

**Yeadon Westfield
Infant School
2020**

Emergency Planning

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

Introduction

This Policy has been written specifically for Yeadon Westfield Infant School and covers risks and eventualities that may well be experienced in our locality.

Aims

The aim of this Policy is to ensure that all staff and governors are equipped with a full and concise working document to deal with any crisis that affects the school, its staff or pupils. These incidents may range from a flooded classroom; a water leak; loss of all computer data to the death of a pupil or member of staff; tragic accident during a school trip or other off-site visit.

All senior members of staff and governors must be clear about their responsibilities and duties at such a time and should be able to use this document to easily identify who should be contacted and how in a number of different scenarios.

It is the responsibility of Head Teacher to ensure that the contact lists held within this document are kept up to date and it is the responsibility of all holders of this document to ensure that they keep the personal information that it contains as confidential.

The Right Response

Taking the correct course of action in response to incidents or threats involving school staff, pupils or property may determine whether there is a further incident, whether the school will receive the available support at the right level and in some cases whether justice is served. The proper response will minimise the distraction, allowing the school to get on with their real business. In addition to dealing with individual incidents, the proper response may involve the investment of staff time and resources in recording, analysing and taking preventative measures against future incidents.

The Impact on the School

The impact of incidents will vary depending upon the circumstances and size of the school. Plans should be in place to cover all eventualities while making a subjective judgement on the level of support needed and the impact upon the school.

Intruders on School Premises

Consultations between staff, governors and parents in the past have indicated that no-one wishes the school to be turned into a fortress. *The school has always maintained an "Open Door" Policy for parents and visitors alike but this must be balanced against the likelihood of serious threats to staff and pupils in schools.* These threats may take the form of -

- Theft of equipment and/or personal belongings of either staff or pupils.
- Vandalism of equipment and/or premises.
- Violent pupils threatening either fellow pupils and/or staff.
- Violent parents threatening either pupils and/or staff.
- Unknown intruder threatening either pupils and/or staff.

Visitors

All visitors are requested to enter via the school office and sign in. This process also ensures visitors' safety if a fire evacuation or drill should take place during their visit. Any lengthy unplanned visit will be advised personally to all teaching staff by the Headteacher. Visitors should (if at all possible) be escorted to their destination and introduced to the relevant member of staff in that area. All staff should feel confident in issuing a polite challenge to any visitors; "Can I help you?" or "Are you lost?" will cover most situations. If any member of staff or pupil feels uneasy about the presence or behaviour of any visitor they should report their concerns immediately to the Headteacher asking the visitor to accompany them to the office. Any serious concerns or threats should follow the procedures below.

Assess the Risk

Try to categorise the intruder and the degree and type of threat posed. Any knowledge of the intruder, their motivation or background, will be of help for the school and possibly the emergency services should they become involved.

- Walk in opportunist thief.
- Former pupils.

- Parents.
- Non-custodial parent seeking access to children or seeking to remove children from school.
- Armed intruder.
- Unknown quantity.

Look out for people who are not staff but appear to have authority to be there. Wearing a suit, carrying a clipboard or wearing overalls are all good cover for a sneak thief.

Challenging the Intruder

- Do not stand too close or invade personal space, this could trigger violent confrontation.
- Avoid an aggressive stance such as finger wagging or folded arms.
- Be polite. Stay calm; speak gently, slowly and clearly.
- Explain your authority to challenge them if it is questioned.
- Always tell another person when going to speak to possible intruders.
- Avoid arguments.
- Never place your hand on a potentially aggressive intruder.
- Do not turn your back, and if you leave the room, do so backwards.
- Try to leave yourself an escape route which you have planned on entry to the area.
- Be on the look out for weapons.
- If there is more than one intruder, do not confront them on your own, seek support first or enlist the help of the police.
- If you do not feel sufficiently confident to challenge an intruder, do not do it. Seek help; no-one will think the less of you.

Contacting the Emergency Services

Whilst we have a good working relationship with the local police the emergency number should always be used in the following circumstances -

- There is any danger to life.
- Actual or expected threat of violence.
- Threat of damage to property.
- A crime is in progress.
- A further crime may occur.
- There is any other incident which in your judgement requires an immediate response.

Emergency Communication

In order to reach a decision on how to deal with an intruder, you may need to contact another member of staff quickly without the intruder knowing your

intention. You may also need a way of summoning help, such as calling the police. The following coded messages could be used for the following circumstances -

- Sending a pupil with a pre-determined emergency card to the office/Head teacher where those staff will be alerted to the need for assistance in the classroom concerned.

During the Event

If there is any question of a risk to pupils and/or staff, evacuate the school using normal fire evacuation procedures. There may be situations where evacuation would increase the risk or exacerbate a sensitive situation. Circumstances will dictate the action to be taken and either the Headteacher or individual members of staff will have to take the responsibility of making a judgement as to the right course of action. If there is a physical threat to staff or pupils always call the police using 999.

Nobody should attempt, or feel that they are expected, to "have a go" if there is any question of their being at risk of injury as a result. If there is a risk of equipment being stolen it is better to lose such equipment rather than risk a violent incident. Similarly, if there is a risk of assault, an intruder could claim you used unreasonable or unjustified force on them.

Avoid direct confrontation until the police arrive. Where staff or pupils are not in immediate danger from an intruder, try to keep track of their movements and inform the police of their whereabouts when they arrive.

In the case of attempted abduction or direct physical threat to a pupil you will be required to make an immediate judgement. Consider -

- Will the victim be in greater danger or lesser danger if the intruder is confronted?
- Is it possible to speak to and reason with the intruder?
- Is the intruder known to you and the pupil?
- Do you have any knowledge of the victim or intruder that may assist your judgement?

It is not reasonable to suggest that Headteachers or other staff can do more than follow their own assessment of the situation and act accordingly. The only principles which must be followed are to take the course of action which you believe presents the least risk to the child and school staff and summon the police as soon as possible.

After the Event

Any violent incident that takes place in a school must be reported in accordance with the Health & Safety Policy Statement, which also provides guidance on detailed procedures following an assault.

It is possible that staff or pupils may be traumatised by intruder incidents, even if they do not display immediate signs of trauma or disturbance. It may be appropriate to arrange counselling. There may also be an ongoing need for psychological support and guidance to help the school community come to terms with the incident. For information and advice on on-going support, contact the Health and Safety Team.

If the intruder has left the premises and may pose a threat to other schools, contact should be made with the local schools in the vicinity.

It may be appropriate for the Headteacher or Chair of Governors to brief Officers from the Local Authority about the incident, particularly if there is any media interest. No other member of staff or governor should speak to the press or broadcast media without first consulting Children's Services. The first point of contact for such issues should be the Health and Safety Team.

Trespass, Nuisance or Disturbance on School Premises

Although trespass is not a criminal offence, a Headteacher may order any unwelcome or unauthorised visitors off the school premises. This right is extended by Section 547 of the Education Act 1996. Section 547 makes it a criminal offence if a person present on educational premises without lawful authority causes or permits nuisance or disturbance to the annoyance of persons who lawfully use those premises. It applies whether or not the lawful users are present at the time and to all school buildings, playgrounds, playing fields and other areas for outdoor recreation.

The penalty for a person convicted of the offence is a fine of up to £500.

Exercise of Section 547 & Police Involvement

The Headteacher can ask unauthorised persons to leave, but only a Police Officer can remove a person from the school premises provided they have reasonable cause to suspect that the person is committing or has committed an offence under Section 547.

On no account should staff attempt to remove physically from the premises a person who may be committing an offence. If a person will not comply with an instruction to leave the premises, or if in the view of the authorised person an

instruction or confrontation might inflame the situation and put them or others at risk then police assistance should be summoned by dialling 999.

Problems not requiring an immediate police response should be dealt with by contacting the local police station. If there is prior knowledge of the likelihood of trouble on educational premises, the police should be contacted in advance. **If there is any question of immediate risk to staff, pupils or others or damage to property, a 999 call should be made.**

Less Serious Cases

In less serious cases of nuisance or disturbance (e.g. persons allowing dogs to foul playing fields, parents persistently smoking on school premises etc.); the following steps should be taken by the authorised members of staff -

- a) Warn the person concerned of the sanctions that Section 547 provides. Ask the person to refrain from committing an offence and/or ask them to leave the premises. Ask them for their name and address.
- b) In cases of persistent offences or if the offender takes no notice of a warning given as above, inform the offender that he/she may be prosecuted; ask for the offenders name and address; make a written report of the incident immediately after and in as much details as possible, including any remarks made by the offender. Take a separate statement from any witnesses to the incident.

It is emphasised that if at any stage of this process an authorised person believes that they or others may be at risk; they should withdraw and summon police help by dialling 999.

Record Keeping & Warning Letters

The Headteacher should ensure that a detailed record is kept of any incidents. In more serious cases or with persistent offenders, Legal Services should be informed who will follow up the report with a letter to the offender to the effect that consideration will be given to legal proceedings. If this has no effect and the person continues to offend, the team will write in stronger terms. In extreme cases, Legal Services may institute a prosecution on behalf of the County Council.

It is understood that schools may have difficulty in the heat of the moment in deciding whether an incident is likely to have serious consequences, presenting danger to people or a threat to property.

Offensive Weapons Act 1996

Section 139A of the Offensive Weapons Act 1996 came into force on 1st September 1996. This makes it an offence to carry an article with a blade or point,

or an offensive weapon, on school premises. Conviction can result in a fine, imprisonment or both.

If someone is carrying such an item for good reason or with lawful authority such as -

- Use at work
- Educational purpose
- Religious reasons
- As part of a national costume

such use is permissible and in the unlikely event of them being charged in such circumstances, they have a defence.

Section 139A also provides a police officer with the power to enter school premises and search for such articles if there are reasonable grounds for suspecting those articles to be present.

Keeping Staff Safe

Violence or the threat of violence towards school staff is still comparatively rare. Nonetheless, it is advisable to consider the circumstances in which violence or threat might occur and the precautions which can be taken to minimise risk.

Be Aware of Your Own Behaviour

Violent confrontation may occur as a result of inappropriate behaviour by school staff. Whilst there is no excuse for violence, all staff should ensure that their own behaviour is assertive but controlled and reasonable.

Be Prepared

Staff may know in advance that a meeting is likely to be difficult and that certain parents are prone to over-react, or that they will strongly disagree with a school action or decision. If staff think these circumstances may apply, seek the advice of either the Headteacher or SLT member and ensure that a colleague is present throughout any such meeting.

Drink, Drugs & Stress

If it is apparent that someone you are meeting has been drinking, or if there is a suspicion that they may be under the influence of drugs, all staff should be very cautious. If it is possible to withdraw from the situation to enlist assistance then do so. People suffering from stress or over-tiredness may also be more prone to commit acts of violence.

Be Aware of Your Surroundings

Ensure you are aware of the following -

- If in an office or classroom, how could you get help if it was needed?
- Do you have an escape route?
- Always position yourself between the person you are meeting and the door.
- Do not turn your back, and if leaving the room, do so backwards.
- If possible, remain behind a barrier such as a desk.
- Avoid potentially dangerous locations such as the tops of stairs, restricted spaces and areas where there is equipment which could be used as a weapon.
- Is there another member of staff within earshot?

Try to Remain Calm

In a confrontational situation, try to gently persuade the aggressor to back down or compromise and -

- Keep calm, speaking gently, slowly and clearly.
- Do not show aggression in response to aggression.
- Do not argue.
- Do not invade personal space by standing too close.
- Avoid wagging your finger or folding your arms.
- Never place your hand on an aggressive person.
- Be aware of the person's movements and body actions which might signal that it is time to withdraw from the situation/seek help.

Staff Working Alone

If a member of staff is working outside school hours at the school or is working alone they should -

- Consider whether it is really necessary to work alone.
- Ensure that the building is secure and that no other person can enter without their knowledge.
- Notify someone of their whereabouts and agree with them a system of checking on their safety at regular intervals.
- Consider how they would summon help and who they would contact.
- Consider the use of personal alarms and mobile telephones.

Fight or Flight?

If the options in a violent situation are to fight or move away, move away. Exceptions might be where there is a direct threat to a pupil or pupils, or the violence is offered by a pupil who may injure themselves. Although each situation will be unique and will require unique judgement, staff should discuss possible reactions to such situations.

Assaults on School Staff

Staff should bear in mind the following key points -

- Violence does not only include physical assault but also distressing or intimidating verbal aggressions. Incidents arising from racial, sexual or religious harassment are also included. Intimidating behaviour can also include malicious damage to property, rude gestures and innuendo.
- All violent incidents, including threat and abuse from whatever source (e.g. intruders, parents, other employees, pupils, etc) must be recorded and reported to the Health and Safety Team.
- People will have differing reactions to violence, threats and abuse and differing perceptions of what constitutes such behaviour. All staff should bear in mind that what might seem trivial to one person may cause another substantial distress.
- Report any violent incident to the Headteacher as soon as possible however minor it might seem.
- Staff present at a violent incident should act to prevent further violence but must be mindful of the potential risk to themselves. If possible, try to remove the assailant from the scene or move the assaulted person to a safe place.
- The Headteacher should interview the victim and any witnesses as soon as possible and obtain written statements. If the police have been involved, no investigation or interviews should be undertaken prior to their arrival.
- Requests by the employee for legal advice should be referred to Legal Services immediately.
- If an employee is injured they should obtain a medical statement about their injuries.
- Any serious assault should normally be reported to the police but Headteachers should be mindful of the wishes of the employee.
- Counselling support is available for employees and may be appropriate following a violent incident.

Premises Emergencies & Adverse Weather Conditions

Premises emergencies may come under a number of areas -

- 1) Fire
- 2) Damage to buildings
- 3) Loss of power and/or heating
- 4) Loss of water and/or drainage
- 5) Computer failure
- 6) Adverse weather conditions

All decisions to close the school premises for whatever reason should be notified to the LA **Wherever possible, information relating to the closure should be recorded on the school's website, remembering to change the message if details of the re-opening change. School will also use the text messaging service.**

The aim of this plan is to minimise delay in returning to normal thus enabling the school to continue to deliver the service it provides with as little disruption as possible.

The first response following a crisis might be to draw a quorum of the SLT together to decide on immediate courses of action necessary to ensure the safety of staff and pupils where appropriate and property including buildings and office equipment which might be salvageable. Where the crisis involves damage to property, the School's Insurance Company must be informed immediately and certainly prior to any attempt to salvage the situation begins.

Additional duties and responsibilities may need to be undertaken by some members of staff in times of crisis in order that a return to a normal state of working may be expedited for the school as a whole. The school must accept that in order to continue to work as a team, it may be necessary to work in an environment that is unfamiliar and possibly inconvenient from a communications point of view as there are few sites nearby which could accommodate all staff and pupils. The length of time in achieving this will be determined by the extent of the damage to the building.

Action Check List

1. Establish extent of damage
 - Accommodation
 - Documentation
 - Information Communication Technology
 - Staff injuries

2. Accommodation
 - Not ascertainable but beyond day 1
 - Likely to be less than 5 days
 - More than 5 days but not total
 - Total loss

3. Fireproof filing cabinets/ICT back-up
 - List of locations

- List of contents
- Recovery procedures

The following systems will be needed to facilitate best possible operation during any major emergency: -

- Microsoft Outlook - electronic mail
- CCC - Portal
- SIMS - School Information Management System
- Generic software systems - word, excel, etc
- All personal computer information which is backed up regularly with a copy kept off site to be recovered by the Headteacher.

The following essential equipment to continue service delivery:

- Telephone
- Answer machine
- Computers (Ultimately to match current inventory]
- Internet access
- Printers ultimately to match inventory
- Photocopier
- Paper, envelopes, exercise books,
- Desks and chairs
- Filing cupboards

Damage to Buildings

- Procedures should be followed as above.

Loss of Power and/or Heating

The effects of loss of power to the school will depend much on the time of year. The summer months should not provide too much of a problem but the lack of electricity/gas during the winter months could mean the school becomes too dark and too cold for staff or pupils to work properly. In addition, loss of power will inevitably disrupt the ability to prepare meals where the school has a production kitchen.

- All senior staff must be aware of, and have access to, the location of the main gas supply cut-off and the whereabouts of the main electrical switch box.
- It is the Headteacher's (or Assistant Headteacher's in her absence) responsibility to make the decision about whether the pupils need to be sent home and to contact parents/carers.

- If transport is required earlier than usual, contact must be made with the Transport Team, Property and Transport Services Unit on 01228 601124, where arrangements will be made with the Contractors.
- The administrator or Headteacher should make every effort to report the loss of power to the electricity board.
- If the power/gas failure continues for more than a day contact should be made with the Mechanical/Electrical Engineer other contractor.

Loss of Water and/or Drainage

The loss of water to school premises can pose serious Health & Safety problems including the inability to flush toilets and wash hands for both pupils and staff, as well as the lack of water for any food preparation activities.

- All senior staff must be aware of, and have access to, the mains water cut-off tap.
- The Headteacher and/or SBM should firstly try to establish the reason for lack of water or drainage, e.g. check for burst water pipes, overflowing drains.
- The Headteacher is responsible for making any necessary decision about vacating the school premises and whether that action is necessary.

Computer Failure

This only applies to the administrative systems in school.

- It is the responsibility of the SBM to ensure that daily backups are taken of the data held on the main server. This is undertaken by a remote server.
- Complete computer failure should be reported to Connect Up
- It may be possible to send an e-mail by using a laptop if the main router is not down.
- Any of the local cluster schools could be contacted and asked for message to be sent to Connect Up if all other forms of communication are down.
- Connect Up will advise on replacement server and/or computer, if necessary, and make necessary arrangements for reinstatement of data from most current available backup tape.

Adverse Weather Conditions

Weather Warnings

The LA will notify schools, by use of email as soon as possible and within about 6 hours of any expected onset of severe weather where it is thought that the assessment of risk warrants it.

The Decision to Close

If for any reason, the decision is made to close then the on-line communication system will be used to inform staff, parents and governors before 7.00am if possible. Information will also be available on the website.

The Position of Staff

In adverse weather conditions staff are expected to make all reasonable efforts to get to school, even if their arrival is delayed.

Even if the school is wholly or partly closed to pupils, staff are expected to report to work and undertake appropriate preparation or other duties as directed by the Headteacher.

In-School Measures

Parents should be advised to keep a check on the website during emergency conditions in case closures or changes to normal school arrangements are made. Teachers2parents will be used to inform parents of a closure.

Staff should -

- check immediately at the onset of the emergency that the telephone is in working order and check it repeatedly,
- ensure availability of mobile telephone if necessary.
- it is the responsibility of Diane Wood to inspect the safety and accessibility of the school premises at the beginning of every day. If a closure is imminent they should contact the Headteacher, Assistant Headteacher, Chair of Governors, vice-Chair of Governors, in that order to establish authority to close the school..
- if the school buildings become unsafe it is the Headteacher's responsibility to decide if the school needs to be evacuated to another building.
- if excessively high winds or heavy snow occur during the day schools may find that they have to feed and possibly accommodate pupils overnight. Obviously every attempt should be made to get the pupils home by making contact with parents.

- staff should be effectively deployed in school to deal with the emergency, duties would typically include -
 - Moving children to a safe area at first sign of emergency in easily contacted groups for support and reassurance. Any adult helpers should stay with the class they are with.
 - Headteacher to make a check of the school to ascertain all staff and pupils are clear of dangerous area.
 - Cut off electricity/gas/water, if necessary, by caretaker or Headteacher. Check damage
 - Keep all staff up to date on the developing situation. Re-assure the children re. brothers and sisters and provide games, videos etc, if possible.
 - When situation allows, check the affected area (only if safe to do so). Spare staff to salvage belongings.
 - Keep the LA informed.
 - If/when parents collect, limit entry/exit points in order to ensure safe collection of children. Staff to be posted at all entry points to ensure parents report to the office and "sign out" their children before taking them home.
 - When all the children have been taken home hold a short staff meeting to assess the situation and plan for the next day.

School Security

The main aim is to ensure that quality learning and teaching takes places in a safe and secure environment. The allocation of duties for safety matters and the particular arrangements which we will make to implement the policy are set out below.

Organisation

Governors

The school governors are responsible for:

- (a) ensuring that they are organised to exercise their responsibilities. This duty has been delegated to the Resources Committee;
- (b) arranging to consult and inform all staff about security;
- (c) resource allocation and approving training for security in consultation with the Headteacher;
- (d) arranging to monitor and review the policy, including the frequency and nature of reports from the Headteacher;

(e) identifying their own training needs to enable them to understand their responsibility for managing security.

Headteacher

The Headteacher is responsible for:

- (a) ensuring that this policy works, is understood by all staff and is reviewed annually;
- (b) ensuring that this policy is monitored as required by the Governing Body;
- (c) identifying training needs and arranging for training;
- (d) ensuring that regular routine security checks and annual/periodic survey/risk assessments take place;
- (e) raising awareness of pupils to security and personal safety issues
- (f) developing and encouraging close links with others

All staff members have a responsibility for ensuring

- the safety of the pupils in their care by not exposing them to unacceptable risks, protecting them from hazards, guarding them against assaults;
- that property is safeguarded;
- that they know when to contact the police;
- their own actions do not expose themselves or colleagues to unacceptable risks

Involvement of Other Groups

The Head teacher is responsible for the development of strategies for ensuring that parents, police and the community are fully involved and consulted about security issues; and as appropriate receive a copy of this policy.

Pupils

The Head teacher is responsible for ensuring the raising of pupils' awareness in relation to:

- their own personal safety and welfare and the safety of others in and out of school
- the safe use of the site (eg anti-bullying campaigns, school councils);
- the appropriate parts of this policy and the expectations the school has for the pupils to take responsibility and action.

Arrangements

Risk Assessment

The Head teacher will ensure that a formal security risk assessment takes place annually [and at any time a significant change occurs].

Incident Reporting

All security incidents should be reported to the Head teacher and recorded. A copy of this form should be sent to the Health and Safety Team at Leeds at their request and reported to the Governing Body. All staff should ensure that the security incidents to be recorded include trespass, vandalism, theft and burglary, fire, attacks on staff or pupils, and drug and solvent abuse.

In addition, the Head teacher will ensure that the appropriate accident report form is completed.

Training

As part of her responsibility for training the Head teacher will ensure that opportunities will be provided for:

- (a) specific training on security issues within the school's overall development plan priorities; and
- (b) training of new staff including supply and temporary staff. This is a restatement of the commitment contained within the school's Health and Safety Policy.

General

No security policy will attain its desired end unless those whom it concerns are themselves committed to the need for positive care in their own work and instil into pupils and students a similar sense of responsibility for their own safety and that of others.

Local Security Practice

- Registers to be marked at the beginning of the morning and afternoon session, as laid down by the LA and sent down to the office;
- Visitors to school (including helpers in classrooms, temporary mealtime assistants, contractors) to enter via the main reception, to sign in and wear visitors badges;
- Any people on the premises not wearing badges to be challenged;
- External gates and doors to be secured outside of normal drop-off and pick-up times.

Please see appendices for specific procedures for Evacuation and Invacuation

It is important that we all maintain the levels of security at school: it is not one person's responsibility, but everyone's.

Appendix 1- Evacuation Procedures [including Fire Drills]

There is half termly evacuation practice, the outcome of which is recorded. The times of the practice are varied to cover all times of the school day. Fire evacuation procedures are displayed in all rooms and fire-fighting equipment is serviced annually. The site manager carries out a weekly fire alarm test. In the event that we must evacuate the school grounds we have an agreement with Benton Park School to assemble on their grounds.

Should fire break out in the school, it will be the responsibility of staff members to:

- Raise the alarm using nearest break glass
- Evacuate the school
- Check all pupils/visitors are out of the building.

All staff should be aware of their nearest exit not only in their classrooms but other areas of the school. Fire Evacuation notices and plans are in place in all areas of the school. All staff should take time to familiarise themselves with these plans.

On hearing the fire alarm the following staff procedures/duties will take place:

Classroom Staff/Support Staff

- On hearing the fire alarm the person managing the class/group/individuals will take the children through the nearest fire exit.
- Children **MUST** evacuate the building in an orderly fashion
- **NO ONE** should stop to collect any belongings
- Children must be evacuated to the nearest assembly point [normally the playground]
- Staff will check children against the register and immediately inform administration staff of any missing children

Administrative Staff

- Unless otherwise informed that a fire drill is to take place, the office staff will on hearing the alarm immediately contact the Fire Brigade on the emergency number 999.

- The school registers will immediately be distributed to the assembly point on the playground.
- The visitor's, staff and volunteer signing in reports must also be taken out and checked. Any persons missing must be reported to the office staff

Headteacher

The Head will monitor the evacuation of the premises from the assembly point.

Kitchen Staff

When the alarm is activated staff will:

- Turn off and unplug any equipment if safe to do so
- Evacuate by designated route
- Close doors and windows as you leave
- Assembly at their assembly point on the playground
- **NO ONE** should stop to collect personal belongings
- Do not re-enter building until told to do so by Headteacher, Head Cook or Fire Service

No-one may re-enter the buildings until they have been given the all clear by the Headteacher, in the case of a fire drill or Fire Officers, in the case of a fire.

Fire Risk Assessments

Risk assessments are updated annually.

General Fire Precautions

This term is used to describe the equipment, systems and procedures required to ensure the ability of all people to safely evacuate in the event of fire occurring. The general fire precautions will include:

- Pre-planning
- Fire Risk Assessments
- Making emergency plans

- Formulation of fire procedures
- Fire Drills
- Provision of information, instruction and training
- Cooperation and coordination with other premises users

Fire Prevention Measures

- Good housekeeping and adequate security measures
- Emergency signs/instructions
- Control of contractors working on site
- Maintenance, inspection and testing of electrical installations and equipment

Fire Protection Measures

- Raising the fire alarm
- Smoke and Heat Detectors
- Escape routes, fire exits
- Fire fighting equipment
- Limiting the spread of fire

Appendix 2-Invacuation Procedures

It is our belief that our invacuation policy should be age appropriate and designed to keep the children safe rather than scare and unsettle them. This policy will outline procedures should the school receive warning of a threat to our community.

An invacuation procedure drill [similar to a fire drill] will take place termly. Its purpose is to ensure that we have a secure learning environment in which the children and staff are familiar with the systems and procedures to keep them safe in the case of an emergency.

Teaching Staff will explain the procedure with their class. Invacuation procedures are used in response to an external or internal incident which could be a threat to the safety of children and staff in our school. Procedures may be activated in response to any number of situations eg:

- A reported incident, disturbance in the local community.
- A warning being received regarding a local risk of air pollution (smoke plume, gas cloud etc.)
- An intruder on site.
- A major fire in the vicinity of the school
- The close proximity of an unaccompanied animal eg a dog.

Our procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all children and staff.

INVACUATION PROCEDURE

Invacuation procedures are a sensible, reasonable and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of pupils and staff in our school. Procedures aim to minimise disruption to the learning environment whilst securing the safety of all our pupils and staff.

Our school's Invacuation Plan is as follows:

Signals	
Signal for Invacuation	Hooter sounded in the playground and in school
Signal for all-clear	Office will let classes know
Invacuation	
Procedure	1. Hooter sounded on the playground and in school building

	<ol style="list-style-type: none"> 2. Children outside go through the nearest entrance to the hall as hooter sounds. 3. All teaching staff and Admin Assistant go to the hall and SBM to the HT office 4. SBM to inform Westfield Juniors/St Peter and Paul's 5. SBM to ring relevant agencies 6. Visitors go to the hall 7. External doors and windows are shut 8. Each class to take their register and H/T to liaise with Office ALL PRESENT or names of missing children / adults 9. When appropriate, Office will let classes know that the Invacuation has ended
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Our Lockdown Procedure

Signal for Lockdown	Hooter sounded on the playground and school building
Signal for all-clear	Office will let classes know.
Lockdown	
Procedure	<ol style="list-style-type: none"> 1. Hooter sounded on the playground and in school building 2. Children outside go through the nearest entrance to the hall as hooter sounds. 3. All teaching staff and Admin Assistant go to the hall and SBM to the HT office 4. SBM to inform Westfield Juniors/St Peter and Paul's 5. SBM to ring relevant agencies 6. Visitors go to the hall 7. External doors and windows are shut. Blinds pulled down, lights turned off and doors locked

	<p>8. Children keep silent and out of sight</p> <p>9. Each class to take their register and H/T to liaise with Office ALL PRESENT or names of missing children / adults</p> <p>9. When appropriate, Office will let classes know that the Invacuation has ended</p>
	<p>Office Procedure</p> <ol style="list-style-type: none">1. SBM to the HT Office2. Office Reception window shut and locked, blinds drawn and door to entrance locked.3. Ring 9994. Ring Leeds Crisis Line -3783645 <p>STAY IN - Remain inside until the all-clear has been given, or unless told to evacuate by the emergency services.</p> <p>TUNE IN</p> <ol style="list-style-type: none">5. If possible and where appropriate, establish internal communication via mobile phone6. If possible and where appropriate, obtain local news updates via mobile / computer <p>When appropriate, Office will let staff know that the Lockdown has ended</p>

Death of Pupil or Staff Member

- The LA, via the Health and Safety Team should be informed of the incident as soon as possible. Assistance for the school can then be given.
- It is the responsibility of the Police to advise the parents, or next of kin of the staff member, of the tragedy.
- The SLT should ensure that all staff members (this must include those who may be off sick and regular supply/volunteers) and governors are made aware as quickly as possible of the situation; the Chair of Governors should ask his or her fellow governors to assist in this process.
- The Media Team should be informed. They will be able to assist in devising an initial Press Statement.
- All staff should be asked to respect the need for all communications with local community, parents, media etc. to only be done through the head or Council.
- The SLT should ensure that the educational psychologist is informed.
- The SLT should make arrangements to close the school if necessary (although as far as possible, normal practice should continue) and ensure that the Health and Safety team is notified.
- The SLT should make arrangements to write a letter home to parents as soon as possible giving as much information as is felt appropriate.

Tragedy During School Trip

- The LA, via the Health and Safety Team should be informed of the incident as soon as possible. Assistance for the school can then be given.
- The Head teacher should ensure that at least one telephone line is available for use only by LA staff and to ensure other emergency contact with the school. A fax line or mobile can be used for this purpose.
- The leader of the trip should ensure that a senior member of the SLT is informed of the tragedy and the SLT will then make the necessary arrangements to inform the LA, other parents. Parents should only be informed once the Police have given the authority to do so.
- A member of the SLT should, if at all possible, travel to join the trip participants. It may be necessary to take other members of staff or governors depending on the number of pupils on the trip to support both staff members and pupils.
- The leader of the trip, or nominated person, should ensure that they are able to keep telephone communication open with the senior members of the SLT at all times.
- The SLT with assistance from the Property & Transport Services Unit should make arrangements to return the children from the trip as soon as

- possible. The Risk Assessment for the trip will contain the details of the transport used (e.g. name of coach firm).
- The Police will advise the relevant parents, or next of kin of staff member, of the tragedy. Once this has happened the police will give authority for the school to inform others.
 - The SLT should ensure that all staff members and governors are made aware as quickly as possible of the situation; the Chair of Governors should ask his or her fellow governors to assist in this process.
 - All staff and governors should be asked to respect the need for all communications with local community, parents, media etc. to only be done through the SLT.
 - The SLT should ensure that the educational psychologist is informed.
 - The SLT should make arrangements to close the school if necessary (although as far as possible, normal practice should continue) and ensure that the LA is notified.
 - The SLT should make arrangements to write a letter home to parents as soon as possible giving as much information as is felt appropriate.

Infectious Diseases in Schools

Reference/further reading:

Infection Control Guidelines for Nurseries and Schools

Cases of infectious disease may occur from time to time in schools or nurseries.

Their importance depends on several factors:-

- The severity of the disease
- The number of children affected
- The mode of transmission
- The amount of fear they generate
- Whether any specific action is necessary to stop further cases (e.g. immunisation, improving food-handling practices etc.)

How do we know there might be an outbreak?

There are several ways in which schools and nurseries may come aware that they have a case of infectious disease.

- Children may be ill
- There may be a sudden increase in the number of absentees
- Parents may advise the school that their children are suffering from an infectious disease
- The Consultant in Health Protection may contact the school

What should the Headteacher do?

If a member of staff thinks there may be a case he or she should refer to the Communicable Diseases poster sent out to all schools by the Health and Safety Team. If this does not answer the particular query, ask the Health and Safety Team for initial advice. In addition, the school could discuss the matter with the school nurse. It is helpful for the initial assessment of the situation if a member of staff can find out:-

- How many children are ill
- How the illness is being presented
- When did each child fall ill

Role of the Health Protection Unit (HPU)

The HPU will, if required, assess the situation and decide what, if any, further action is necessary either to investigate the source of the outbreak or to stop further spread. The school should make every attempt to provide information requested by the HPU or staff working on their behalf (e.g. Environmental Health staff). The Headteacher or person in charge should encourage staff, parents and children to comply with requests for specimens and to follow guidance for control or spread of disease.

Role of Environmental Health.

If an outbreak of food poisoning is suspected the District Council Environmental Health Department will be asked to investigate. Environmental Health may also assist in the assessment and control of outbreaks of diarrhoea and/or vomiting not thought to be due to food poisoning (e.g. Dysentery)

Other Action

For certain infectious diseases (e.g. some cases of meningitis) the HPU might deem it necessary for letters to be sent home with all children in a class or school. Arrangements for this will be made through the Headteacher/person in charge.

Cleaning in Outbreaks

Providing there are proper cleaning schedules in place, additional routine cleaning is not generally required in outbreaks. If the Environmental Health Department or the HPU consider there is a need for extra cleaning this will be discussed. This might particularly be the case if children or staff have had vomiting or diarrhoea on the premises.

CARE OF PLAY EQUIPMENT

The following are suggested guidelines in relation to play equipment in the school area.

Soft Toys

- Soft toys have been implicated in incidents of cross infection and therefore use of soft toys should be discouraged.
- Soft toys should not be used for display purposes as they can harbour dust and be a source of infection.
- If soft toys are in use they should be washed on a regular basis, this should be done by using at least a 40°C cycle with a recommended soap powder, and drying thoroughly afterwards.

Plastic/Wooden Toys

- Wooden toys have been implicated in incidents of cross infection and therefore wooden toys should be discouraged.
- Toys should be inspected on a daily basis for cleanliness
- Clean with hot soapy water and dry thoroughly
- Discard if broken or damaged.

Electrical/Mechanical Toys

- Must be surface wiped with a damp cloth that has been rinsed in hot water and detergent. For safety purposes, make sure that the electric source is switched off before cleaning.

Books

- Inspect weekly and wipe surfaces. Books must be inspected for signs of dampness or mildew and discarded if necessary.
- Books that are visibly soiled must be discarded. If they become contaminated with blood or bodily fluids they must be discarded.

Toy Boxes

- Empty and clean regularly with hot water and detergent.

Mobiles

- Wooden and plastic - clean weekly or when visibly dirty.
- Paper and card - inspect weekly and damp dust if necessary.

Second-Hand Toys

- If second-hand toys have to be used, these toys should be cleaned according to the appropriate stated section above.

Decontamination of toys

- Toys that have been used by children who are infectious should be decontaminated with hypochlorite solution (1000ppm) where possible or cleaned using an antibacterial detergent and water.

Infectious diseases are common among children and schools often present ideal situations for disease to spread. Many diseases are so trivial that excluding a child from education cannot be justified. For some other infections, the organisms that cause disease are commonly found among apparently healthy people and this will influence the advice on whether it is appropriate to exclude children.

Exclusions from School

There are some general rules about excluding from school:-

- Children who are not well should not be at school even if they are not infectious
- Children with diarrhoea should not be in nursery or school unless the diarrhoea is known to be due a non-infectious disease (coeliac disease). This rule also applies to staff, including catering staff. In individual cases, children must not return to school until 48 hours after their last bout of sickness or diarrhoea. Parents are advised of this via the school website.
- Some children many have other illnesses which affect their immunity (e.g. Leukaemia, HIV disease). The parents of these children should be warned if there are known to be cases of infectious diseases in the school, especially if children are off school with chickenpox, shingles or measles.

Coping With Crises in School

Reactions of Pupils

The effect upon a school community of a tragedy, whether through violent, accidental or natural causes, will inevitably be severe and long lasting. The most immediately affected survivors will only be able to return to normal school life with a considerable degree of support and understanding on the part of other members of the school.

The reactions of pupils involved in a crisis will vary. Staff can help pupils by looking out for signs of nervousness, anxiety or depression, difficulties with concentration, memory or sleeping and anti social behaviour. Some survivors of tragedies suffer from severe feelings of guilt that they have been spared, when their friends have died.

Those most likely to be seriously affected are those whose lives were put at greatest risk, who witness injury and death and who suffer other disadvantages (unstable family relationships etc.). It is not always possible to tell whether or how much children are suffering. Staff, parents and other pupils can all help by keeping a watchful eye.

The emotional, social and academic effects of a tragedy can be very long term. Minor and seemingly unconnected occurrences can trigger off emotional reactions.

It is important to encourage pupils to express their feelings in an environment where they feel it is safe to do so. Children should be praised for recognising problems they may be experiencing and allowed to talk about or relive the experience - perhaps through mime, dance or other art forms. This is not a sign of ghoulish obsession with death or injury but a repressive approach can lead to inherent dangers. Survivors should be encouraged to attend funerals, a formal farewell helps to come to terms with grief.

Pupils whose appearance has changed as a result of injuries will need to be prepared for their return to school and the likely reactions of fellow pupils. They may need home visits from teachers or the ability to attend part time for a while.

External Support

Regular staff meetings will be needed to keep children under review and decide upon appropriate action, including any need for specialist referral. The Headteacher and Assistant Headteacher should liaise with the psychology team. Therapists and counsellors can be made available to supplement (not replace) the resources of the school. It is important that the school remains in control of the situation and any supportive external guidance that may be offered. Staff should not allow themselves to be overwhelmed by well meaning but potentially intrusive assistance.

In a major incident involving the wider community outside the school, special procedures will be initiated by the relevant agencies to co-ordinate the provision of aftercare of victims.

Reactions & Roles of School Staff

The most important role of school staff after a tragedy is to observe and listen to the children. They need to be sensitive that pupils respond in different ways and to beware of the danger of adding to the burden of children through inappropriate behaviour on their part.

The Headteacher should be aware of the difficulties that staff are likely to face and that they themselves have had to come to terms with the trauma. The Headteacher should monitor work pressures and look for any signs that staff are becoming overwhelmed with the distress of the pupils and themselves. Staff may need their own support group.

Dealing with the Media

The experience of some schools has shown the relationship with the media is not always positive. The press can be invasive to the point of rudeness and constantly looking for "an angle". This can sometimes take the form of attempts to attribute blame for the tragedy to parents, the school and other public agencies involved.

The Headteacher, Assistant Headteacher, School Business Manager and Chair of Governors should be prepared for likely questions and should be clear what they are prepared to say and what not to say to the media. This should be agreed before anyone talks to the media. It is never appropriate to allow the media onto the school premises or to give them access to staff or pupils.

The city Council's Media Team can provide advice on dealing with the media and should be contacted.

Reactions of Parents

There are obvious limits to the amount of support and assistance that school can offer to parents but it is important that staff should be aware of parents' likely reactions. Evidence suggests that many are unwilling or unable to deal with the trauma faced by surviving children and they may resist their attempts to articulate their feelings and experiences; this will in itself place an additional burden upon school staff.

Parents whose children have died will find themselves cut off from many of their usual social contacts/routines and communications networks and may welcome informal contacts from school staff and other parents.

Rebuilding

Allowing the whole community ample opportunity to try to make sense of what has happened, to express and share emotional reactions and to say farewell in an appropriate manner can all form important steps in the rebuilding process. Expressions of sympathy, visiting of the injured and attendance at funerals should not be discouraged. Special assemblies, memorial services, open days or debriefings can be therapeutic, positive events for survivors and friends, and a garden blooming at the appropriate time can be a fitting permanent memorial to those who have died.

Use of Schools in Civil Emergencies

Leeds City Council has made plans to deal with major incidents that might occur in peacetime such as an escape of chemicals from nearby factory, road tanker etc which can either affect schools or require them to be used as a Reception centre for people evacuated from a particular area. A major incident may well cause the involvement of City Council property and employees.

First Priority – The Pupils

Even where schools have planned in fine detail their reaction to any emergency, circumstances may arise that cannot be anticipated. In facing such emergencies the main consideration must be the safety of pupils. This may involve a good deal of additional work on the part of staff, which is greatly appreciated by all. The following points should ensure pupils' safety and should always be observed -

- If there is any doubt that pupils can return home safely in prevailing conditions, regardless of age, every attempt should be made to either convey them home or secure alternative arrangements for them. Alternative arrangements must only be made following parental/carer permission.
- If the parents or guardians or younger pupils are not at home to receive them, they should not be released.
- Any unsupervised pupils arriving at schools should be accepted onto the premises and sent home only if it is known that they can return safely to a parent or guardian.
- If a course of action includes any greater element of risk of injury to a pupil, it should not be taken.

Key Contact Details

Name & Contact Address and telephone numbers including mobile	Designation	Role	Responsibilities
Name: Ms Dawn Lowry Address: 39 Becketts Park Cres Leeds LS6 3PH 07951727248	Headteacher	Crisis Manager	Direction and coordination, as necessary; liaison with the emergency services, the LA, media, staff, parents; allocation of roles to others depending on level of crisis.
As above		Media Liaison	To inform Local Authority; briefed on facts and how the school is responding; keep Local Authority, pupils, parents and staff and community informed.
As above		Pastoral Care Coordinator	Pastoral care for pupils and staff; operational issues as directed; parent/visitor liaison; liaise with Psychological Service, Education Welfare Officer, Social Services and other professional agencies
Mrs Elizabeth Middleton 8 Hauxwell Drive Yeadon Leeds LS19 7RU 07931145643		Administrative coordinator	Manage incoming calls, gather and disseminate information; identify "safe" areas in school for parents/pupils; liaise with contractors, utilities and repairs/accommodation issues, transport communications, catering arrangements; incident record keeping; collation of message sheets; chasing outstanding "actions", maintenance of master record log.
Suzanne Akeroyd 07971468433	Chair of Governors	School/ governorliaison	Support head to make decisions concerning co-ordination and allocation of roles as well as keep governors informed. Media liaison
All calls to the Media should only be undertaken by the Headteacher or Chair of Governors. The DfES number should be quoted to prevent hoax calls.			

Guidance on Infection Control in Schools and Nurseries

RASHES AND SKIN	Recommended period to be kept away from school (once child is well)	COMMENTS
Athletes Foot	None	
Chickenpox	For 5 days from onset of rash	It is not necessary to wait until spots have healed or crusted. <i>(NB: see Female Staff in Schools, see Vulnerable Children)</i>
Cold Sores (Herpes simplex virus)	None	Many healthy children and adults excrete this virus at some time without having a 'sore'
German Measles (Rubella)	5 days from onset of rash	The child is most infectious before the diagnosis is made and most children should be immune due to immunisation so that exclusion after the rash appears will prevent very few cases. <i>(NB: see Female Staff in Schools)</i>
Hand, Foot & Mouth Disease	None	Usually a mild disease not justifying time off school
Impetigo	Until lesions are crusted or healed	Antibiotic treatment by mouth may speed healing. If lesions can be reliably kept covered exclusion may be shortened
Measles	5 days from onset of rash	Measles is now rare in the UK. <i>(NB: see Vulnerable Children)</i>
Molluscum Contagiosum	None	A mild condition
Ringworm (Tinea)	None	Proper treatment by the GP is important. Scalp ringworm needs treatment with an antifungal by mouth
Roseola	None	A mild illness, usually caught from well persons
Scabies	Until treated	Outbreaks have occasionally occurred

		in schools and nurseries. Child can return as soon as properly treated. This should include all persons in the household
Scarlet Fever	5 days from commencing antibiotics	Treatment recommended for the affected child
Slapped Cheek/Fifth Disease (Parvovirus)	None	(NB: see Female Staff in Schools). Exclusion is ineffective as nearly all transmission takes place before the child becomes unwell
Warts and verrucae	None	Affected children may go swimming but verrucae should be covered.
Diarrhoea and/or vomiting (with or without a specified diagnosis)	In a single /2 cases, until diarrhoea and vomiting has settled (neither for the previous 48 hours)	Usually there will be no specific diagnosis and for most conditions there is no specific treatment. A longer period of exclusion may be appropriate for children under age 5 and older children unable to maintain good personal hygiene.
E.coli and Haemolytic Uraemic Syndrome	Depends on the type of E.coli	Seek further advice from the Consultant in Communicable Disease Control (CCDC)
Giardiasis	Until diarrhoea has settled (neither for the previous 48 hours)	There is a specific antibiotic treatment
Salmonella	Until diarrhoea and vomiting has settled (neither for the previous 24 hours)	If the child is under age 5 or has difficulty in personal hygiene, seek advice from the CCDC
Shigella (Bacillary Dysentery)	Until diarrhoea has settled (neither for the previous 24 hours)	If the child is under age 5 or has difficulty in personal hygiene, seek advice from the CCDC
<i>(See also Hands - Washing and Good Hygiene Procedures)</i>		

RESPIRATORY	Recommended	COMMENTS
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	period to be kept away from school (once child is well)	
'Flu' (influenza)	None	Flu is most infectious just before and at the onset of symptoms
Tuberculosis	CCDC will advise on action	Generally requires quite prolonged, close contact for spread. Not usually spread from children
Whooping cough (Pertussis)	5 days from commencing antibiotic treatment	Treatment (usually with erythromycin) is recommended though non-infectious coughing may still continue for many weeks

OTHERS	Recommended period to be kept away from school (once child is well)	COMMENTS
Conjunctivitis	None	If an outbreak occurs consult Consultant In Communicable Disease Control
Glandular Fever (Infectious Mononucleosis)	None	
Head Lice (Nits)	None	Treatment is recommended only in cases where live lice have definitely been seen (<i>see Further Information</i>)
Hepatitis A	See comments	There is no justification for exclusion of well older children with good hygiene who will have been much more infectious prior to the diagnosis. Exclusion is justified for 5 days from the onset of jaundice or stools going pale for the under fives or where hygiene is poor.
Meningococcal	The CCDC will give	There is no reason to exclude from

Meningitis/Septicaemia	specific advice on any action needed	schools siblings and other close contacts of a case
Meningitis not due to Meningococcal infection	None	Once the child is well infection risk is minimal
Mumps	5 days from onset of swollen glands	The child is most infectious before the diagnosis is made and most children should be immune due to immunisation
Threadworms	None	Transmission is uncommon in schools but treatment is recommended for the child and the family
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic. For one cause, streptococcal infection, antibiotic treatment is recommended

HIV/AIDS	HIV is not infectious through casual contact. There have been no recorded cases of spread within a school or nursery. <i>(See Cleaning Up Body Fluid Spills)</i>
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HEPATITIS B AND C	Although more infectious than HIV, hepatitis B and C have only rarely spread within a school setting. Universal precautions will minimise any possible danger of spread of both hepatitis B and C. <i>(See Cleaning Up Body Fluid Spills)</i>
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IMMUNISATIONS

By the age of 2 all children should have received 3 doses of diphtheria/tetanus/whooping cough/Hib and polio immunisations and at least one dose of measles, mumps, rubella (MMR) immunisation. By age 5 all children should, in addition, have had a booster of diphtheria, tetanus and polio, and a second dose of MMR.

HANDS - WASHING AND GOOD HYGIENE PROCEDURES

- Effective hand washing is an important method of controlling the spread of infections, especially those that cause diarrhoea and vomiting.
- Always wash hands after using the toilet and before eating or handling food using warm, running water and a mild, preferably liquid soap. Toilets must be kept clean.
- Rub hands together vigorously until a soapy lather appears and continue for at least 20 seconds ensuring all surfaces of the hands are covered.
- Rinse hands under warm running water and dry hands with a hand dryer or clean towel (preferably paper).
- Discard disposable towels in a bin. Bins with foot-pedal operated lids are preferable.
- Encourage use of handkerchiefs when coughing and sneezing.
- If a food handler has diarrhoea or vomiting the CCDC's advice should be sought urgently.

CLEANING UP BODY FLUID SPILLS - UNIVERSAL PRECAUTIONS

- Spills of body fluids: Blood, faeces, nasal and eye discharges, saliva and vomit must be cleaned up immediately.
- Wear disposable gloves. Be careful not to get any of the fluid you are cleaning up in your eyes, nose, mouth or any open sores you may have.
- Clean and disinfect any surfaces on which body fluids have been spilled. An effective disinfection solution is household bleach solution diluted 1 in 10 but it must be used carefully.
- Discard fluid-contaminated material in a plastic bag along with the disposable gloves. The bag must be securely sealed and disposed of according to local guidance.
- Mops used to clean up body fluids should be cleaned in a cleaning equipment sink (not a kitchen sink), rinsed with a disinfecting solution and dried.
- Ensure contaminated clothing is hot laundered (minimum 60°C).

VULNERABLE CHILDREN

Some children will have medical conditions that make them especially vulnerable to infections that would rarely be serious in most children.

- Such children include those being treated for leukaemia or other cancers, children on high doses of steroids by mouth and children with conditions that

seriously reduce immunity. Usually schools or nurseries are made aware of such children through their parents or the carers or the School Health Service.

- These children are especially vulnerable to chicken pox or measles. If a vulnerable child is exposed to either of these parents/carers should be informed promptly so that they can seek further medical advice as necessary.

FEMALE STAFF IN SCHOOLS - PREGNANCY

Some infections if caught by a pregnant woman can pose a danger to her unborn baby.

- Chicken pox: this can affect the pregnancy of a woman who has not previously had the disease. If a pregnant woman is exposed early in pregnancy (the first 20 weeks) or very late in pregnancy (the last 3 weeks before birth) she should promptly inform her GP and whoever is giving her ante-natal care who can do a blood test to check she is immune.
- German measles (Rubella): if a woman who is not immune to rubella is exposed to this infection in early pregnancy her baby can be affected. Female staff should be able to show evidence of immunity to rubella or, if that is not available, have a blood test and, if appropriate, immunisation. If a woman who may be pregnant comes into contact with rubella she should inform her GP promptly.
- Slapped cheek disease (Parvovirus): occasionally, Parvovirus can affect an unborn child. If a woman is exposed early in pregnancy (before 20 weeks) she should promptly inform whoever is giving her antenatal care.

ANIMALS IN SCHOOLS (PERMANENTLY OR VISITING)

Animals may carry infections, especially gastroenteritis, and guidelines for protecting the health and safety of the children should be followed.

- Animal living quarters should be kept clean. All waste should be disposed of regularly. Litter boxes should not be accessible to children.
- Young children should not play with animals unsupervised and children must wash their hands after handling animals, cleaning cages etc.
- Particular care should be taken with reptiles as all species can carry salmonella.

PRECAUTIONS FOR SCHOOL FARM VISITS

- Check that the farm is well managed and that the grounds and public areas are as clean as possible. Note that manure, slurry and sick animals present a particular risk of infection and animals must be prohibited from any outdoor picnic areas.
- Check that the farm has washing facilities adequate and accessible for the age of the children visiting with running water, soap (preferably liquid) and disposable towels or hot air dryers. Any drinking water taps should be appropriately designated in a suitable area.
- Explain to pupils that they cannot be allowed to eat or drink anything, including crisps, sweets, chewing gum etc. while touring the farm, or put their fingers in the mouth, because of the risk of infection.
- If children are in contact with, or feeding farm animals, warn them not place their faces against the animals or taste the animal feed.
- Ensure all pupils wash and dry their hands thoroughly after contact with animals and particularly before eating and drinking.
- Meal-breaks or snacks should be taken well away from areas where animals are kept, and pupils warned not to eat anything that may have fallen to the ground.
- Any crops produced on the farm should be thoroughly washed in drinking water before consumption.
- Ensure pupils do not consume unpasteurised produce, for example milk or cheese.
- Ensure all children wash their hands thoroughly before departure and ensure that footwear is as free as possible from faecal material.

OUTBREAKS OF INFECTION

If a school or nursery suspects that some of its children are part of an outbreak of infection (an unusual number of cases of an infectious disease) they should inform the Consultant in Communicable Disease Control (CCDC), Tel: 01228 538489.

FURTHER INFORMATION

Background information supporting the advice in this guidance and a list of other sources of information, can be found on the Health Protection Agency website: www.hpa.org.uk/infections/default.htm. Schools can also obtain further information through the 'Wired for Health' website: www.wiredforhealth.gov.uk accessed via the National Grid for Learning (NGfL).

Emergency Closure Information for Parents

Yeadon Westfield Infant School may be closed for children at short notice due to a number of circumstances, for example:

- Problems with heating or electricity
- Problems due to water leaks
- Problems due to inclement weather

CLOSURE BEFORE SCHOOL STARTS

A decision to close the school will generally be made by 7.00 a.m. and we will send texts as well as adding information to the website.

COVID-19 Addendum

Systems to address the current emergency are listed in the COVID-19 Risk Assessment which is updated regularly and sent to Governors weekly. Government guidance is changing regularly as this is a new disease and it is not possible to plan long term strategies currently.

