. It should contain:

- School phone

- School camera
- First aid kit
- Relevant medication
- Contact details (phone numbers and addresses) for all pupils on the trip

## Appendix 2

# St Paul's Cathedral School

## RISK ASSESSMENT POLICY

### INTRODUCTION

This policy applies across the whole school, including the Early Years Foundation Stage. Its aim is to promote the welfare, health and safety of pupils and staff.

### WHAT IS A RISK ASSESSMENT?

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation.

- A hazard is something with the potential to cause harm
- A risk is an evaluation of the probability (or likelihood) of the hazard occurring
- A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property)
- Risk control measures are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, preliminary visits, warning signs, barriers and insurance).

Risk assessments can be used to identify the potential hazards to people (slipping, falling), property (fire), strategic (reputation, loss of pupils, impact on development), financial (falling pupil rolls), compliance (child protection issues) and environmental (asbestos, legionella).

### WHY HAVE RISK ASSESSMENTS?

The obvious answer is that risk assessments are a legal requirement. ISI and Ofsted Inspectors expect to see examples. But there is logic to this. By focussing on prevention – as opposed to reacting when things go wrong – it is possible to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Preventive measures can often be surprisingly simple and cost-effective, such as the application of hazard warning tape to a trip hazard, or ensuring that chemicals are properly stored in locked containers.

### WHAT AREAS REQUIRE RISK ASSESSMENTS?

There are numerous activities carried out in this school, each of which requires its own separate risk assessment. The most important of these cover:

- Fire safety, procedures and risk assessments
- Educational visits and trips
- EYFS settings

However, risk assessments are also needed for many other areas, including:

#### Educational

- Science experiments
- Sport and PE
- Art (including the clay and print studios)
- Music (including minimising the risk of hearing loss to staff)
- Drama
- Dance
- 

We make use of model or generic risk assessments for our educational activities and visits. We subscribe to the CLEAPSS Advisory Service that provides model risk assessments for our Science lessons. We provide professional training courses for teachers who work in Science.

#### Pastoral

The focus of our pastoral policy is to ensure that every pupil leaves as a confident, articulate person capable of keeping him/herself safe on the streets, in the home and in all situations. Our PSHEE programmes and Assemblies are directed towards promoting an increasing understanding as the pupil develops, of the risks that exist in both the real and the electronic worlds, and on sensible precautions that should be taken. Our Science lessons encourage pupils to conduct their own safety-related research into the potential hazards of chemicals, gas, electricity and flammable materials.

#### Medical and First Aid

The Medical area has risk assessments for first aid and all other treatments and procedures. Accident forms are maintained in the school office and the Nurses are responsible for ensuring that accident reports are recorded.

#### Child Protection

Our Child Protection policies and training for all staff form the core of our child protection risk management. Safer recruitment policies and procedures ensure that the school is not exposed to the risk of employing staff who are barred from working with children, and are not allowed to work in the UK. By extending this regime to Governors, volunteers and the adult members of the families of staff who are accommodated on site, and by ensuring that everyone in our community receives regular child protection training, we manage this risk to an acceptable level.

#### Support Areas

- Catering and Cleaning: risk assessments and training are required for every item of catering and cleaning equipment, as well as for manual handling, slips and trips and the

control of substances hazardous to health (COSHH). Induction and refresher training covers risk assessments, protective equipment and safety notices.

- **School Buildings and Grounds:** risk assessments cover every room, stairs, corridor, outside area and emergency exit in the school, including the boarding house. Particular emphasis in training is given to minimising the risk of both fire and to security by adhering to good practice.
- **Maintenance:** risk assessments and training is required for every tool and item of equipment, as well as for manual handling, slips and trips, working at height, lone working, asbestos, control of contractors on site, electricity, gas, water, and the control of substances hazardous to health (COSHH). Induction and refresher training covers risk assessments, safe working practices, communication and health and safety notices and protective equipment.
- **Office staff:** risk assessments are required for the display screen equipment and cables used by those staff (primarily office-based) who spend the majority of their working day in front of a screen.

#### Access by Pupils

Risk assessments of all areas of the school reinforce the policy of ensuring that our pupils do not have unsupervised access to potentially dangerous areas, such as the science laboratory. Doors to these areas are kept locked when not in use. Pupils are only allowed access when accompanied by a member of staff. Pupils do not have access to the catering and caretaking working areas in the school.

### **CONDUCTING A RISK ASSESSMENT**

There are several possible techniques. One model that we use, known as the “Traffic Lights Model” is set out below:

<b>HAZARD</b>	<b>SEVERITY</b>	<b>LIKELIHOOD</b>	<b>INITIAL RISK RATING</b>	<b>FURTHER ACTIONS</b>	<b>RESIDUAL RISK RATING</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
List each. Carry out actions 2-6 for each hazard	Rate each 1 – 6 in ascending order of severity	Rate each 1 – 6 in ascending order of likelihood	Multiply severity with likelihood (Col 2 x Col 3)	List measures to reduce severity for each hazard	Adjusted Numerical score <i>(Must be no higher than 11 for EYFS and youngest pupils)</i>

Date:
Signature:
Signature of Education Visits Coordinator:

On completion of the risk assessment, the residual risk score is coloured coded as follows:

**Red – scores of 24-36**

**Amber – scores of 12 -23**

**Green –scores of 0 -11**

Our policy is **never to** carry out any activity which has a **red rating** (24 or above) after the risk reduction measures have been put into effect. Activities involving our youngest pupils (EYFS children and Year 1) will only be carried out, if they can be awarded a residual (**green**) score of 11 or below.

**Green activities can be:**

- **A hazard that is highly likely but is of low residual rating.** For example:

The likelihood of a coach in a city being stuck in traffic would be rated as 6

The severity of leaving teachers, teaching assistants and children waiting outside in hot sun/wet weather for an unknown period of time would be rated as 2.

The initial risk rating would be 12 (Amber).

But putting all of the following measures in place reduces its severity to 1, leaving a residual risk rating of 6 (Green):

- The driver is in touch with the school/teacher in charge by mobile phone.
- Staffing ratio is 1: 6 or lower.
- Teacher in Charge has made a reconnaissance visit, and discovered where the party can wait out of the rain/sun
- Bottled water is carried
- The staff can phone the school to advise that there will be a delayed return
- All parents' emergency contact details are available to the School Office, so that they can be phoned and told that the coach is stuck in traffic; but there is nothing to worry about
- All members of staff held a meeting beforehand to discuss the outing and the risk assessment.

- **A hazard may be fairly likely and have a low residual rating.** For example:

The likelihood of a child falling over and grazing a knee on a walk in the countryside would be rated as 4.

The initial severity would be 3.

The initial risk rating would be 12 (Amber)

But putting the following measures into place reduces the severity to 2, leaving a residual risk rating of 8 (Green):

- Accompanying staff have First Aid kit
- One member of staff is qualified in Paediatric First Aid
- Accompanying staff have mobile phone
- All members of staff held a meeting beforehand to discuss the outing and the risk assessment.

- **A hazard may be very unlikely; but have a high severity rating.** For example:

The likelihood of a child going missing on an organised school outing headed by a qualified teacher, who has experience in leading visits, and was appropriately staffed, would initially be rated as 3.

The severity would be 6.

The initial risk rating would be 18 (Amber).

But putting the following measures into place reduces the likelihood to 1, leaving a residual risk rating of 6 (Green):

- All children have been briefed about the purpose of the visit and the expectations of behaviour
- All children understand where they should go if they accidentally become separated from the rest of the group
- Accompanying staff and any volunteers carry mobile phones
- Staffing ratio is at least 1: 6, possibly supplemented further by parent volunteers
- Teacher in Charge has made a reconnaissance visit, and planned the route inside the location (e.g. museum) in advance
- Children are divided into small groups, each supervised by one member of staff, with any volunteers assisting
- All members of staff held a meeting beforehand to discuss the outing and the risk assessment
- All members of staff know what to do in an emergency
- All volunteers have been briefed thoroughly on their respective roles.
- All children are wearing school uniform and are readily identifiable
- Head counts are taken on leaving the classroom, on sitting in the coach, on leaving the activity and on returning to the coach. The coach does not leave until everyone is accounted for.

The three examples quoted above are intended to illustrate that everyday risk assessments for school outings are no more than practical tools that are designed to assist teachers who are in charge of an outing. The issues:

- What if the coach is delayed?
- What if a child falls over and injures him/herself?
- What if a child goes missing?

can arise, and need to be anticipated in advance. However, conducting risk assessments on EYFS outings does not require specialist knowledge.

### **Medium Risk Activities**

We undertake a few medium risk activities with [older] pupils, such as skiing and skating; but using qualified instructors. Pupils are always given a safety briefing before participating in these activities, and are expected to wear protective equipment, such as mouth-guards, and to follow instructions.

Members of staff may carry out medium rated activities if they have been properly trained. All members of staff and pupils are expected to wear personal protective equipment (PPE) for tasks that have been assessed as requiring its usage.

### **Specialist Risk Assessments and High Risk Activities**

We will always employ specialists to carry out high-risk tasks at the school. The Bursar/arranges for specialists to carry out the following risk assessments:

- Fire safety
- Asbestos
- Legionella
- Gas safety
- Electrical safety of buildings
- Work with lead

## **REVIEW OF RISK ASSESSMENTS**

All risk assessments should be regularly reviewed; but the EYFS Statutory Framework requires schools to review and update their risk assessments *annually*. It also specifically requires providers to have risk assessments in place covering their *indoor and outdoor spaces, furniture, equipment and toys and to keep records of these checks*.

Risk assessments are also reviewed (and recorded), when major structural work is planned, or in the event of an accident. The school arranges for regular health and safety audits of the fabric of the school, its plant, machinery and equipment, together with the cleaning functions and for water sampling. It ensures that the contract caterers arrange all the necessary health and safety checks of the catering facility.

## **RESPONSIBILITIES OF ALL STAFF**

All members of staff are given a thorough induction into the school's arrangements for risk assessments and health and safety (which is recorded). Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the Headmaster, the Bursar and other members of the SMT in order to enable the Governors to comply with their health and safety duties. Finally, all members of staff are responsible for reporting any risks or defects to the Bursar.

Any member of staff taking a trip away from the school premises is responsible for filling in a risk assessment form which can be found on the Staff Shared area of the intranet or is available from the Bursar. When completed, these will be checked by the Bursar and signed off by the Headmaster.

Staff will also be required to carry out risk assessments of their own areas e.g. teaching staff will complete a risk assessment for their classroom. These are reviewed annually and reference should be made to standard RA's available from D E Ford/ PIB Risk management. For trips the D of E Format may also be used but risks must still be assessed on the basis of likelihood taking into account the age of pupils.

## **ACCIDENT REPORTING**

The Bursar is responsible for reporting and recording any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR). All notifiable accidents and near misses are reviewed by the school's Health and Safety Committee with a view to assessing whether any measures need to be taken to prevent recurrence.

## **AUDIT COMPLIANCE STATEMENTS**

An annual SORP compliance risk assessment is presented by the Bursar to the Governors to recommend to the Trustees to approve at the same time that they review the audited accounts. This report analyses:

- The financial procedures and controls
- The major risks to the school, including:

- Strategic risk
- Loss of fee income
- Damage to reputation
- Failure to teach the correct syllabus
- Risk of a child protection issue
- Gaps in Governor skills
- Conflicts of interest
- Employment disputes
- Major health and safety issues

Possible data loss  
Risk of fire, flood and land slip  
Poor cash flow management  
Fraud  
Loss through inappropriate investments  
Areas of potential risk

- The measures taken to protect the school against such risks, including:

Safer recruitment of staff, Governors and volunteers  
Measures to ensure the selection, training and appraisal of appropriately qualified staff and Governors  
Insurance  
Strong financial controls that are regularly reviewed  
Financial reserves policy  
Use of professional advice from lawyers, accountants, architects, etc as needed  
Formal review of compliance with the school's charitable objectives

Governors are invited to approve the compliance risk assessment annually and to endorse the insertion of a statement along the following lines (or a more detailed version thereof) in the school's annual accounts:

"The Trustees have assessed the major risks to which the charity is exposed, in particular those related to the operations and finances of the school, and are satisfied that systems are in place to manage our exposure to the major risks".

September 2011

Reviewed October 2012

Reviewed February 2014

Reviewed January 2017

Reviewed January 19

### **Appendix 3**

## **St Paul's Cathedral School**

# Fire Safety Policy

## Part I: Fire Safety

The priority of St Paul's Cathedral School is to minimise the risk to life and to reduce injury by maintaining the physical fire safety of the school, in ensuring that staff, pupils and visitors do not add to the fire risk and through safe evacuation of our buildings if a fire breaks out. The fire safety policy, procedures and risk assessments at this school are designed to help our community to respond calmly and effectively in the event that fire breaks out in one of our buildings.

### Fire Safety Officer

The Bursar is the designated School Fire Safety Officer, who is responsible for ensuring that:

- The fire safety policy is kept under regular review by Governors, the SMT and Health and Safety Committee;
- The fire safety policy is promulgated to the entire school community;
- Everyone in the school (including visitors and contractors) have clear written instructions on where they should go in the event of fire;
- Records are kept of the fire induction training given to new staff and pupils;
- Procedures and arrangements for emergency evacuation are regularly tested and lessons absorbed;
- Fire risk assessments are regularly reviewed and updated;
- Fire prevention measures are meticulously followed;
- Fire procedures and risk assessments are reviewed on each occasion that a building is altered;
- Records are kept of all fire practices, including night practice evacuations from boarding accommodation;
- Certificates for the installation and maintenance of fire-fighting systems and equipment are kept.

### Emergency Evacuation Instructions

All staff are given the following instructions:

If you discover a fire, break the glass in the nearest alarm point to set off the alarm. Leave the building by the nearest exit, or the one indicated on the instruction in your room. If you use an exit with class lists hanging by the door, pick it up and hand it to the School Secretary on arrival in the Cathedral Garden.

If you are responsible for a class or individual children, make them leave quietly with you. No one should talk or run. Make your way to the assembly point in the Cathedral garden.

If you are in the main playground and the alarm goes, there is a key to the gate to the Cathedral garden just inside Room 9.

Do not take anything and do not allow the pupils to take anything. Shut doors and windows behind you.

The school office or duty teacher will summon the Emergency Services if the alarm sounds.

If there is a disabled person with you, ensure that you or another adult assists them to exit the building as quickly as possible.

Collect your class list from the Secretary as soon as you reach the assembly point.

Report anyone who is missing immediately to the Bursar or one of the Deputy Heads, who will inform the Fire Brigade. On no account should anyone return to any building until given permission by the Fire and Emergency Services.

Remain at the assembly point with your pupils until the all-clear is given.

If the alarm is set off in the hours 08.00-08.40 or 15.40-17.00, when parents are collecting children and it is not clear who is still on the premises:

Go directly to the Cathedral garden with any children in your care (taking your club register if you have it, or collecting it from the office on your way out)

Ask any parent whom you pass on your way out to leave the building.

Report any children who you know are missing to the Deputy Head.

The Headmaster, Deputy Head (Academic) and Bursar will sweep the building for anyone left behind.

On returning to the school following a fire drill or alarm, the Caretaker and Fire Officer will ensure that all exit doors and gates have been secured. If neither is on the premises, it is the responsibility of the senior teacher on duty.

## **Part 2: Fire Safety Procedures**

## **Briefing New Staff and Pupils**

All new staff (teaching and non-teaching) and all new pupils, including EYFS pupils, are given a briefing on the school's emergency evacuation procedures on their first day at this school. We show them where the emergency exits and escape routes are located, and walk with them to the outside assembly point. Fire action notices are displayed on the walls of all rooms and in all public areas, and we make certain that everyone knows what they look like, and where they should go on hearing the fire alarm. All new staff are briefed to activate the fire alarms if they see or smell a fire.

The safe evacuation of everyone is our priority. Protecting property comes second. No one should attempt to fight a fire at the expense of their own, or anyone else's, safety. We offer fire awareness INSET training, including the basic use of fire extinguishers, to all staff. We also offer regular refresher training. No one should attempt to use a fire extinguisher before he or she has been trained in its use.

## **Summoning the Fire Brigade**

The school office is manned between 8.00am and 5.00pm during weekdays throughout the year apart from the Christmas closedown. The master panel showing the location of the alarm call points on the alarm system is physically located in the entrance hall. The school office is given advance warning of fire practices. If the alarm goes off for any other reason, the staff have standing instructions to summon the Fire and Emergency Services.

If the alarm goes off outside school hours, the member of staff on duty, or any resident member of the staff in the holidays, is responsible for calling the Fire Brigade. The Bursar is on call for emergencies at all times.

## **Visitors and Contractors**

All visitors and contractors are required to sign in at Reception, where they are issued with a visitor's badge, which should be worn at all times that they are on school property. They are made aware of the emergency evacuation procedures and are told the assembly point is the Cathedral garden.

When large numbers of visitors are at the school for open days, plays, concerts etc, a brief announcement is made advising them of the location of the emergency exits that they should use in the event of the alarms sounding.

## **Disabled staff, Pupils or Visitors**

The school rarely has disabled persons on site, as access to most areas is too difficult. An adult who is not responsible for any children will always be allocated to a disabled person in case of emergency.

Any member of staff who has a guest in their flat should make this fact known immediately to the Bursar, Deputy Head or senior member of staff on duty. This is to ensure that no one is unwittingly left in the building and that the Fire and Emergency Services can be properly briefed on arrival. Staff are responsible for briefing their guests on the fire procedures.

## **Responsibilities of Classroom Staff**

Classroom staff are responsible for escorting their pupils safely out of the building in silence and in an orderly fashion. They are responsible for conducting a head count on arrival at the assembly point, and for ensuring that the name of anyone who cannot be accounted for (and, if possible, their likely location) is passed immediately to the Bursar or Deputy Head. It is the responsibility of the Bursar to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.

***On no account should anyone return to a burning building.***

## **Responsibilities of Maintenance Staff**

The maintenance staff are trained regularly in use of fire extinguishers and on the safe evacuation of a building. They receive regular refresher training.

## **Fire Practices**

We hold at least one fire practice every term. We also practise a night-time evacuation of the boarding house every term. This, combined with a programme of inducting new staff and pupils with emergency evacuation procedures, helps to ensure that the school can be evacuated safely in the event of a fire.

## **Fire Prevention Measures**

We have the following fire prevention measures in place:

### **Escape Routes and Emergency Exits**

- There are at least two escape routes from every part of the main building.
- Fire notices and evacuation signs are displayed in every classroom and public area.
- Fire extinguishers (of the appropriate type) and smoke/heat detectors are located in each building in accordance with the recommendations of our professional advisers. The alarm can be manually activated by pressing a fire button, and it is automatically activated when smoke/heat builds up. Smoke control systems are located in our boarding accommodation.
- Stairs, passages and emergency exits are illuminated by emergency lighting.
- Automatic door closures that are activated by the fire alarms are fitted on doors at either end of the Gallery and in the boarding house.
- The master panel for the alarm system is located in the main entrance hall and shows the location of a fire. It is fitted with an uninterrupted power supply (UPS).
- Alarms sound in all parts of the building. In some private staff accommodation they are supplemented by visual alarms.
- Fire routes and exits are kept clear at all times. The caretaker, assisted by the domestic staff, is responsible for checking that escape routes are not obstructed, that the emergency lights work, and for reporting defects. Some emergency exits are alarmed; these release automatically when the fire alarm is sounded.
- The fire alarms are tested regularly by the Caretaker and Bursar. The Bursar arranges for an ISO9001 certified/BAFE approved contractor to carry out:
  - a. Six-monthly professional checks on fire detection and warning equipment, including fire doors, automatic door closures and emergency lights:
  - b. An annual service of alarms, smoke detectors, emergency lights, smoke control systems and fire extinguishers.
- Records of all tests are kept in the Bursar's office.
- Displays and gym "crash" mats are treated with fire retardant spray as appropriate.
- There is a plan of the school in a fire-proof glass-fronted display board in the main entrance.
- The kitchen is fitted with heat alarms and 30-minute fire doors.

### **Electrical Safety**

- The school has current electrical test certificates for both buildings. It uses engineers appointed by its insurance company to inspect and maintain its electrical installations.
- Regular portable appliance testing takes place by an outside organisation.
- Records of all tests are kept in the Bursar's office.
- The duty staff check that all computers, projectors, printers, electronic whiteboards and scientific and other equipment have been switched off at the end of the day.

- The catering manager checks that all kitchen equipment is switched off at the end of the day.

### **Gas Safety**

- All gas appliances (boilers and kitchen equipment) are regularly maintained and serviced by Gas Safe Registered engineers. Records of all tests are kept in the Bursar's office.
- All kitchen and science laboratory equipment is switched off at the end of the day.

### **Rubbish and Combustible Materials**

- Flammable rubbish is stored away from buildings in metal rubbish containers.
- Combustible materials used in teaching, catering, maintenance and caretaking are stored in flame-proof cupboards.

## **Part 3: Fire Risk Assessment**

The school's fire risk assessment identifies:

- The hazard
- The people at risk
- The measures to evaluate, remove, reduce and protect from the risk
- The measures needed to record, plan, inform, instruct and train people in risk reduction or removal
- The arrangements for reviewing the assessment.

All risk assessments follow a standard grid procedure for evaluating risk, and we review this regularly. Generic risk assessments are used for classrooms and public areas, and for local educational visits. Risk assessments are carried out every year and when changes are made to the interior of buildings.

Risk assessment forms are on the Staff-Shared area of the school network, together with guidance on the assessment process. The Bursar is available for support and advice.

September 2011  
Amended September 2012  
Reviewed February 2014  
Reviewed April 2015  
Reviewed February 2017  
Reviewed January 2019

### **Fire Safety Policy: Boarding House and Evenings in Main Building**

#### **Emergency Instructions**

In the event of a fire alarm during night hours boarders should put on dressing gowns and outdoor shoes and walk out of the building in silence. They must not take any other possessions as this would cause a delay in the procedure.

Main Building: During the evening while choristers are still in the main building, they should evacuate the building in the normal way, and then assemble on the forecourt, **not the Cathedral Garden** as it will be closed. The duty member of staff – or senior member of staff present – will then take them to a place of safety, dependant on where the fire has broken out. The place of safety is likely to be:

- a. The boarding house; or
- b. The Cathedral undercroft.

Boarding House: The gate leading to the bottom of the ramp will have opened automatically and boarders should go through this and down the steps. The duty member of staff – or senior member of staff present – will then take them to a place of safety, dependant on where the fire has broken out. The place of safety is likely to be:

- a. The main school building; or
- b. The Cathedral undercroft.

As they leave the building, the Nurse/Matron will take the boarding house register from the hook at the exit from the building, to ensure that no child has been left in the boarding house. If the duty member of staff is coming from the main building s/he will bring the register from the top of the fire panel in the entrance hall.

The Gap student on duty will conduct a sweep from the top dormitories downwards, physically checking each bed to ensure that no child is left in one. The Head Chorister will stand at the exit to the building, by the top of the steps, to direct all other choristers to the correct place – he will not place himself in danger in doing this.

#### **Briefing New Staff and Pupils**

All new boarding staff and pupils are given a briefing on the boarding house emergency evacuation procedures on their first day at this school. In the first week of the autumn term, or after a new arrival at the boarding house, there is a practice fire drill to familiarise them with the procedures.

A fire practice will be held during the evening and after bedtime at least once each term.

## **Fire Prevention Measures**

In view of the small footprint of the boarding house, there is only one escape route from each floor. This is down the only stairwell. It is extremely important, therefore, that:

- a. the stairwell and communal areas between the dormitories and flats on the top floor are kept clear of combustible materials;
- b. No obstructions are placed on any of the stairwells or at the base of the stairs;
- c. The corridor out of the Gap Flat is kept clear at all times.

The instructions in this appendix are additional to those in the Fire Safety Policy and in no way replace them. The duty to summon the emergency services, to carry out fire prevention measures etc, stand as in the main Policy.

September 2011  
Amended September 2012  
Reviewed February 2014  
Reviewed April 2015  
Reviewed February 2017  
Reviewed January 19

## Fire Evacuation Procedures in the Cathedral

It is very important that school staff are aware of evacuation procedures in the Cathedral if they are there in charge of children.

During the day, if you are in the Cathedral with children and the fire alarm goes, you should follow the instructions of the Stewards and evacuate the building with other members of the public. **DO NOT** attempt to leave the building through our south-east door unless instructed to do so by a Steward.

If you are in the Choir Practice Room, with or without an organist, leave the room immediately and follow the route out of the building directed by the Stewards. If the fire alarm goes in the early morning or evening when no Stewards are around, take the children out through the Undercroft. Resident staff should familiarise themselves with this route.

If, when you unlock the South-East door and hear the fire bell going, **DO NOT** go any further. Turn around and leave the building immediately, ensuring that no children have run in ahead of you.

All resident members of staff, and the Head and Deputy Head Chorister, should be familiar with the sound of the Cathedral fire alarm. It is tested every Monday morning at 9.45am. The Head of Boarding should ensure that new resident staff and new Head Choristers familiarise themselves with the sound.

## St Paul's Cathedral School

# Emergency Management Policy and Plan

### Introduction

#### **Aim**

St Paul's Cathedral School aims to ensure that all persons on the premises have immediate access to as safe an area as possible, on or off school property, in the event of any emergency in the vicinity. This policy sets out to prepare all staff to cope in a calm and efficient manner if a major incident occurs.

#### **Location**

St Paul's Cathedral School is situated in the heart of the City of London. Its location makes it likely that the school would be caught up in a major incident. This policy aims to deal with possible emergencies but concentrates particularly on evacuation issues pertinent to this school.

#### **Priorities:**

To minimise or eliminate any danger or risks to individuals;  
to ensure that the school acts in a lawful manner;  
to facilitate effective recovery;  
to take reasonable steps to minimise any adverse publicity and to ensure that all external enquiries are handled consistently by nominated personnel.

#### **Incidents Covered**

- |                               |   |
|-------------------------------|---|
| • Site disasters              | Off-site disasters                        |
| • Off-site hazards            | Death / serious injury of pupils or staff |
| • Violence to staff or pupils | Hostage taking                            |
| • Intruder access             | Strike action                             |
| • Bomb threat                 |   |
| • Infectious health hazard    |   |
| • Vandalism / arson           |   |
| • Adverse media attention     |   |

#### **Statutory Reporting Requirements**

In line with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and Health and Safety at Work (HSAW), if applicable.

## Activating the Plan

During the school day the Headmaster, on advice from the Bursar, will activate the plan. In his absence the Deputy Head will take charge. Out of school hours, if the Headmaster or his Deputy are not present, the duty residential teacher will activate the plan. One of these senior managers should be contactable at all times. If none of these are available because the event is outside Term Time, then there will always be a nominated person.

### Incident Management Team (IMT)

#### a. Incident Management Team (Working Hours)

Team Leader / Co-ordinator	-	Headmaster
Spokesman	-	Headmaster
Welfare Representative	-	Deputy Head
Relative/Parent Liaison	-	Deputy Head
Media Liaison	-	HM Secretary
Works, Security, Safety Rep	-	Bursar/Caretaker
Legal, Insurance, Finance Rep	-	Bursar
Incident Secretary	-	HM's PA
Collator	-	Deputy Head (Academic)

#### b. Incident Management Team (Out of Hours)

Team Leader / Co-ordinator	-	Headmaster
Spokesperson	-	Headmaster
Welfare Representative	-	Head of Boarding
Relative Liaison	-	Head of Boarding
Media Liaison	-	Headmaster
Works, Security, Safety Rep	-	Head of Boarding
Legal, Insurance, Finance Rep	-	Bursar
Incident Secretary	-	Head of Boarding
Collator	-	Deputy Head (Academic)

IMT Room – On-site: Headmaster office

Off Site – Cathedral, St Mary-le-Bow or other destination to which personnel have been evacuated.

## **Incident Management Team Responsibilities**

### **a. IMT Members**

- i. Team Leader / Co-ordinator
  - Command and manage the IMT
  - Brief IMT on a regular basis
  - Inform and brief the Chairman of Governors about the incident
- ii. Spokesman
  - Prepare initial holding statement and later press releases (in conjunction with emergency services)
  - Provide primary contact with media (in conjunction with the Cathedral media office if possible)
  - Arrange press conferences
- iii. Welfare Representative
  - Maintain an overview of movements of staff and pupils away from school
  - Co-ordinate the provision of welfare assistance in school and to external locations (hospitals etc)
  - Liaise with hospitals, ambulance service etc
  - Arrange counselling for staff and pupils (if required)
- iv. Relative Liaison
  - Liaise with and brief the school Relatives' Enquiry Team
  - Provide liaison between Heads of Pre-Prep, Head of Boarding, other relevant staff and IMT
  - Locate personnel records of affected students
  - Provide briefing to Heads of Pre-Prep and Boarding and SMT on decisions taken by IMT
  - Brief staff on the incident
- v. Media Liaison
  - Control Media Response Team in consultation with Cathedral media office
  - Provide basic facts on school
  - Monitor local radio broadcasts and press
  - Provide advice to staff and students on dealing with the media in consultation with Cathedral media office
- vi. Works, Security, Safety Rep
  - Liase with contractors
  - Ensure that the school buildings and grounds are secure
  - Ensure safety of staff and students in school grounds
  - Liaise with GPs, environmental health on medical issues (such as decontamination of kitchens etc)
  - Ensure that all visitors to school are met and escorted

- vii. Legal, Insurance, Finance Rep
  - Liaise with school insurers, accountants, bank and solicitors (and request their attendance at IMT, if necessary)
  - Preserve evidence and prepare for later inquiries
  - Take legal record of proceedings (interview witnesses, take photographs, written inventory of damage etc)
  - Organise replacement equipment, and secure storage of salvage
  - Account for costs
  - Check all press releases, prior to their release
  - Liaise with local authorities and relevant regulatory authorities
- viii. Incident Secretary  
Maintain a record of communications made and actions and decisions taken by the IMT
- ix. Collator  
Collate all paperwork relevant to the incident, decisions made and actions taken

## **Training**

The plan should be rehearsed once per academic year. Training of new staff should take place each year before the rehearsal. A live exercise rather than table-top discussion should take place as frequently as possible and certainly once every 2 years.

### **Distribution of the plan:**

Action copies

Expedition copies

Insurance copy

Governors' copy – Chairman – Dean

Off-site copy – Bursar

## **Administration**

The plan will be updated regularly. It will be kept on the Staff Shared area of the school's network, thus being available to all. The Plan is the responsibility of the Bursar.

### **Initial actions in the Event of an Incident**

The Headmaster, Bursar, Deputy Head and resident duty phone will be texted via their alert system by the City of London Police.

The greatest threat to the School, situated as it is in the City, is a bomb explosion. A serious fire in the area, a multiple road accident, chemical attack or underground disaster could also necessitate evacuation.

Unless the emergency is an obvious physical incident on the site of the school, the initial alert may well be in the form of a press enquiry to the main school number. All emergency duties should be checked against the staff roster to ensure they are covered and reassigned as necessary. The general rule should be to assign to the next most senior member of a team.

In the event of an emergency, be it audible in the local area or information from the Police, the fire alarm bell will be rung in an on-off pattern continuously for about a minute.

On hearing the bell, staff and children in the Prep School should make their way quickly and quietly to the hall to await further instructions. Staff and children from the Pre-Prep Department should remain in their classrooms if they are all there; otherwise they should assemble in the Hall with the Prep children. Registers or form lists (or, in the evenings, the chorister list) should be collected from the school office and taken to the hall and Pre-Prep Department. The IMT will meet immediately in the HM's office and aim to get initial instructions to staff as soon as possible.

### **Information requirements**

- Nature of the incident
- Exact location and time of the incident
- Number of casualties and details of injuries etc
- Names and home numbers of those involved
- Emergency services involved
- Actions taken so far
- Location and telephone number of where the call is being made from
- Any media response
- Name of person who took the initial call, and time the initial information was received
- If evacuation is required establish:
  - Is there time for staff and pupils to collect suitable outdoor clothing?
  - Is there time for drinks to be collected to take to assembly point?
  - Call senior staff together to co-ordinate evacuation.
  - Office staff to take 'grab bag' including parent contact list with them
- If evacuation is required Fire Alarm should be used to assemble and facilitate roll call
- If evacuation is required Kitchen staff to ensure all naked flames extinguished

### **Incident Management Team (IMT) Meeting Agenda**

#### **a. Situation**

- What happened, when, where, why (if known) - does it involve only choristers, or whole school.

- Details of actions presently being taken, including other parties involved
- Numbers of, name, injuries, present location of all casualties, and details of those not accounted for
- Total number of persons involved and total known to be safe and their present location. (Record all names of personnel involved, including witnesses and obtain contact numbers before sending them home.)
- Details of any visitors or contractors involved
- Estimate of immediate effect on the school- if evacuation required consider the following options. a) St Mary Le Bow b) Cathedral Crypt
- Estimate of obvious weaknesses in the response
- Details of additional support immediately required
- Dedicated numbers for communications including fax, mobiles and e-mails
- Deployment of additional resources to the scene with communication links

**b. IMT Details**

- Composition of the IMT
- Location of the IMT
- Responsibility of recording details of the incident

**c. Liaison Requirements** Contact arrangements are required for the following:

- Scene of incident
- Emergency services
- Parents
- Governors
- Media
- Regulatory authorities
- Hospitals
- Neighbouring premises
- Suppliers / contractors who also may be affected
- Associated schools

**d. Pupils, Parents and Staff**

- Locate personnel records (teacher to send pupil to collect register if appropriate)
- How approved information is to be released to all parties including relatives
- Accounting for persons who are missing and injured, requesting police assistance to inform next of kin (NOK)
- Informing parents of persons who are safe and collection actions
- Reception, welfare and rehabilitation requirements

- Advice regarding enquiries from the media
- Advice regarding giving evidence

**e. Media Issues**

**i. Media Statements.** Decision on the content of an immediate statement for release to public and media.

**ii. Other Issues.**

- Appoint spokesman and support staff
- Formulate statements in co-operation with other parties involved e.g. emergency services
- Monitoring of press and media broadcasts
- Advice to staff, pupils and dependants regarding the handling of media enquiries
- Hosting and escort arrangements for visiting media
- Briefing of other sites to whom enquiries may be directed
- Rehearsal of spokesman
- Audio recording of interviews, press conferences etc

**iii. School Communications**

- Headmaster's Sec to be briefed on what calls to go where.
- Enquiry lines, parents / relatives, media, others and manning requirements.
- Operational lines with no public access
- Fax machine with telephone attached
- Mobile communications for liaison personnel
- Tape recordings
- Redirection of mail

**iv. Financial Issues**

- Accounting for costs of incident including recovery considerations, nominate an accounting code
- Funding of victims and their dependants' immediate requirements
- Sources of additional funds
- Appeal

**v. Insurance Issues**

- Inform insurers and comply with conditions
- Third party insurers
- Assessor to the scene
- Photographic evidence and written inventory of damage
- Secure storage of salvage / replacement equipment.
- Disposal of waste.

**vi. Legal issues**

- BEWARE ADMISSION OF LIABILITY, ALLOCATION OF BLAME
- Obtain copies of any contracts / trading conditions that may be relevant

- Inquiry considerations
- Preservation of evidence
- Legal record of proceedings
- Interviewing of witnesses
- Statutory reporting requirements under HSAW or other regulations
- Contact third party legal advisers including dependants who may be affected.

#### **vii. Medical Issues**

- Independent advice
- Liaison with hospital, GPs, Environmental Health Officers
- Decontamination (kitchens etc)

#### **viii. Administration**

- Security of site, meeting rooms, records, salvage and replacement materials (high vulnerability to theft after replacements are made)
- Emergency power and lighting
- Making place safe or cordon off unsafe areas
- Controlled re-occupation
- Alternative accommodation and facilities
- Catering
- Transportation
- Overnight manning
- Off-site storage of records and plans

#### **ix. Recovery**

At an early stage appoint a separate team to look at recovery arrangements, which will include many of the items listed above including:

- Clean-up / disposal of waste (consider evidential requirements).
- Inventory damage
- Prioritise the clean up / recovery
- Welfare and counselling arrangements
- Funding of victims' or dependants' immediate requirements
- Attendance at funerals, purchase of wreaths

#### **Equipment and Records.**

Facilities required at the IMT meeting room and alternate location, including databases, alternate communications, local and site maps with key locations and telephone numbers are kept in the Admin area.

#### **Relative Response Guidelines**

Guidelines on the handling of calls from parents, relatives and friends of pupils at the school are at Annex D

## **Key Contact telephone Numbers**

See Annex E

## **Specific Incident Checklists/Actions**

### **Places of Safety**

In the event of a disaster to the north, south or east of the School evacuation will be to the Crypt of the Cathedral. Should a disaster occur to the west of the School (ie in or around the Cathedral), evacuation will be to St Mary le Bow Church in Cheapside. During the hours from 11am to 3pm there will be access to the Crypt of the church, which will be open. Outside of these hours the school will be able to use the whole of the Crypt of the church, to which keys are held in the key box in the Bursar's office.

Arrangements have also been made with City of London School for Boys and City of London School for Girls to use appropriate areas in those schools as safe areas if necessary during the day.

All of these locations have adequate lavatory facilities and access to kitchens, sufficient for a stay of more than a few hours if necessary.

The City of London Police, with whom the school maintains close contact, may override these evacuation arrangements at any time, as they will have an overall picture of what is happening and can advise the safest place to which to evacuate. This is particularly pertinent in the case of a chemical attack, when instructions on the best course of action would be taken from the Police – if evacuation were to occur, it would take into account the wind direction as well as the source of attack.

The greatest threat to the School, situated as it is in the City, is a bomb explosion. A serious fire in the area, a multiple road accident, chemical attack or underground disaster could also necessitate evacuation. Flooding of the area may also render evacuation necessary, but in that case safety would be sought in the one of the upper areas of St Paul's Cathedral rather than the Crypt.

### **Evacuation Procedure**

In the event of an emergency, be it audible in the local area or information from the Police, the fire alarm bell will be rung in an on-off pattern continuously for about a minute.

On hearing the bell, staff and children in the Prep School should make their way quickly and quietly to the hall to await further instructions. Staff and children from the Pre-Prep Department should remain in their classrooms if they are all there; otherwise they should assemble in the Hall with the Prep children. Registers or form lists (or,

in the evenings, the chorister list) should be collected from the school office and taken to the hall and Pre-Prep Department.

If time allows, children will be told to collect a coat and/or sweater, and a book or other item to keep them occupied for several hours. Depending on the time of day, and the length of time the premises are likely to be vacated, the nurse on duty will arrange distribution of blankets (see below for location of these). If time is short, adults and children will not be able to take any personal items off the premises with them.

Contact details: the list of parent contact numbers in the school office will be collected by the administrative staff (in the evening by the resident teacher on duty). If evacuation is from the boarding house, the nurse will collect the contact list from Sick Bay.

Contact details will also be in the 'grab bag' which will be taken by the office staff. This will be located in the office and contains:

Contact details of parents, governors  
Torches  
Wind-up radio  
Plans of the building

The Headmaster will make a decision about how to communicate to parents if the school is evacuated. If practical, an answerphone message will be left.

#### Procedure for Evacuation to Cathedral Crypt

Staff will lead the children to the playground and into the Cathedral garden. Entry to the Cathedral will be by the small south-east door. Keys are held by all resident staff, the Caretaker and Bursar.

If access is denied to the south-east door for any reason, the children should be taken to the Security Box at the Chapter House and enter the Crypt from there. This involves a much longer walk, however, and should be avoided if at all possible; children may be dressed only in pyjamas and dressing gowns. A key to gain exit from the Cathedral Garden in the event of its being locked (eg at night) is in the key box in the Bursar's office.

#### Procedure for Evacuation to St Mary le Bow

The Headmaster, his Deputy or the Bursar (or, in the evenings, the duty residential teacher) will collect the keys from the base of the key cupboard in the Bursar's office before departure. These should be collected even if the evacuation occurs during the day when shelter is in the nave of the church. If a long stay at the church is necessary,

the keys will be required. Staff will lead the children out of the building and to the church as instructed by the Police.

Children will remain in the care of adults at all times during the evacuation process and in the place of safety. Day children will not be allowed to return to their homes unless a responsible adult comes to collect them.

The nurse on duty will be responsible for collecting together and taking from the premises all items on the evacuation equipment check list (see Appendix). The nurse will be responsible primarily for any sick children or adults, the Pre-Prep children being her next priority.

**Staff medication:** Any staff member who is on medication may wish to lodge a supply with the school nurses in case of such an emergency. It would be kept with the other medical items to be fetched in emergencies. If medication is not lodged with the nurses, but is needed, it is the responsibility of each staff member to ensure that they have some with them.

In all cases those staff not responsible for specific groups of children will offer assistance with the youngest children on site in the first instance.

**Evacuation from the Boarding House:** The boys should evacuate wearing shoes, dressing gown or coat (or warm jumper), as for fire procedures. The nurse on duty will arrange for all boys to be issued with a blanket which will be in the evacuation bag.

In all cases, a return to the School will not be made until the police have informed the adult in charge that the danger is past.

Once evacuation has taken place, steps will be taken, as practicable, to contact the Survivor Reception Centre and the Casualty Bureau which will have been set up by the City of London Corporation and the COLP. Names of those who are safe and accounted for will be passed on.

## **Containment**

In the event of an attack which requires remaining within the building where staff or pupils are, the following points will be observed:

1. There is to be no movement between the school and boarding house unless permission is granted by the police:
2. All windows should be closed immediately (to be carried out by staff and not children):

3. If appropriate to the threat, windows should be taped with masking tape (masking tape is kept in the left-hand cupboard in the Bursar's office: see below for Boarding House):
4. All children should be kept away from the windows:
5. Water may be contaminated. It should be used only if permission is granted by the Police and then only for essential purposes as contamination may occur at a later stage:
6. Electricity may be cut off; staff must ensure that panic does not break out among the children if electricity is cut off during hours of darkness. Torches are kept in the Bursar's office: see below for Boarding House):

If staff and pupils are detained in the Boarding House, the following items will be available:

1. Torches and batteries
2. Tinned and dried food
3. Disposable bowls, cutlery and cups
4. A limited supply of bottled water
5. Blankets
6. Masking tape

If staff and pupils are detained in the main building, the following items will be available:

1. Whistle – with torches in Bursar's office
2. Torches and batteries in Bursar's office. These are NOT to be used for any other purpose and should not be removed from the office at other times
3. A limited supply of water will be kept in the kitchen, where there will always be ample supplies of dried and tinned food.

### **Return to School**

Return to school following an evacuation for reasons other than fire will be on the advice of the City of London Police.

Before any return an assessment of the suitability of the premises (possibly following damage) will be made by the Bursar, who will recommend any remedial course of action to the Headmaster. No return can take place without the Headmaster or his appointed deputy approving the Bursar's recommendation.

Should the evacuation last for up to three days, day children will be asked to stay home until the school premises are re-commissioned. Boarders living in London would stay at home and their parents would be asked to take those boarders whose families live further away (as is commonly the case with weekend exeats, so families are accustomed to taking other children and communicate regularly between themselves – there are only 30-36 boarders).

In such a case the Headmaster will designate members of staff to contact all parents via mobile phone – the contact list having been brought out of school by the administrative staff (see Evacuation Procedure above).

### **Emergency Lasting More than 3 Days**

St Paul's Cathedral School is mindful of the educational needs of its pupils and will make every effort to provide continuity of education in the event of a prolonged evacuation. If the school cannot return to New Change within 3 days, arrangements have been made with:

Sarum Hall School  
15 Eton Avenue  
London NW3 6EL  
Tel: 020 7794 2261

to use their facilities for a few days. Their facilities are not huge, however, and Pre-Prep parents would be asked to keep their children at home if at all possible. Prep parents would be given the option of keeping their children at home or sending them to Sarum Hall.

Long-Term Evacuation: It is unlikely that a school could be found to accommodate all pupils for a prolonged period of time. The most obvious schools would be City of London Boys' and City of London Girls' Schools, but their proximity to the Cathedral makes it likely that an emergency would include their premises. It is therefore recommended that parents be asked to approach their local schools to see if their children could be accommodated for a limited period of time as a special arrangement.

In the event of major or structural or internal damage to the school, the St Paul's Cathedral Dean and Chapter, as owners, and the School Governors, as directors, would take advice on the best course of action from the City of London Corporation. All arrangements thereafter would be co-ordinated according to circumstance.

### **Welfare**

St Paul's Cathedral School is fortunate, as part of the Cathedral family, in having trained clergy on hand to assist with any counselling that may be needed after a trauma. Should specialist assistance be required, the Cathedral clergy would recommend appropriate contacts.

### **Communication**

It is essential that the Chair of Governors (The Dean of St Paul's Cathedral) be kept informed at all times of any evacuation and its progress. In his absence the Precentor of St Paul's Cathedral (Vice Chair of Governors) should be informed. Telephone numbers are as follows:

Dean: 020 7236 2827 or 02072468360  
Precentor: 020 7248 1817  
Canons' Secretary: 020 7246 8378  
Cathedral Registrar: 020 7246 8311/2

Communication with parents and anyone else should be directed through the Headmaster or his deputy.

### **Media**

It is essential that all contact with the media be channelled through the Headmaster, or his appointed Deputy. Any staff approached by the media should refer them immediately to the Headmaster (see Staff Handbook).

In the event of an emergency the Headmaster will inform the Dean, who will make arrangements for the Cathedral Public Relations Adviser to be informed. The PR Adviser will manage all media contact and advise the Headmaster and Dean on their own contact with the media. Wherever possible press statements will be issued in order to pre-empt enquiries and speculation. **See IMT responsibilities above and Annex D below.**

### **Insurance**

At the earliest opportunity the Bursar will inform the insurers:

Ecclesiastical Insurance Group  
Beaufort House  
Brunswick Road  
Gloucester GL1 1JZ  
Tel: 0845 777 3322

The school will co-operate with the insurers and comply with their conditions as required.

### **Emergency in St Paul's Cathedral**

St Paul's Cathedral has its own emergency procedure. Any member of the school community in the Cathedral in the event of an emergency will follow the instructions of Cathedral staff. The school will be informed of their whereabouts as soon as possible.

Please refer to the Cathedral's Emergency Planning Procedures for further details.

## **Review**

The Senior Management Team will make regular reviews of both the evacuation and containment procedures. Any amendments or changes will be notified to all staff, Governors and the City of London Police.

Designated staff, under the direction of the Bursar, will make regular checks of the emergency provisions, to ensure that they remain in date and usable.

A copy of this Policy will be lodged with the City of London Police and up-dates will be sent to them as they are made.

*January 19*

## **Medical Equipment Check List (to be used in case of evacuation from main school building)**

Large First Aid bag

Plus any emergency medications that are applicable at the time including

Epipens

Asthma inhalers

Information file (on staff and pupil medication and health requirements)

Only the nurse on duty will be authorised to distribute items on this list and it will be her responsibility to take it from the main building and to ensure that the equipment is under supervision at all times.

## **(Evacuation from Boarding House)**

All above items (as appropriate) to be taken by nurse and treated as above.

### ACTIONS IN THE EVENT OF AN EMERGENCY ON A SCHOOL TRIP

#### Guidance on Emergency Procedures

All school trip leaders must acquaint themselves with this plan. The plan is included as an annex in the School Visits Policy.

- Establish the nature and extent of the emergency
- Make sure that all (other) members of the party are accounted for and safe.
- If there are injuries, establish their extent and administer first aid – within the bounds of your training and abilities
- Establish names of the injured and call the relevant emergency services
- Advise other party staff of the incident and that emergency procedures are in operation
- Ensure that an adult from your party accompanies any casualties to hospital. If on your own go with the injured pupil(s); the Emergency Services will look after the rest of the party until another member of staff arrives
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to school (or other base)
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for
- Control access to telephones until contact is made with the Headmaster/Bursar or their deputy and until they or you have had time to contact those directly involved. Give full details of the incident to the school.
- Telephone numbers for future communication: identify alternate telephone numbers in case lines become jammed
- In serious incidents the parents of all party members should be informed. Liaise with the school on who will undertake this task, and that of informing parents of any delays.
- Media: refer all media enquiries to the school. If forced to communicate with the media, only give factual information and do not divulge the name of any member of the party.
- As soon as practicable write down all relevant details. A record should be made of any witnesses.
- Legal liability should not be discussed or admitted.
- All accident forms should be completed. The school will inform insurers, HSE etc as appropriate.

#### Trip Bag

A trip bag should be taken on all trips. It should contain:

- School phone
- School camera
- First aid kit
- Relevant medication
- Contact details (phone numbers and addresses) for all pupils on the trip

**EMERGENCY PLAN – LOG SHEET**

**Your Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Sheet Number:** \_\_\_\_\_

<b>Serial</b>	<b>Time</b>	<b>Event</b>	<b>Action Taken</b>	<b>Initial</b>



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ANSWER

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NAME

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TIME

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### RELATIVE ENQUIRIES GUIDELINES

#### The Aims of the Relatives' Enquiry Team

- To draw calls away from other locations.
- To give assurance to callers.
- To ensure that external callers are dealt with in a professional and caring manner
- To control the release of factual and approved information. The school must speak with one voice and be seen to speak with one voice.
- To gather information from relatives.
- To provide welfare assistance if required.

#### General Guidelines in Replying to Phone calls

Be considerate and caring:

- Be calm and controlled.
- Be prepared to listen to concern and do not interrupt.
- Ensure that your tone of voice is comforting not patronising.
- Treat them as individual important people.

**Do not offer to call people back. Ask them to ring you in an hour, explain that you are very busy and that there are a number of relatives who will be waiting to call the team. BUT, if you promise to ring back, keep your promise.**

- Avoid direct expressions of sympathy.
- Avoid attempts at reassurance (if you don't have confirmed information).
- Be patient and methodical..
- Reassure them that the school and the emergency services are doing all they can to respond to the emergency.
- Keep a record of all calls, and what was said on the calls, using the sheets supplied.
- Ask them to stay on the number that they are on, or suggest that they move to a friend or relatives house for support (if they do, ask them to call in and let you know the new telephone number).



## **DOs AND DON'Ts**

- **DO** give approved confirmed information only
- **DO** consult the Team Leader if in any doubt about any caller or your response.
- **DO** always try to be helpful
- **DO** be considerate
- **DO** keep calm
- **DO** give your name if asked
- **DO** say that you are an authorised spokesperson if asked.
- **DO** assume everything you say will become public knowledge
- **DO** defend the School at all times
- **DO** ensure calls are returned if you have promised to.
- **DO** take a break if you are feeling over-stressed
- **DO** refer the calls from the media to the Media Team
- **Do not** lose your temper
- **Do not** speculate
- **Do not** give out unofficial; information
- **Do not** promise to ring back unless you absolutely have to
- **Do not** withhold any publicly available information

## **WHEN THE INCIDENT HAPPENS - STRATEGY**

1. Do the media already know about the incident? YES  
/ NO

2. Has the school been connected with the incident?  
YES / NO

3. Is the school likely to be connected with the incident? YES  
/ NO

- *If the answer to any of these questions is no, then no further comment is required. However, we need to prepare a short statement in case we are contacted.*
- *Centralise all media enquiries and make sure that only one or two people reply to them.*
- *Prepare background material to reply to difficult questions and be sure to cover the areas where we may be criticised.*

4. If the media know about the incident and have connected it with us, are we likely to be shown in an unhelpful light?

- *If the answer is YES, then prepare a short statement and use it to reply to any questions.*
- *Centralise all media enquiries and make sure that only one or two people reply to them.*
- *Prepare background material to reply to difficult questions and be sure to cover the potentially problematic questions which may result in the school being criticised..*

5. The media know about the incident and about our involvement. Is the whole school unlikely to be criticised and do we emerge from the incident quite well?

- *If the answer is YES, prepare a short initial statement. It should, tactfully and with restraint say what the school has done well (e.g. "The intruder was restrained by the Games' Master and Police were called").*

- *Should this statement be released proactively?*
- *Can we still be criticised? (e.g. Why was it only the Games Master that stood between Year 7 and oblivion?).*

6. Agree three or four positive points.

- *Our good record so far.*
- *The care we have taken to try to prevent incidents such as this from occurring.*
- *The speed and quality of our response to the incident.*
- *The care that we are offering to children and parents (e.g. counselling).*

**BRIEF EVERYONE ON THE POSITIVE POINTS. MAKE THE POSITIVE POINTS WHENEVER POSSIBLE. SPEAKING TO THE MEDIA IS LARGELY A MATTER OF REPETITION. THERE IS NO GUARANTEE THAT THE MEDIA WILL REPORT WHAT WE SAY: SO LET'S MAKE SURE WE SAY IT OFTEN ENOUGH.**

7. What are we going to do about pupils and parents who may speak to the media?

- *We have no right to 'gag' pupils or members of staff; any attempt to do so may be counter-productive. it is better to shelter them from the media attention, at least for the first few hours of the incident when they may be shocked and distressed. The Police and health services may help with this. We can offer to let them stay on at school to keep them away from media intrusion, but we cannot keep them in school nor can we stop them using the 'phones. If the media can't find them then they can't talk to them.*
- *The media may track down and hound individuals. If so, a dignified appeal to the editors may help. Or we may be able to arrange protection e.g. by asking the Police for help or by sheltering the individuals on the school premises until the media go away. We can only do this if the individual asks us for help otherwise we may look as if we have something to hide. It may be worth persuading people at this stage to make a short statement or in writing through the school.*
- *Some parents or pupils may be interviewed in a state of shock shortly after the incident has occurred. They may say anything in such a condition. There is little that*

*we can do about this, except possibly imply that “whilst we fully understand and even to some extent share their sense of anger and grief, they may take a different view when they have heard the full story”*

- *Some parents may set out to be critical of us. There is nothing that can be done about this except prepare our answer and take every opportunity to make it, try at all times to be sympathetic and understanding.*

**(NB** Many people think that they can make a lot of money by selling their story to the newspapers. This has the advantage of taking the other media off our back as they will not want to build interest in a rival’s story. However, there are two disadvantages:

- You do not get paid as much as you might think.
- The buying newspaper wants value for its cash - i.e. a sensational story - and there is no control over what they print. Often it is not what might have been said to them.

If parents do sell stories in this way, we should take specialist advice.

There may be a lot of sympathy for St Paul’s Cathedral School if the public view is that the incident was not our fault and we can show that we took reasonable steps to prevent it. In some cases an incident may even be a PR advantage to us, if we can demonstrate that we have taken sensible precautions and reacted quickly. We should take every opportunity in such cases discreetly to stress the positive points of the School. However, the tone we adopt is crucial. We can rapidly lose sympathy by seeming arrogant or uncaring or elitist.

Spokesmen must make sure that what is said is backed up by facts, respects the feelings of others, and does not appear to dismiss the gravity of the situation.)

## **WHEN THE INCIDENT HAPPENS - INITIAL STATEMENT**

1. Express regret. (*“I regret to confirm that ....”*)
2. **Briefly** describe the incident (*“two pupils from St Paul’s Cathedral School were killed today in a climbing incident in Austria.”*)

[Note: do not imply cause or blame. use neutral words like ‘incident’ or ‘accident’ wherever possible.]

3. Include whatever good news we can, providing we are certain that it is accurate. (*The remaining 14 pupils in the party are unhurt and are being looked after by school staff in Austria*)

[Again, don't be too specific in an initial statement.]

4. Say what the school is doing (*"We are notifying the parents of the children concerned. Two additional members of staff are flying to Austria to be with the group."*)
5. If we haven't done so already, say whether the parents have been notified. At this stage we may wish to appeal to the media, if they have the names, not to publish them until the parents have been informed. This may work but we have no guarantee that it will. It is best reserved for special cases - e.g. if we can't contact a parent because they are on holiday, but expect to do so within a few hours.
6. Say why we can't say any more at the moment. (*"Until we have more information ourselves I cannot tell you any more. We are busy here trying to make arrangements for the pupils ...."*)
7. Tell the media where they can reach us. Give names and telephone numbers.

## **WHEN THE INCIDENT HAPPENS - ANSWERS TO DIFFICULT QUESTIONS**

These answers cannot be prepared in advance and should be completed on the computer and then issued to the MRT and Spokespersons:

### **1. What is the school policy on security?**

- What measures do we have in place?
- Have we taken police / professional advice?
- When did we last assess our security measures?
- Have we ever had a security incident before?
- Are parents aware of our policy and do they agree with it?

### **2. What is the school policy on safety?**

- What measures do we have in place?
- Have we ever taken professional advice?
- When did we last assess our safety measures?
- Have we ever had a safety-related incident before?
- Are parents aware of our policy and do they agree with it?

### **3. What is the school policy on drugs?**

- What do we do to prevent drug abuse in St Paul's Cathedral School?
- Have we had any examples of drug abuse (and what did we do about them)?
- Do we keep in touch with the Police? (How often and at what level?)

- Are parents aware of our policy and do they agree with it?

**4. What is the school policy on bullying / violence?**

- What do we do about bullying / violence?
- Have we had any recent cases? What did we do about them?
- Do we keep in touch with the Police? (How often and at what level?)
- Are parents aware of our policy and do they agree with it?

**5. What is the school policy on adventure training / outdoor activities?**

- How often do we do this sort of activity and where?
- What national guidelines do we follow?
- What steps do we take to check out the activity provider?
- What training do accompanying staff have?
- Have we ever had problems like this before?
- Are parents aware of our policy and do they agree with it?

**6. What is the school policy on overseas travel?**

- Do we do this sort of activity? How often and to where?
- What national guidelines do we follow?
- What steps do we take to check out the activity provider?
- What training do accompanying staff have?
- What rules do we have (e.g. about the staff / pupil ratio)

- Have we ever had problems like this before?
- Are parents aware of our policy and do they agree with it?

**7. What is the school policy on using minibuses?**

- Do members of school staff drive them?
- Do the drivers have any special training?
- If we use outside companies, what steps do we take to vet them?
- Are parents aware of our policy and do they agree with it?

**8. What are the school's arrangements for contacting parents in an emergency?**

- Do we keep all their names and details centrally?
- How do we ensure that our records are up to date?
- How many people are available to ring around parents?
- Do we have a plan to bring people in out of hours?
- Are there any special problems (e.g. a large number of parents working overseas)?

**Any other difficult questions?**

## **WHEN THE INCIDENT HAPPENS - ANSWERS TO DIFFICULT QUESTIONS**

We cannot prepare these in advance. Remember these as guidelines:

### **DO NOT**

- Say anything that could be seen as libellous, that seems to imply blame of anyone else or that might be held to prejudice a trial or inquiry.

### **DO NOT**

- Admit any liability - this may invalidate our insurance.

### **DO NOT**

- Say anything which identifies individuals, at least until their parents or next of kin have been informed; this applies to staff as well as pupils.

### **DO NOT**

- Appear to speak on behalf of other individuals or organisations, unless you have agreed what to say with them first. *(To say that "I'm sure that Mrs Bloggins feels very upset but she understands that ...." or "The Fire Brigade said this couldn't possibly have been an accident..." is simply inviting journalists to play your comments back, and Mrs Bloggins and the Fire Brigade to contradict you.)*

### **DO NOT**

- Answer hypothetical questions

### **DO**

- Say that full details are not yet available, so you cannot yet say exactly what happened. *(This is usually the case.)* But give details which you are sure of - e.g. the time you were contacted, the actions the school has taken.)

### **DO**

- Monitor the questions you are asked and identify what ‘angles’ the media are covering (e.g. *who are they criticising/ Us or someone else? What are they criticising us for? Try to prepare answers to these ‘angles’.*)

## **DO**

- Avoid controversy, especially anything which may seem to criticise others. (e.g. *if asked when you rang the Fire Brigade, bear in mind that this may be an attempt to criticise the Fire Brigade for slow response. Try to stay out of that sort of media argument: time enough to look at that once the incident is over.*)

## **DO**

- Provide factual details to back up our ‘positive points’. (*Rather than simply saying “we have a good safety record” it is much better to say “we haven’t had any injuries in school for 10 years”; but be sure you are accurate. Similarly, rather than saying “our staff are experienced at leading this sort of trip” it is better to say “the member of staff in charge speaks fluent German and has led three previous trips to this area in Austria....*).

## **DO**

- Provide factual details to counter allegations against us. (*“The school had its last fire inspection in .... We were only required to undertake limited work, which we did.”*)

## **DO**

- Remember our positive points. Update or improve them as the situation develops.

## **SHOULD WE AGREE TO AN INTERVIEW ON TV OR RADIO?**

- Depends if we have something we want to say; what is in it for us?
- Who will do the interview? Have they had training? Will they come over well?
- Make sure the interviewee has been properly briefed. Think through the difficult questions in advance that he/she may be asked, and prepare the answers.
- For a TV interview, try to resist having a dramatic background. If the school has just burnt down, the TV crew will want to film the interviewee in front of it. Is this image we want people to remember? (Maybe it is, if it wasn’t our fault and

we are appealing for help to rebuild it. Maybe it isn't, if we forgot to have the fire extinguishers refilled.)

## **SHOULD WE GIVE A PRESS CONFERENCE?**

- This is not usually necessary unless the story is very big. Then it gives us the opportunity to get our message across to a lot of media at once; but remember to ask ourselves: what's in it for us? Why are we doing this? What message do we want to get over?
- If we give a conference, or take part in one organised by the Police, prepare thoroughly. Anticipate awkward questions and work out the answers.
- If it is our own press conference, field a team of people. One should chair and control it: his job is not to answer questions but to introduce the speakers and give them time to think and some protection. He may also allocate questions amongst our team. Others on the team should be a senior person (HM) and one or two people with special experience of the incident or problems that it raises.
- Only let in genuine media (ask to see their press cards or ID). Pressure groups can hijack the conference and make it a public debate (which TV will love but we won't).
- Agree ground rules with TV cameras before hand. If we don't want them coming on the platform, make this clear.
- Ensure the room is tidy and clean, and the background is suitable. Think about our overall image. Dress suitably.
- Let the journalists in by one entrance and have another exit for your own team to leave by. The chairperson should be firm and ensure that the team get away as soon as the conference ends. **No 'off the record' private words.**

**IF THERE IS A TV CAMERA OR MICROPHONE IN THE ROOM  
ASSUME IT IS ON AT ALL TIMES!**

## Annex E

### Key Telephone Numbers

Dean:	020 7236 2827 or 02072468360
Precentor:	020 7248 1817
Canons' Secretary:	020 7246 8378
Cathedral Registrar:	020 7246 8311/2
Chapter House:	020 7246 8350
City of London Police:	020 7601 2222
School mobiles:	07545 929841 (residents' phone)
	07834 745939

## **Annex F**

### **Summary of Emergency Management Plan for staff**

In the event of an emergency situation (not a fire) the following will happen:

- The alarm will be sounded in a pattern of 3 rings then a pause, 3 rings then a pause for about a minute;
- All Prep school children should be taken to the hall and staff should wait with them pending further instructions;
- All Pre-Prep children should remain in their classrooms with staff and await further instructions. If Pre-Prep children are closer to the hall when the alarm sounds, they should go into the hall with the Prep school children;
- The IMT will meet immediately in the Headmaster's office and aim to get information to other staff as soon as possible. This will include getting instructions to staff who may be off-site with pupils.

## Appendix 5

### St Paul's Cathedral School

#### SECURITY, ACCESS CONTROL AND WORKPLACE SAFETY POLICY

Our policy for the security and workplace safety at St Paul's Cathedral School is primarily to provide a safe and secure environment in which our pupils can learn and live, our staff can work and our visitors can come and go in a safe and orderly fashion. Its second objective is to protect our buildings and grounds, together with the equipment belonging to the school and the personal possessions of everyone in our community. This policy includes our Early Years Foundation Stage (EYFS) provision.

#### Organisation

The Bursar: is responsible for the physical security of the buildings, for ensuring that external doors and lower-floor windows are locked and opened at the close and start of every day, ensuring that alarmed doors are functioning and for carrying out regular checks of the site (both when it is occupied and unoccupied). The CCTV system for the front door is monitored in the school office and by the Bursar.

The ICT Consultant: is responsible for ensuring that the school maintain a safe ICT technical infrastructure. His responsibilities include protecting the network and equipment from attack by viruses, maintaining robust firewalls to safeguard or prevent inappropriate usage, and ensuring the security of our electronic hardware. A register is maintained of all ICT equipment and its location in the school. The asset register is audited and updated annually

Staff on Duty: one member of the school staff is always on duty in order to supervise pupils in the school outside normal school hours. Pupils are not allowed to be unsupervised on site, and boarders are escorted to and from the boarding house at the start and end of each day. Arrangements are made to ensure pupils are supervised during play and concert rehearsals, or similar events. Pupils are able to call on a member of staff at any time if necessary.

Medical Support: there is a qualified nurse on duty 24 hours a day who is available to administer first aid, to deal with any accidents or emergencies, or to help if someone is taken ill. A number of members of the teaching and non-teaching staff, who are trained and qualified as First Aiders are able to give emergency first aid. Their names are on notices that are displayed around the school. In addition to the qualified nurses, one member of staff who is a qualified Paediatric First Aider is always on duty when

EYFS children are on the premises. There are First aid boxes in all potentially high risk areas, as well as in the School Office. The School Nurse regularly checks and replenishes the first aid boxes.

### **Risk Assessments**

Risk assessments are conducted on the security and safety of the grounds and all the buildings. A copy of these risk assessments is held in the Bursar's office.

### **Visitors and Contractors**

During working hours all visitors and contractors are required to sign in at our Reception, where they are issued with a visitor's badge, which should be worn at all times that they are on school property. They are shown the school's emergency evacuation notice (see our policy on fire safety) and the way to the assembly point. Visitors should normally wait in our Reception area until they are collected by the person whom they have come to see. All staff are expected to escort their visitors whilst they are at the school and to ensure that they sign out (and return their badges) on leaving.

Contractors and temporary staff who have not undergone security checks will be under the supervision of a member of the school staff at all times when they are in an area frequented by pupils which is not a public area. Anyone in this category who is required to be in the school for more than one day will be checked on the List 99.

These arrangements also apply to our EYFS department, for which the entry point is the same as that for the main school.

Outside school hours visitors should report to the member of staff of duty.

When large numbers of visitors are at the school for open days, plays, concerts, exhibitions and other events, a brief announcement is made advising them of the location of the emergency exits that they should use in the event of the alarms sounding.

Parent Helpers: Parent helpers should sign in at the in the school office and take a "Visitor" badge. Parent helpers will never be left out of sight of school staff when they are with pupils. There are particular arrangements for Chorister Parent Volunteers.

Disabled Visitors: we suggest that visitors to the school who are disabled let us know in advance if they require any special arrangements. We will do our best to make sure that the visit is as comprehensive as possible, within the constraints imposed by our listed buildings. We are progressively introducing facilities for wheelchair users but do not have total coverage of the site. There is parking by the front door.

Use of School Facilities by External Bodies: occasionally an external group uses our facilities outside school hours, at weekends and in the holidays. We regulate their use

by hire agreements that cover practical matters such as: hours of usage, rent if applicable, insurance and security. A member of the school staff is always on site when outside groups are present. The representative of the external body should report to the member of staff on duty and issue all members of their party with Visitor badges available in the school office. The representative is responsible for ensuring that members of their party stay within the confines of the letting agreement and abide by any additional measures imposed by the staff member on duty.

Access Control: there are electronic vehicle and pedestrian gates at our entrance, which are linked to our school office. They are unlocked at the start and close of school but locked during the school day. This entrance is also the way into the EYFS Department. The exit at the end of the school day for EYFS pupils is separate and is staffed at all times that it is open by a member of the EYFS staff.

Parking Facilities and Deliveries: there are limited facilities for parking on site.

As far as is possible deliveries are made outside school arrival and departure times.

The School Reception: is manned between 8.00am and 5.30pm during weekdays apart from occasional days in the school holidays. The master fire alarm panel, showing the location of all alarm call points, and the security alarm panel are physically located in the entrance hall. The office staff are given advance warning of fire practices. If the alarm goes off for any other reason, they have standing instructions to summon the Emergency Services.

The CCTV is monitored on the reception office computer screens and also on the Bursar's computer screen.

### **Promoting a Culture of Safety**

Staff Induction: all staff receive a briefing on security and workplace safety within their first week at the school. This includes advice on:

- Supervising pupils, where all new members of staff are given guidance on registration and supervision of pupils.
- Safeguarding their personal possessions.
- Safeguarding the school's property. Staff are asked to seek permission if they wish to take school equipment off site.
- Measures to deter opportunist thieves, such as closing windows and blinds when leaving valuable equipment unsupervised.
- Keeping outside doors shut.
- Staff who work with our EYFS children receive induction training that covers the needs of our youngest pupils.

The briefing also covers:

- The existence of the CCTV camera at the front door, together with monitoring procedures.

- The procedure for booking in visitors and escorting them.
- The value of being curious about strangers, and of reporting concerns.
- The regime of login and password protection for electronic equipment.
- How all staff are trained in keeping pupils safe.

Pupils: we use PSHCE and tutor sessions to promote awareness of safety amongst all age groups. The local Police Community Officers have sessions with the children on:

- Travelling on foot
- Using public transport
- Safeguarding mobile phones and other personal possessions.

This is linked to our PSHCE programmes on anti-bullying and the safe use of ICT, mobile phones and other electronic devices.

Every pupil is given a locker for the storage of his or her personal possessions. Our boarders have storage facilities in the boarding house. We encourage pupils not to bring money or valuables to school. We advise pupils that, if they have to bring money into school because of a planned after-school activity, they hand it to the Office for safe keeping. Mobile phones must always be handed in to the office or boarding house, as appropriate.

## **Physical Security Measures**

External doors and windows: all external doors are fitted with locks, some with code-operated security locks, and some are alarmed. The windows are tamper-proof but the ones in the boarding house giving directly onto the street have been fitted with extra security devices.

Alarmed doors are regularly maintained and conform to British standards.

Unsupervised Access by Pupils: we ensure that pupils do not have unsupervised access to potentially dangerous areas, such as the science laboratory. Doors to these areas are kept locked at all times when not in use. All flammables are kept securely locked in appropriate storage facilities. Pupils do not have access to the Caretaking areas of the school.

Security Lights: we use security lights to protect the outside of our buildings.

## **CCTV**

A CCTV camera covers the main entrance. There are dummy cameras on the ramp to the kitchen area. We have notified the Information Commissioner that the school operates one CCTV camera for the prevention and detection of crime and for the

protection of pupils, staff and visitors. In accordance with the law, we do not use CCTV for any other purposes, nor provide images to any third party, save to law enforcement bodies. To date recordings have never been made; the camera is merely used as a visual aid. It is monitored on the school office computers and the Bursar's computer.

### **Maintaining a Safe and Secure Environment in our EYFS Department**

The safety of the children is our highest priority, and because they are so young, we need to be particularly vigilant. We will therefore:

- Only allow a child to go home with someone other than their parent(s) if we have received advance permission (preferably in writing) that he or she may be collected by another adult
- Never allow a child to leave the premises unsupervised. There are always at least two adults in charge of the outside play area – which is fenced off from the rest of the school
- Ask all visitors to identify themselves and to state their business before we give them access to the EYFS classroom. All visitors sign in and out at the school office, wear security badges and are escorted throughout their visit. They sign out on leaving]
- Register all pupils at the start of the morning and afternoon sessions, in line with the rest of the school
- Check all pupils out as they are collected by their parents or carers.

March 2014

January 2017

January 2019