

WORKBOOK AND ACTION PLAN



MANAGING EMERGENCIES IN SCHOOLS AND COLLEGES

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PREFACE

This workshop with its associated notes is designed to help educational institutions to create an emergency plan. In particular the workshop aims to provide guidance on some likely effects of an emergency on a school or college, and through discussion, what actions you could take. The workshop centres around your involvement and will not be a series of lectures.

In view of the increasing autonomy of schools and colleges, a plan for coping with emergencies will become an increasingly important management tool.

Coupled with this change in the management of educational institutions we also recognise that schools and colleges are an integral, if not, the focal point of the community and any disaster that affects them will be the subject of widespread concern and interest.

To help you to prepare an Emergency Planning Action List, a series of questionnaires has been included in this pack. You are invited to complete them to form a lasting record of your consideration of the issues which affect your establishment.

It is our sincere wish that you find this workshop thought provoking, also that you will as a result, feel more able to ensure the preparedness of your school or college to face the rigours and distress that an emergency does cause.

In conclusion, we would like to express our thanks to the following who helped to compile the workshop material issued to participants:-

London Fire and Civil Defence Authority Emergency Planning Unit
City of London Education Department
City of Bradford Metropolitan District Council
Kirklees Metropolitan Council
Leeds City Council
Minsthorpe Community College
Frizinghall Middle School, Bradford
West Yorkshire Fire Authority
City of Wakefield Metropolitan District Council

WORK BOOK

INTRODUCTION

The main purpose of this booklet is to assist you in promoting the development of emergency plans for your school or college. It is intended that you will record your own thoughts on the various topics, expand upon these during a peer group discussion, then extend the process to benefit from ideas which have been promulgated by the group as a whole. On completion, you should have sufficient information to guide you in the preparation of a plan for your school. Use the spaces provided to answer the questions, subsequently adding other ideas relevant to your own situation.

AIM

To enable head teachers/principals to develop an emergency plan for their school's / college's readiness to respond to a major incident.

OBJECTIVES

1. To identify reasons for and benefits of preparing plans to meet emergencies.
2. To suggest ways in which both the profile of and the motivation to develop your school's emergency preparedness can be enhanced.
3. To identify potential hazards faced by the school and identify the actions which may be taken to mitigate their effects.
4. To describe a process for the preparation of the emergency plan.
5. To identify the content of the emergency plan.
6. To identify the need for training and motivation of staff in emergency planning.
7. To suggest ways of validating the plan.
8. To consolidate all the above into an individual action plan for immediate use.
9. To recognise the need for continuing updating, validating, testing and improvement of the plan.
10. To provide a forum for discussion and the development of ideas.

WORKSHOP PROGRAMME

Below is the approximate timetable for the workshop. However, issues which are of particular interest to delegates will be discussed in the detail required and this might have an effect on timings.

1	0900	Assemble - Coffee
2	0915 - 0925	Introductions and Administration
3	0925 - 0935	How Well Prepared Are You?
4	0935 - 0945	The Benefits of Emergency Planning and Business Continuity
5	0945 - 1010	Emergency Planning - Initial Steps and Information Gathering
6	1010 - 1030	Hazard Assessment - Potential Disasters
7	1030 - 1050	Morning Coffee
8	1050 - 1110	Hazard Assessment - Potential Disasters (<i>cont.</i>)
9	1110 - 1135	The Emergency Response
10	1135 - 1215	Control and Co-ordination
11	1215 - 1300	Lunch
12	1300 - 1350	Public Relations
13	1350 - 1405	Press briefings - Preparation
14	1405 - 1430	Press briefings - Practical
15	1430 - 1450	Afternoon Tea
16	1450 - 1510	The Emergency Plan Including Validation
17	1510 – 1545	Simulation (time permitting)
18	1545 - 1600	Questions, documentation, evaluation and close

HOW WELL PREPARED ARE YOU?

Tick the appropriate box – yes or no.....

	YES	NO
1. Do you have a procedure for dealing with <u>major</u> emergencies affecting your school (including off-site and out of hours incidents?)		
2. Do you have a business continuity plan?		
3. Have you set up a team who in the event will manage a major emergency?		
4. Do you know the name of your local emergency service officers? Police?..... Fire?.....		
5. Have you any mutual aid agreements with neighbours?		

THE BENEFITS OF PLANNING

INTRODUCTION

1. Refer to the Aim and Objectives particularly item 8. To consolidate an individual action plan for immediate use.
2. We are going to start asking you all to think about reasons why emergency plans are prepared, what benefits are obtainable and is it really worth the effort?

- Promote school's caring perspective - enhance school's standing
- Moral responsibility to pupils, staff and parents
- Managers' duty to continue operation - good management
- Saves time at times of crisis
- Prevention
- Statutory duty under Health and Safety at Work legislation
- Protect against litigation
- Helps to create order from chaos
- Minimise casualties
- Helps to contain incidents
- Can encourage comradeship
- May speed recovery
- Inquiries.

These ideas convince me of the value of planning and indeed the vital necessity and obligation of doing so. So how do we go about it? The first point I want to make is that preparing an Emergency or Business Continuity Plan is a process involving all relevant staff. In that sense, it must be integrated with the school's ethos and methods. Indeed, some people deny the need for a specific person to be made specially responsible for emergency preparedness as the task should be addressed by each manager. Without the stimulus of one person's dedication to the task, it is often very difficult for managers to find the time amongst many other priorities to address what are inherently unlikely, even if disastrous, events. There is also the need for a key person to co-ordinate the planning assumptions and to identify and allocate the new, different tasks which a disaster might throw up, and to motivate others with managers priorities. Plans must therefore integrate the efforts of all those responsible for responding to the disaster including those outside your own organisation such as the Emergency Services and the Voluntary Aid Societies.

ST. JAMES' SCHOOL, FARNWORTH, BOLTON - COACH CRASH IN FRANCE

St James' School is an 11-16 Church of England School with 900 pupils and in July, 1997 had a "curriculum enhancement" week which involved many of the pupils going on trips, one of which was to France for water sports and outdoor activities. A few days into the trip, the coach crashed off the road in France causing many injuries, some of which were serious and three fatalities. David Bowes, the Headteacher of St. James' recently gave a presentation to a Yorkshire Emergency Planning Group conference and the following are the major aspects of his talk:-

1. On 7 July he was advised of the incident by a parent who had heard that there had been a coach crash in France. The details were confirmed when the BBC phoned him.
2. The news reports subsequently revealed that there was one fatality, a boy, when it was actually a girl who had died.
3. At the School, Mr Bowes extended the lunch-time to give him time to prepare and call a staff meeting and told staff to continue as normally as possible until the whole School could be told and parents of those on the trip advised.
4. An immediate press conference was held by Mr Bowes, during which time the British Consul had confirmed the one fatality, Nicola Moore. "I went into my office and obviously asked Mr and Mrs Moore to come into an adjoining office with me and I told them that their daughter was dead. Which I have to say was an extremely difficult time and would never wish that on anybody, it was certainly the most difficult moment in my career".
5. Two of the pupils were seriously ill and were thought unlikely to live. The parents were merely told that their children were seriously ill, a decision Mr Bowes considers to be the right one.
6. Arrangements were under way for the Head of Modern Languages to go to France with the parents of the two pupils, but before the flights were booked, news arrived that Robert Boardman had died. Mr Bowes advised the parents of the death of their child.
7. Carol Ridding, the mother of Keith, did not have a passport and had only 30 minutes to catch the flight at 5.20pm. A call to the Police ensured that everything was sorted out.
8. Mr Bowes contacted the supervising teachers on other School trips to let them know what had happened as he didn't want them to hear the news second hand.
9. At 1.00am on 8 July he heard that Keith Ridding had died and his mother had arrived in time to be with him. During the night Mr Bowes made telephone calls to Mrs Ridding's relatives on her behalf.

10. At 6.00am a staff meeting and then a senior management meeting were held and roles were allocated. A press briefing was called for 9.00am. Mr. Bowes states "I had never done press briefings, I had never faced one hundred photographers, television cameras and all pointing in my direction. I have to say that it is the most daunting occasion and certainly one of the things I learned and fast is that you either do it well and use it to communicate - and you need to communicate - or you need somebody else who can".

11. During that day a chapel was created in the School and planning took place on how to get the youngsters home. Lengthy communications with the airport followed which resulted in procedures being put into place for reuniting the survivors and parents in small groups. Special arrangements were made for Carol Ridding to be met by her family

12. The following day, 9 July at 4.30am the group from Holland returned - no arrangements had been made to prepare them for returning to a "different" School

13. There followed arrangements for returning the bodies of the youngsters home, funeral arrangements and the holding of a service in the School.

14. Mr Bowes said of the following weeks and months "From a set of parents who were incredibly supportive of us as a school, their grief has turned to bitterness, has turned to anger in the case of two lots of dads. We now cannot do anything that is right, although all along the route we have done everything that could be done.....So we carry on doing the right thing day by day and on my desk sits a letter citing the school for negligence. Hard to believe isn't it, but there it is".

15. Two lessons learned:-

"Our youngsters never get on a coach anywhere without seat belts"

"All our youngsters took their E11 wherever they went, but when your rucksack goes flying out of window half way down a ravine, you haven't got an E11 any more, so they are now photocopied and the copy left at school".

PLANNING - INITIAL STEPS AND INFORMATION GATHERING

Emergency Preparedness means being ready, all the time, to continue to operate the school but at the same time to counteract the effects of the emergency. It can involve new tasks and require organisational adaptation. The planning process should involve all parts of your school as well as those outside organisations with which you will interface. You are aiming at survival and damage/cost limitation. Plans must be integrated within your school and with those with whom you will co-operate. Account must be taken of all possible but credible emergencies. These may range from a burst water main within the school to a terrorist attack.

QUESTION

What do you need to consider to start drawing up your emergency plan? i.e. who would you consult, whose support do you need, who is going to draw up your emergency plan, what information do you need?

Your First Ideas	After Discussion

OVERHEAD TRANSPARENCY

PLANNING - INITIAL STEPS

1. Obtain active support of:
 - Head Teacher
 - Governors
 - Managers
2. Appoint and train an "enthusiastic" teacher.
3. Form a planning team.
4. Invite emergency services.
5. Liaise with Voluntary Groups.
6. Local Education Authority
7. Liaise with Local Authority Emergency Planning Officer.
8. Consider statutory (HSWA) obligations or requirements, Council conditions and School policies
9. Definition, aims and objectives
10. Administrative arrangements

$$\text{Risk} = P \times C$$

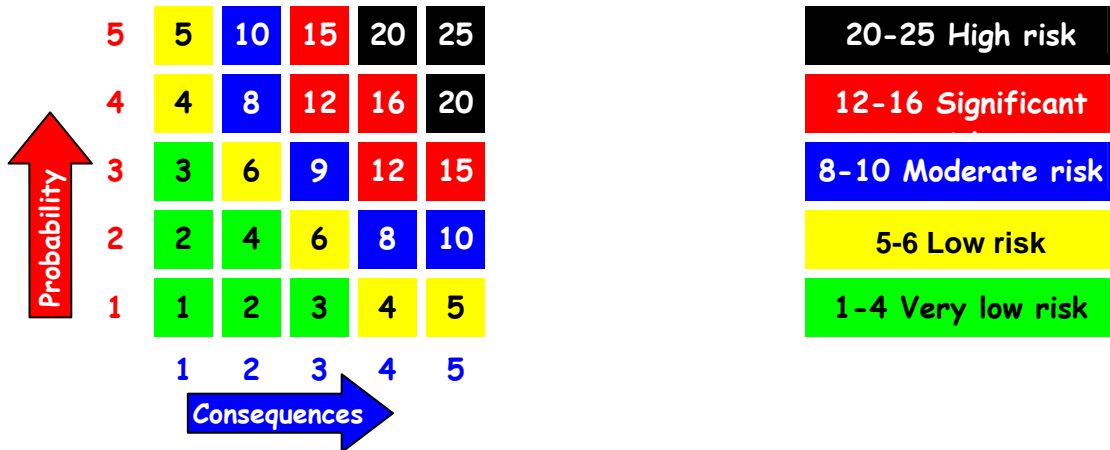
PROBABILITY (LIKELIHOOD)

1	Very low	It's not going to happen
2	Low	Very unlikely to happen
3	Moderate	Could possible happen
4	High	Highly likely to happen
5	Significant	Virtually certain to happen

CONSEQUENCES (IMPACT)

1	Very low	Virtually no disruption
2	Low	Very little disruption
3	Moderate	Major disruption
4	High	Extensive disruption
5	Significant	Devastating effects

RISK ASSESSMENT



ADDITIONAL FACTORS

- Legal requirements - you might be required by law to put into place certain emergency plans)
- Public expectation - it could be high profile in the eyes of the public
- Risk reduction - there could be actions you could take to reduce the risk

RISK REDUCTION

Example - Risk of major injuries at a large scale, public outdoor event

Action	Risk reduction	Remaining risk
Ticketing	30%	70%
Stewarding	20%	50%
Dusk close	10%	40%
Alcohol ban	20%	20%
Limit numbers	15%	5%

IS THIS ACCEPTABLE?

YES	No further action (?)
NO	Emergency plan (?)

OR

Action	Risk reduction	Remaining risk
Cancel event	100%	0%

OVERHEAD TRANSPARENCY

HAZARD ASSESSMENT

(BUSINESS CONTINUITY ISSUES UNDERLINED)

(1) Accident

At or away from School

On School Trip

(2) Fire

(3) Bullying

(4) School damage or destruction

(5) Contractor failure

(6) Loss of key staff

(7) Hostage taking/abduction

(8) Death

(9) Suicide

(10) Terrorist incident

(11) Shortage of essential services - for example Water

(12) Stray dogs entering the school - threat to children

(13) School workshops and laboratories

(14) Industrial premises in close proximity

(15) School on a flight path

(16) Effect of a local incident - eg Sowerby Bridge

(17) Road accidents outside the school

(18) School buses arriving late at school

(19) Member of staff flipped

(20) Serious health hazards - eg meningitis

(21) Incident at a neighbouring school (mutual aid)

THE EMERGENCY RESPONSE

Once you have identified the hazards and their effects you can then identify specific actions which would mitigate or counteract these hazards. These actions can then be allocated to the most appropriate part of your organisation. Responsibilities should be clear and unequivocal. Where a task is shared there must be no doubt who is in charge of co-ordination and thus answerable for overall performance.

QUESTION

Looking at your hazard list, what action would you need to take in order to start to plan your procedures? In other words, "who will be responsible for what?"

Who is responsible for...	Designated Post Holder or Organisation	After Discussion
...Control (overall control of the incident – the “decision maker”)		
...Accommodation (Controlling centre, alternative accommodation etc)		
...Catering - Pupils/ Emergency Staff (Refreshments for short term and meals in the longer term)		
...Public Information (Collating and checking information for parents, pupils etc)		

<p>...Media Handling</p> <p>(Arrangements for media briefings, drafting press releases etc)</p>		
<p>...Evacuation</p> <p>(Ensuring immediate safety of people in an affected building)</p>		
<p>...Buildings</p> <p>(Opening buildings, turning off mains services etc)</p>		
<p>...Welfare</p> <p>(The immediate welfare and needs of those affected)</p>		
<p>...Financial</p> <p>(Keeping records of all costs incurred – insurance, claims etc)</p>		
<p>...Other</p> <p>(Any other duties not otherwise identified which could be particular to your school or college)</p>		

CONTROL AND CO-ORDINATION

Each day in every school you experience and manage a variety of emergencies. Building upon the knowledge and expertise you already have will enable you to deal with the more serious emergencies that may happen to you.

The system of emergency control which you instigate must build upon your normal arrangements. While many of those providing the emergency response will do so from their normal premises where they have access to their own data, there is a need to provide a focal point where all aspects of the response can be coordinated and monitored. For simplicity such a location can be called the Controlling Centre or Emergency Centre. Clearly it must be outside the potential hazard area and it may be desirable to have alternative locations surveyed and available. It may be necessary to remain in operation for days, perhaps weeks, necessitating shift working and alternative facilities.

REMEMBER - YOUR AIM MUST BE TO RETURN TO NORMALITY AS QUICKLY AS POSSIBLE. FOR MANY, LIFE WILL GO ON AS USUAL. THEY MUST CONTINUE TO RECEIVE YOUR SUPPORT.

QUESTION ONE

What facilities should be provided (or identified) for the Controlling Centre?

Facilities - your thoughts	After discussion

OVERHEAD TRANSPARENCY

REQUIREMENTS OF CONTROLLING CENTRE

Designated and trained staff

Alerting system including out of hours arrangements

Comfortable premises with residential and domestic facilities

Emergency procedures/plan

Communications - Telephones/fax/mobile telephones

Office machinery and stationary eg. photocopier, maps, wall displays

Incident documentation eg. log sheets, briefing material/directives

QUESTION TWO - INFORMATION

A crucial element in controlling your emergency response will be information receipt processing and monitoring. It is important that a specific member of staff - not necessarily the headteacher, should be allocated responsibility for the overview of the emergency. Each piece of information received must be processed.

What do you think are the steps needed to process information received during an incident?

Information System	After Discussion

OVERHEAD TRANSPARENCY

EMERGENCY MANAGEMENT INFORMATION - (THE HANDLING OF INFORMATION IS VERY IMPORTANT - IN AN EMERGENCY, SOMEONE HAS TO BE TASKED WITH GETTING INFORMATION)

**Gathering and Logging
(a record of events with
time/date of action took)**

Evaluation

**Display)
(people's activities/tasks)
displayed on a board))**

**Instruction)
)**

Monitoring)

**Review/re-assessment)
)**

**Briefing)
)**

Public information)

CONTROL

QUESTION THREE

Reports of traumatic events, possibly affecting people known to your staff, anxiety and the urgent pressure of events could all produce stress among your staff, with out-of-character behaviour and after the event, staff absenteeism. How can you recognise when this reaches levels which could harm staff performance and how can you alleviate it? During the emergency it is important to allocate a room away from the event where the Headteacher and fellow teachers can go and talk. This is an important part of managing the incident.

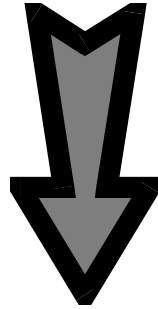
What are the things to look out for in your colleagues which could affect their ability to work efficiently and effectively (stress???) and how could these symptoms be alleviated?

Do you recognise stress in yourself - do you know when to quit?

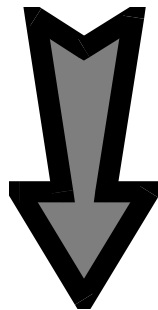
Stress	After Discussion
Symptoms	
Alleviation	

COMMUNICATE

LISTEN



HEAR



RESPOND

PUBLIC RELATIONS

Managing the relations with the media is an important part of the emergency response both as it could affect your school's reputation but also as a means of contacting and informing those who need to know. Your arrangements need to ensure:

- control of the information flow
- providing a single authoritative source
- consistent information
- collection of information from the media
- retain goodwill.

QUESTION ONE

Following an emergency, what PR action do you think should be taken in the first 24 hours?

Actions	After Discussion

OVERHEAD TRANSPARENCY

FIRST PR ACTIONS

Liaise (with Local Authority Press Office)

Assistant required

Liaise with the Emergency Services about media contact point and possible joint arrangements

Identify and brief authorised spokesperson(s)

Agree timing of press conferences/releases

Agree press authorisation

Share information with Emergency Services - produce a single message

Help media get pictures within reason

Demonstrate concern NOT panic

Offer helpline

QUESTION TWO

Good planning anticipates the sort of questions the media are likely to raise. In the immediate aftermath of an emergency what issues are likely to be raised?

Issues	After Discussion

OVERHEAD TRANSPARENCY

PUBLIC RELATIONS

Early Actions/Issues

- What happened, who, where, when and why?
- Are there any injuries or fatalities?
- How many were on site when the incident occurred?
- Has everyone been accounted for?
- What action is being taken?
- What advice do you have for local residents/next of kin?
- When will normality be restored?

Do's and Don'ts concerning the PR function:

Do

- Respond quickly
- Identify contacts
- Provide facilities
- Log all calls/conferences
- Utilise personal contacts previously established
- Be as honest as possible - if you don't know the facts say so

Don't

- Minimise the problem
- Speculate
- Apportion blame
- Let the story "leak" out
- Give information without checking the facts

THE EMERGENCY PLAN

It is usually necessary to commit to paper the emergency procedures to

- act as a reference document
- clarify responsibilities and actions
- prompt action at the time
- enable participants to see how their contribution fits into the whole
- suggest solutions
- provide a focus for the planning team
- demonstrate responsible attitude.

QUESTION

What information should be in your emergency plan? (what are the section headings?)

Emergency Plan	After Discussion

EMERGENCY PLAN

Basis of Plan - Agreements made

Alerting and mobilising controlling staff

Action to be taken

Setting up and operating the Controlling Centre including supportive administration staff

Communications

- with whom are you going to communicate?**
- how are you going to communicate?**
- where are the people with whom you are going to communicate?**

Public Relations

Resources

Liaison

Finance

Allocation of Actions

Training

EMERGENCY PLAN - VALIDATION AND REHEARSALS

Once the contingency arrangements (at least in outline) are committed to paper, they must be tested and validated and above all converted into action. However good a plan is, if it is not known about, understood by and does not have the support of those who must implement it, it will not work. Exercises are a valuable way of testing the arrangements. Ideally these should be preceded by periods of training for the individuals concerned.

Once you have assessed the needs of your organisation, you will logically need to establish what sort of exercise you should hold. You may wish to develop a programme spanning a number of years. There are many terms to describe the types of training, but broadly they would all fall into the following list:

- Induction and Awareness Seminar - New employees
- Briefing Seminar - Familiarisation of arrangements for existing staff
- Discussion Workshop - "A Stitch in Time"
- Table Top Exercise - Emergency Management Team
- Live or Practical Exercise - School Evacuation

INDUCTION/AWARENESS SEMINAR

When new people join an organisation they immediately gain an awareness of emergency planning, its place within the organisation and their individual responsibilities.

BRIEFING SEMINAR

This seminar brings staff together to listen to explanations of the arrangements and contribute to them. It is a useful part of the planning process.

DISCUSSION WORKSHOP

The discussion workshop may begin with a simulated event described in narrative form or using video and/or using maps and charts. A number of problems may be set and participants discuss solutions. This usually happens in small groups and later in plenary sessions. It allows discussion to be in-depth but is freed from the time restraints and other pressures which feature in real crises.

TABLE TOP SEMINAR

Like the discussion seminar, the basis is a narrative description of an event. However the narrative unfolds through the medium of simulated messages or injects. This enables a limited amount of role playing and for the seminar to proceed along several paths at once, each element being fed relevant individual but coordinated messages.

LIVE OR PRACTICAL EXERCISE

These involve actual deployment and movement of real people and equipment. They are expensive but do have a substantial publicity value and can be enjoyable experiences. Unfortunately errors, if there are any, can be very public and this often leads to over-careful control which detracts from their usefulness.

Any of these may be used to test the whole or part of the procedures.

INCIDENT



NOTIFICATION



Based on the
Minsthorpe
Community
College Scheme

Person in charge of CMT

1. Coordinate the activities of the CMT
2. Draft emergency plan suitable for the incident
3. Delegate responsibilities, issue task sheets, school plan layout etc. to seven members of staff
4. Maintain comprehensive incident log



Person to contact Wakefield MDC & members of CMT

1. Contact WMDC Emergency Planning Officer or WMDC 24 hour telephone operator and ask him to advise the "Initial Contact Officer" under the Council's Major Emergency scheme. Be prepared to give the following information - your name, telephone number, the name and location of school, details of incident and nature of assistance required
 2. Contact members of the CMT
 3. Contact others where directed
- Respond to directives from personnel in control e.g. Police, I/C CMT, WMDC EPO



Person responsible for Liaison with the media

1. Early establishment of central media point (consult with Police and WMDC)
 2. React to media
 3. Arrange media briefings - liaison and cooperation
 4. Provide press statements (time of issue and enquiry tel no.)
 5. Provide basic information about the School
 6. Liaison between press and those affected (arranging pupil/staff media interviews)
- NB Show concern, not panic
 Respond to directives from personnel in control e.a. Police. I/C CMT. WMDC EPO

Person to contact Emergency Services

1. Contact Police, Fire and Ambulance services.
- Be prepared to give the following information:-
- (a) Which emergency services are required
 - (b) nature and exact location of the incident
 - (c) Number of casualties
 - (d) Nature of injuries
 - (e) Location and tel. no. of where the call is being made from
 - (f) Hazards which may be encountered by emergency services at the site
- Respond to directives from personnel in control e.g. Police, I/C CMT, WMDC EPO

Person to open appropriate buildings

1. Open the appropriate parts of the School OR Alternative Emergency Centre in consultation with Police or WMDC Emergency Planning Officer
- Respond to directives from personnel in control e.g. Police, I/C CMT, WMDC EPO

Person responsible for checking communications

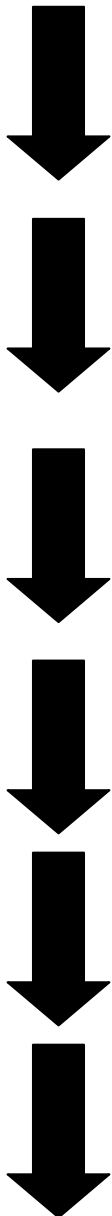
1. Check communications and office equipment in the general office, the Headteacher's Office and other places to be used in the emergency response
 2. Advise WMDC Emergency Planning Officer (and the emergency services if appropriate or necessary) of tel. numbers etc
- Respond to directives from personnel in control e.g. Police, I/C CMT, WMDC EPO

Person to contact appropriate others

1. Advise Chair and Vice-Chair of Governors, local Councillors who are Governors, Member of Parliament (and Education Department if not already advised by another member of staff)
- Respond to directives from personnel in control e.g. Police, I/C CMT, WMDC EPO

Person responsible for immediate actions to safeguard students & staff

1. Evacuation as necessary in accordance with procedures
 2. Liaise with CMT and emergency services after roll call (NB responsibility for rescue rests with the Fire Service)
 3. Liaise with pastoral staff (to ensure immediate support and reassurance)
- Respond to directives from personnel in control e.a. Police. I/C CMT. WMDC EPO



USEFUL REFERENCES

1. "WISE BEFORE THE EVENT : COPING WITH CRISIS IN SCHOOLS"

William Yule and Anne Gold, Calouse Gulbenkian Foundation, 1993 (price £5)
The book emphasises the need for prior planning and has many practical suggestions.

2. "COPING WITH A CRISIS IN SCHOOL"

Leeds City Council Education Department Booklet
Officer Responsible: Frances Berstein, Policy and Planning, Tel: 0113 2475687

3. "CRISES AND RISK MANAGEMENT IN SCHOOLS"

Education Management Information Exchange - National Foundation for Educational Research booklet - February, 1996 (price £2.25)

4. "A SCHOOLS GUIDE TO MANAGING EMERGENCIES"

City of Wakefield MDC Emergency Planning - call 01924 305048 for a free copy

5. INTERNET

<http://www.teachernet.gov.uk/emergencies/planning/index.html>

<http://www.wakefield.gov.uk> (go to A-Z, emergency planning)

EVALUATION

Appendix 3

We aim to ensure that the workshop is continually improved for the benefit of delegates who attend subsequent events. Therefore, it would be of assistance if you could complete the questionnaire below:-

Please circle one number in each row as you consider appropriate

1 (poor).....to.....10 (excellent)

Content of the workshop

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Usefulness of the workshop

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Style of presentation

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Handouts

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Administrative arrangements

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Are there any matters which you think could have been covered better?

Are there any other comments you would like to make about the workshop?

Name

School/Establishment

Telephone No.

Email address