


Crisis and Disaster Management



Taaleem Group	 inspiring young minds
Occupational Safety and Health Management System	
Crisis and Disaster Management Procedures	

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Document Number	TG-OSH-04			
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Revision History


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01	Crisis and Disaster Management Procedures	02	26/1/22	26/1/23	Appendix 16 added
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Taaleem Group Signatory Page

Policy Document Reference	School Name	Name of Lead Responsible Signatory	Signature	Date
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TG-OSH-04.4	DBS Group	Maris Keijser		
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TG-OSH-04.4	AAG	Joslita D'Souza		
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1. Purpose

To establish and maintain systematic plans in the event of emergency or crisis situations and have all standard operating procedures in place for Taaleem employees, students, contractors, visitors, or other stakeholders involved in the management of emergency situations. All staff working in the school must review these response plans and ensure they are aware of any updates and strictly comply with the practices and procedures outlined within this document.

2. Scope

The emergency response plans have been developed to provide guidance and instructions on the process to follow in the event of an emergency. The below outlines the emergencies covered in this document:

- Appendix 4 – Fire
- Appendix 5 – Lockdown
- Appendix 6 – Missing Students
- Appendix 7 – Bomb Threat
- Appendix 8 – Severe Weather
- Appendix 9 – Earthquakes
- Appendix 10 – Structural Failure
- Appendix 11 – Explosion or Fire in an Adjacent Building
- Appendix 12 – Loss of Essential Services
- Appendix 13 – Injury Response

3. Definitions

Emergency: A sudden, urgent, usually unexpected occurrence or occasion requiring immediate action.

Emergency Plan: Systematic instructions and procedures that clearly detail what needs to be done, how, when and by whom before and after the time an anticipated emergency event occurs.

Competent Authority: An organisation that has been legally delegated or has the power to perform a designated function.

Danger: The risk of injury, harm, damage, or loss.


Crisis Management: The process by which an organisation responds to and mitigates the effects of an emergency.

Hard Services: Services that are physically integrated into the building such as electrical supplies, heating, ventilation, and air conditioning (HVAC).

4. Escalation Matrix

Emergency and crisis events are escalated depending on the severity of the incident, and it is important to understand the flow of communications so that appropriate support can be organised in an efficient manner without delay. A school specific escalation matrix can be found at appendix 2 detailing when an incident should be escalated and who should be contacted to offer assistance.

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5. Roles and Responsibilities

5.1. Executive Principal or Principal

- The Executive Principal or Principal is responsible for having emergency plans in place for the school as detailed in this document.
- To approve budgets for the provision of equipment, training, and implementation of emergency plans.

5.2. Head of Business Operations / Operations Manager

- To ensure there are suitable planned responses in place to deal with emergency situations.
- To approve budgets for the provision of equipment, training, and implementation of emergency plans.
- To make sure that relevant emergency training takes place throughout the academic year.
- In the event of an emergency to help coordinate the response ensuring all parameters are considered dependent on the nature of the situation.

5.3. Facilities Manager / Operations Manager

- To implement the relevant response plan in the event of an emergency situation.
- To ensure staff are trained to execute the plan in the event of an emergency situation.
- Will be the responsible person, for checking that all health and safety procedures are in place within the school.
- Make sure the school is equipped with the necessary equipment to manage an emergency situation.

6. Drill Preparation

The following steps are required for training drills to be effective:


6.1 Plan the Drill

- Effective drills should be carefully planned to maximise the benefit and to ensure that time is not wasted. Whilst drills should be planned it is not necessary to inform all staff that a drill will be taking place, this will ensure the training is realistic and it will provide the response you could expect to see in a real emergency scenario.
- Each drill should be designed to emphasise a single aspect of responding to an emergency, even though every drill should follow the steps that are detailed in the emergency plan, a single drill should not aim to teach all participants everything at once. Focusing on a single aspect during training can increase the chances that this point is remembered in a real emergency.
- A suitable location should be selected for the drill, the location of the fire or another emergency scenario should vary from time to time. As an example, scenarios could include blocked passageways, evacuation chair procedure or missing persons.

6.2 Conduct the Drill

- The drill should simulate an actual condition so participants can perform as though it was a real emergency.

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- Alarms, equipment, and responses shall be as real as is safely practicable for the training to be of the greatest benefit possible.

6.3 Discussion and Report

- Drills should be concluded with a discussion session involving key players to identify the immediate lessons learnt.
- Records should be kept for all emergency drills; a template is provided at appendix 3 and should be used for reporting fire and other emergency drills.


7. Emergency Service Liaison

Whenever emergency services attend the school site following an emergency situation it is important that they are given all the relevant information without delay, so they are best placed to assist. Security staff should ensure that the access gate is open and there is a clear route so they can reach the scene of the incident without any undue delay. The Facilities Manager shall liaise with emergency services on their arrival owing to their detailed understanding of the building layout and status of hard services within the school. Having an Arabic speaker available will also help with communication.

8. References


- OSHAD-SF – Management System Element 6 – Emergency Management - Version 3.1 – March 2017.
- OSHAD-SF Glossary of Terms – Version 3.1 – March 2019

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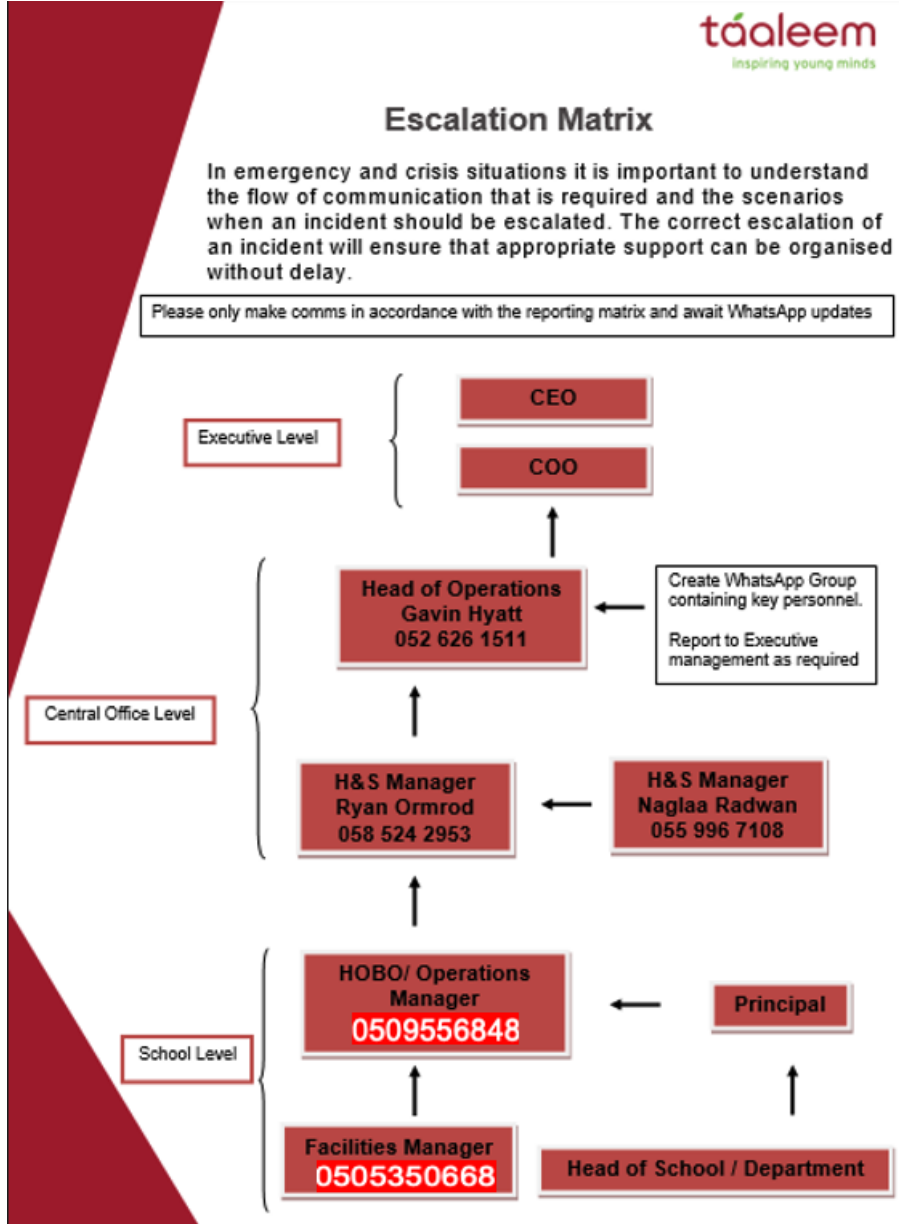
Appendix 1. School Premises Information and Contact Numbers

School Details		
School Name	Raha International School	
Address	Khalifa City	
Size of Site M²	Building A – 1515m² Building B – 802m² Building C – 890m² Building D – 1180m² Building E – 970m² Building F – 1280m² Building G – 1527m² Building H – 969m² Building I – 1332m² Building J – 453m² Building K – 450m² Building L – 2537m²	
Site Description	Building A: Ground Floor, First Floor Building B: Ground Floor Building C: Ground Floor, First Floor Building D: Ground Floor, First Floor Building E: Ground Floor, First Floor, Roof Building F: Ground Floor, First Floor Building G: Ground Floor, Mezzanine, First Floor, Roof Building H: Ground Floor, First Floor, Second Floor Building I: Ground Floor, First Floor Building J: Ground Floor Building K: Ground Floor, First Floor Building L: Ground Floor, First Floor	
Occupancy Number	3000 Max	
Emergency Vehicle Access	With a truck: Gate 1,4 & 5 Without a truck: all gates	
Site Contact Details		
Role	Name	Contact Number
Principal	Michael Bloy	+97125561567


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Head of Business Operations	Marthinus Neetling	+971509556848
Facilities Manager	Rudi Pretorius	+971505350668
OSH Officer	Aysha Rababah	+971505958354
Site Security Supervisor	Shankar Shrestha	+971552776406
School Clinic	Clinic	+971565209980
Health and Safety Manager	Ryan Ormrod	+971585242953
Health and Safety Manager	Naglaa Radwan	+971559967108
	Emergency Contact Details	
	Police	999
	Ambulance	998/999
	Fire	997/999

Appendix 2. Escalation Matrix




		Incident Descriptor	H+S Descriptor	Others
Executive Level		Serious accident or significant incident / matter with public interest implications.	Single or multiple fatalities or major injuries requiring hospital treatment / permanent injury.	Any major security incident or event relating to fraud, corruption, or bribery. Police investigation into a member of staff.
Central Office Level		Serious accident or significant incident / matter not affecting general public.	Any injury requiring external medical treatment. Non-permanent injury.	Any security breach or event that is serious in nature and involves local authorities.
School Level		Minor accident or incident.	Minor injury that does not require external medical treatment.	Any security breach or event that can impact students and staff if not managed well. May or may not involve local authorities.
School Level		Near miss incident.	Unplanned event that had the potential to cause injury but did not.	

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Appendix 3. Drill Report Form

Drill Details	
Drill Date:	Drill Type: fire/lockdown/other
Drill Time:	Type of Drill: planned / alarm
Scenario:	
Evaluation	
Was the alarm heard throughout the building?	yes/no comments
Were all alarm devices operating correctly?	yes/no comments
Did all employees take part in the drill?	yes/no comments
Were employees informed in advance?	yes/no comments
Were external authorities involved?	yes/no comments
Did everyone go to the correct assembly point?	yes/no comments
Communication during the drill	good/fair/poor
Effectiveness of the procedure	good/fair/poor
Speed of the evacuation	good/fair/poor/N/A
Time taken to evacuate the building	minutes seconds / N/A
Building checked clear and all accounted for	minutes seconds / N/A
Description and Observations During the Drill	
Recommendations	

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Appendix 4. Fire

For fire emergency procedures please refer to TG-OSH-01 Fire Emergency Response Plan for Fire Evacuation Procedures. This document details the processes in place to deal with a fire and includes the sites fire evacuation plans and details the emergency response team members.

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Appendix 5. Lockdown

5.1 Rationale

The below details the lockdown procedure to be implemented in response to a dangerous situation at the school site. The procedure is in place to protect the safety of students, staff, and visitors by locking everyone present within the school building as quickly as possible until any threat is removed. This procedure will normally be used if there is a dangerous intruder on school grounds but may also occur in the event of a hazardous situation such as a chemical spill.

5.2 Lockdown Signal

The authorised person responsible for raising the lockdown alarm will be the principal, if the principal is not in school another member of the senior leadership team (SLT) shall be nominated to fulfil this role.

The alarm will be raised over the public address (PA) system

"Lockdown with intruder" lockdown for an internal threat (entrance gates and corridors will not be locked)

"Lockdown with warning" lockdown for an external threat (all entrances and gates will be locked)


5.2 On Hearing the Lockdown Signal

- The Principal or the nominated member of (SLT) as the authorised person are responsible for calling the emergency services. They should maintain police contact where possible to ensure they are kept up to date with the current situation.
- All students and staff are to remain calm.
- Staff are to put their mobile phones on silent.
- Students are to turn off their mobile phones.
- Anyone outside or in a corridor should proceed to the nearest building and look for a suitable lockable space.
- Staff members should quickly glance outside their rooms and direct any students or staff in corridors into their room before locking.
- Close and lock all windows and doors.
- Do not open doors under any circumstances once they have been locked unless it is safe to do so having made a quick assessment to allow students/ staff in.
- It is important to remain in the locked rooms even if a fire alarm is subsequently raised.
- For a 'lockdown with warning' the facilities manager and security team will ensure that all entrances and gates are locked.

5.3 Actions to be Taken Inside Classrooms

- When all students and staff are inside the room. Close and lock all doors and windows, block doors when locks are not available.
- No students are allowed to leave the room.
- Lower or close any blinds.
- Turn off all lights.
- Stay quiet and out of sight, students should sit or lay down, look for a safe corner in a non-visible position keeping out of sight of windows and doors.
- Teachers should monitor their email and phones and await further instructions.

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- It is important that that staff remain calm and that children are reassured.

5.4 Other Considerations

- Physical education classes should move into the nearest changing room or lockable space.
- If a class is in the swimming pool, the teacher and lifeguard should immediately empty the pool and move the class to the nearest changing room or lockable space.
- As the main door in washrooms cannot be locked, anyone in a washroom when the lockdown drill is sounded should exit the room and get to the closest safe lockable area.
- As a last resort if staff or students are trapped in a washroom, they should lock themselves in a toilet cubicle and climb on top of the toilet seat.
- If a lockdown occurs during after school activities the same procedure applies, the external providers are responsible for taking a register and securing all attendees in the closest lockable room. Security staff will be responsible for contacting the police and the principal.
- It is worth noting that some threats such as confirmed fire or intruder within a classroom will lead to the lockdown procedure being overridden.
- Visitors to the school should receive visitors passes, individuals on school grounds without a visitor's pass should be challenged to see if they have a legitimate reason for being on site.
- Once the lockdown is over, attendance should be taken to determine that no one is missing.

5.5 Giving the All Clear

- Communication during lockdown may be limited, the PA system can be used for communications and updates from emergency services.
- It is important that the lockdown procedure is followed until the 'all clear' signal is communicated by the authorised person.
- The 'all clear' communication will be passed verbally from police checking that rooms are clear in company with the authorised person and by the lockdown sound going off.

5.6 Parents


In the unlikely event of a real lockdown situation parents will be informed as soon as it is safe to do so. Parents are requested not to come to the school as students will not be released to them during the lockdown and they will not be able to gain entry onto the school grounds.

Parents are also requested not to call the school as this may tie up emergency lines that must remain open. Students should not call their parents and parents should not call their child's mobile phone as the lockdown procedure requires silence in order to not alert an intruder to the presence of any students and staff in classrooms.

Once the 'all clear' has been given, the principal will give direction and authorisation with regards to contacting parents. If students stay at the school is extended beyond regular hours owing to a lockdown, parents will receive information about the time when students can be collected.

The school's priority is the safety and wellbeing of students and staff which is the overriding consideration in all circumstances.

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Appendix 6. Missing Child

If it is suspected that a student is missing, then the following procedure should be followed:

- The staff member who is notified or identifies the student as missing shall immediately inform the Principal or another member of the senior leadership team (SLT).
- The security team should also be notified without delay and are to ensure that gates are locked.
- An immediate sweep of the premises must be conducted by the security team and available school staff. Ensure areas such as toilets, clinic, swimming pool and storage areas are checked.
- In parallel, a review of the CCTV shall be conducted in order to establish the movements of the missing student from their last known location within the school.
- If the missing student is a bus transport student, the bus assistant or transport coordinator shall be contacted to establish if the student arrived on the bus in the morning.
- If the student is not found following an immediate sweep of the premises, the parent/guardian should be notified. It is recommended that no more than 30 minutes is taken to notify parents. At this point the police should also be notified following consultation with the students' parents.
- The escalation matrix at appendix 2 shall be followed to ensure the correct people are notified and appropriate support can be arranged without delay.
- The school shall provide support to the police during their investigation and provide any information that they require.

Child Abduction


If a student, member of staff or another individual makes a report of a suspected abduction within or outside of the school the following procedure should be followed:

- The staff member who is notified or who witnesses the suspected abduction shall immediately inform the Principal or another member of the senior leadership team (SLT).
- The Principal or member of SLT should notify the safeguarding lead within the school and decide on the best course of action, depending on the situation it may be appropriate to initiate a lockdown drill.
- The police should be notified as soon as reasonably practicable. A review of the CCTV shall be conducted so it is ready to be presented to the police upon their arrival.

Actions Following an Incident

- A carefully constructed communication should be sent to parents and other key stakeholders.
- An investigation should be conducted into the circumstances surrounding the student's disappearance.
- Identify student and staff that may require counselling or additional support.
- Review and update existing procedures and risk assessments as appropriate.

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Appendix 7. Bomb Threat

The below details the procedure to be followed in the event of a bomb threat in the school campus. Threats may be received in different ways, the procedures below detail how to deal with these threats.

7.1 Email or Social Media

If a bomb threat is received by email or on social media the following procedure shall be followed:

- The staff member who receives or is notified of the email shall immediately contact the Principal or another member of the senior leadership team (SLT) and provide them with the relevant details.
- The Principal or member of SLT shall contact the police without delay.
- The escalation matrix at appendix 2 shall be followed to ensure the correct people are notified and appropriate support can be arranged without delay.
- In consultation with the police and based on their recommendation the Principal shall initiate a lockdown or an evacuation of the building.
- Mobile phones and electronic devices should not be used in the vicinity of the threat area as this may trigger an explosive device.
- In the case of an evacuation the main fire assembly point will be the safe haven, the offsite assembly point should also be considered as this may be the most appropriate assembly location.
- On arrival at the safe haven attendance will be taken.
- When the lockdown or evacuation is complete the Principal will contact the police and await further instructions.

7.2 Telephone

In the event of a threatening phone call, it is important to properly handle the call and gather as much information as possible about the caller and their intent. Most bomb threats are received by telephone and are to be treated serious until proven otherwise. It is important to act quickly, remain calm and obtain information on the checklist included below.


The checklist should be kept on reception desks and in other areas that handle large volumes of incoming phone calls. When a bomb threat is received by telephone the following procedure shall be followed:

- Remain calm, keep the caller on the line for as long as possible. Do not hang up even if the caller does.
- Listen carefully, be polite and show interest, try to keep the caller talking to learn more information.
- If possible, write a note to a colleague to call the police or, as soon as the caller hangs up notify the police without delay and inform the Principal or a member of SLT.
- Complete the bomb threat checklist and write down as much detail as possible.
- On completion of the call, the same steps should be followed that are detailed in section 7.1.

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Bomb Threat Checklist	
Date	Time
Time Call Ended	Callers Number
Ask Caller	
Where is the bomb located?	
When will it go off?	
What does it look like?	
What kind of bomb is it?	
What will make it explode?	
Did you place the bomb?	
Why?	
What is your name?	
Exact Words of Threat	
Information About the Caller	
Location of caller? (Background noise)	
Estimated Age?	
Is the voice familiar?	
Other points:	

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Angry <input type="checkbox"/> Accent <input type="checkbox"/> Calm <input type="checkbox"/> Coughing <input type="checkbox"/> Deep Breathing <input type="checkbox"/> Disguised <input type="checkbox"/> Slurred <input type="checkbox"/> Soft <input type="checkbox"/> Stutter <input type="checkbox"/> Slow	<input type="checkbox"/> Animal noises <input type="checkbox"/> Machinery noises <input type="checkbox"/> Kitchen noises <input type="checkbox"/> Street noises <input type="checkbox"/> Booth <input type="checkbox"/> PA system <input type="checkbox"/> Conversation <input type="checkbox"/> Music <input type="checkbox"/> Motor noises <input type="checkbox"/> Clear <input type="checkbox"/> Static	<input type="checkbox"/> Incoherent <input type="checkbox"/> Message Read <input type="checkbox"/> Recorded <input type="checkbox"/> Irrational <input type="checkbox"/> Profane <input type="checkbox"/> Well spoken

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Appendix 8. Severe Weather

Severe weather can present a hazard to students' and staff members' health and wellbeing and can be classified as conditions too cold, wet, hot, windy or generally unsafe. In exceptional circumstances there may be justification to close the school as a result of adverse weather conditions. Should there be reason for closure the school will ensure that any disruption will remain minimal, whilst not compromising the safety and well-being of all who enter the premises.

If there is a requirement to close the school this decision should be escalated to Taaleem Central Office for support and consultation. The school's regulatory authority will also need to be notified as a closure will result in a reduction in the schools' operational days below the number mandated by government legislation.

8.1 Deciding if a Closure is Required

It is important to take local conditions into account when considering a closure and the operations team should assess the risks associated with remaining open. Decisions should not be based on what other schools in the area or within the Taaleem Group are doing. The school will endeavour to inform parents and staff at the earliest possible opportunity; however, decisions can only be taken the day before when there are strong indications that conditions will continue to remain poor overnight.

The following criteria should be considered for a closure:

- Can the school buildings be accessed safely?
- Are pedestrian routes into school safe and accessible?
- Are roads clear and safe to drive on?
- Are parking facilities still suitable?
- Can the school be safely evacuated in the event of an emergency?
- Could emergency services access the school?
- Have local weather forecast in the surrounding area where students and staff may be traveling from been considered?
- Have the schools' essential services been affected?


8.2 Reopening Following a Closure

Following a period of closure, the operations team shall visit the site and assess the feasibility of the school reopening. Findings from the visit can be relayed to the Principal who can make the overall decision on opening the school with consultation from Taaleem Central Office if required. When a decision is made this should be communicated with the school community as soon as possible so suitable logistic arrangements can be made.

The following criteria should be considered prior to reopening:

- Check the roofs of all buildings, ensure drains, pipes and overflows are clear.
- Check for areas where sand and other debris accumulates and have it removed.
- Plan for any repairs that are required if there are signs of water ingress or other damage.

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- Check the state of surface drainage and all drains, pipes, overflows, and manholes to be cleared.
- Check that water supplies are not contaminated by oil, gasoline, or raw sewage.
- Clean and disinfect everything that got wet, be aware that mud left from floodwater can contain sewage and chemicals.
- Checks the building for any structural damage.

8.3 Closure During School Hours


If a closure is required during school hours a carefully constructed communication should be sent to parents to inform them of the requirement to collect their child from the school. Should a parent not be able to be contacted or a student cannot be picked up the Principal will ensure that an appropriate number of staff remain in the school to supervise the remaining children. Early bus departures can be considered following parent consultation.

8.4 Specific School Considerations

Include any site-specific considerations that may need to be included below, examples provided:

- During wet conditions the submersible pump should be started in the basement utility room to prevent flooding.
- When high winds and sandstorms are forecast the outdoor bean bags are to be stored inside in a safe location.

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Appendix 9. Earthquakes

Earthquakes are one of the most frightening and destructive natural disasters that can take place. They can strike suddenly and violently and without warning at any time of day or night resulting in injuries, deaths, and extensive property damage.

Although there is no guarantee of safety during an earthquake, identifying potential hazards ahead of time and advance planning can save lives.

9.1 What to do Before an Earthquake

- Maintain staff awareness.
- Repair deep plaster cracks in ceilings and walls.
- Anchor overhead lighting and fixtures to the ceiling
- Have appropriate supplies, such as first aid kits, torches and bottled water.
- Maintain accurate registers for all students and staff.

9.2 What to do During an Earthquake

It is important to minimise movement to a few steps to a nearby safe place and to DROP, COVER , HOLD into a self-protecting position.


If indoors:

- Drop to the ground; take cover by getting under a solid table or another piece of furniture and hold on until the shaking stops. If there is no table or desk near you, cover your face and head with your arms and crouch in the corner of an inner wall.
- Stay away from glass, windows, outside doors and walls, and anything that could fall such as lighting fixtures or unsecured furniture.
- Use a doorway for a shelter only if in close proximity to you.
- Stay inside until shaking stops and it is safe to go outside.
- Be aware that electricity supplies may be lost and sprinklers and alarms may inadvertently go off.
- Elevators should not be used.
- If in a laboratory, technology classroom or the canteen, try to turn off any equipment or device that is running.

If Outdoors:

- Stay outdoors in an open space.
- Move away from buildings, trees, streetlights, and any utility wires.
- Once in the open stay there until the shaking stops. The greatest danger exists directly outside buildings at exits and alongside exterior walls. Ground movement during an earthquake is seldom the direct cause of injury.

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If in a School Bus or Another Moving Vehicle:

- Stop as quickly as safety permits and stay in the vehicle, avoid stopping near or under buildings, flyovers, and utility wires.
- Proceed safely once the earthquake has stopped, avoids roads and bridges that may have been damaged by the earthquake.


If trapped Under Debris:

- Do not move about or kick up dust.
- Cover your mouth with clothing.
- Tap on a pipe or wall so that rescuers can locate you. Shout as a last resort, shouting can cause you to inhale dangerous amounts of dust.

9.3 What to do After an Earthquake

- Expect aftershocks, these secondary shockwaves are usually less violent than the main tremor but can be strong enough to do additional damage to weakened structures.
- As far as reasonably practicable stay away from areas of damage.
- If an evacuation is called for, follow the same procedures as for a fire evacuation drill. If there is the slightest suspicion that the school has suffered structural damage, the affected areas should be evacuated and shall only be reopened following checks from a structural engineer.
- Walk carefully if evacuating the building, do not run and watch out for debris.
- Clinic staff and trained first aiders are to provide medical attention to those that require it.
- Account for all students and staff.
- The escalation matrix at appendix 2 shall be followed to ensure the correct people are notified and appropriate support can be arranged without delay.
- A carefully constructed communication should be sent to parents and other key stakeholders.
- Identify students and staff that may require counselling or additional support.
- The facilities team shall conduct checks on all utilities and should report any other structural damage.
- Any hazardous area should be cordoned off.
- Clean up spilled medicines, bleaches, gasoline, or other flammable liquids, leave the area if you smell gas or fumes from other chemicals.
- Nominate an official spokesperson for communication with the media.

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Appendix 10. Structural Failure

In the event of structural failure or if there is an event that occurs that raises concern for the integrity of the building structure the following shall be followed:

- Immediately evacuate all individuals from the area of concern and provide first aid care if required.
- Depending upon the severity of the failure a whole school evacuation may be required, the fire evacuation point or the offsite assembly point can be used for the initial evacuation.
- If there is a requirement to evacuate the whole building, consideration should be given to the safe route out of the building, any amendments to the standard fire evacuation routes should be promulgated over the public address system or by other available means.
- The emergency services should be contacted to provide medical and emergency support as required.
- The escalation matrix at appendix 2 shall be followed to ensure the correct people are notified and appropriate support can be arranged without delay.
- If there is the slightest suspicion that the school has suffered structural damage, the affected areas should be evacuated and shall only be reopened following checks from a structural engineer.

10.1 Following the incident:

- A carefully constructed communication should be sent to parents and other key stakeholders.
- Identify students and staff that may require counselling or additional support.
- The facilities team shall conduct checks on all utilities and should report any other structural damage.
- An investigation should be conducted to establish the cause of the failure.

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Appendix 11. Explosion or Fire in an Adjacent Building

The below provides the procedure to follow in case of an explosion or fire in a building adjacent to the school or another similar event which may lead to a dangerous situation or threat on campus.

In the first instance any concern for safety as a result of an external threat should be responded to by following the lockdown procedure with staff, students or visitors locked inside the building for their own safety as detailed in appendix 5.

11. 1 Off-Site Evacuation

Dependent on how the situation develops, an off-site evacuation may be considered the best course of action, especially if a fire in an adjacent building is at risk of spreading to the school. This decision will be taken by the Principal who will nominate the evacuation assembly point, ideally this will be a secure adjacent building, a decision to evacuate should be taken in consultation with emergency services if possible. Following the evacuation, the following should take place:


- A communication should be sent to parents and other key stakeholders detailing the reasons for evacuation and any potential closure.
- Collection arrangements will be disseminated when its is safe to do so.
- The facilities team shall make all the necessary arrangements to safeguard the school building in consultation with the emergency services.
- The escalation matrix at appendix 2 shall be followed to ensure the correct people are notified and appropriate support can be arranged without delay

Appendix 12. Loss of Essential Services

Loss of essential services could include the loss of heating, ventilation, air conditioning (HVAC), water and electricity, all can have a serious impact upon the operation of the school. In the event that such a failure occurs the following procedure should be followed:

- The Principal, senior leadership team (SLT) and Head of Business Operations are to determine the impact that the loss has on the standard operation of the school an decide on the appropriate course of action. For example, a complete loss of HVAC services during the summer months may necessitate a temporary closure of the school.
- Plans shall be put in place to restore the essential services as soon as possible.
- Any decision to close the school shall be taken in consultation with Taaleem Central Office.
- In the event that a closure is required, a carefully constructed communication should be sent to parents and other key stakeholders.
- Arrangements shall be made for students to be collected early if required, suitable staff supervision shall remain in place whilst students remain on site.
- An investigation should be conducted to establish the cause of the failure and to see if a similar issue can be avoided in the future.

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Appendix 13. Injury Response

13. 1 Accident

In the event of an accident occurring to students, staff, or visitors within school grounds the following procedure shall be followed:

- Immediate first aid treatment should be administered by a trained first aider or the nurse/doctor from the clinic who should conduct a primary survey (see 13. 3).
- The first responder will assess and stabilise the individual.
- If the individual is able to walk, they should be escorted to the clinic by a member of staff.
- If the individual is unable to be moved, if not already in attendance the nurse or doctor should be called for without delay (998/999).
- If the injury is deemed to be serious in nature by the staff in attendance the ambulance should be called for without delay.
- For all injuries the clinic staff will be able to offer first aid treatment and recommend the best course of action:
 - Call an ambulance (998/999)
 - Recommend a hospital visit
 - Have a student be collected and taken home
- For all injuries involving students, a parent or guardian should be contacted to explain the nature of the injury and the actions taken by the school, this should be done by the nurse or another designated member of staff. Clinic staff should also adequately brief all staff with a duty of care for the student.
- Students with injuries are to remain under constant supervision as advised by the clinic.

If the accident is serious in nature, there are further factors that must be considered:

- The surrounding area should be cordoned off.
- Staff members may be required to reassure other students in a state of distress.

It is important that all incidents and injuries are appropriately recorded in accordance with the guidance detailed in TG-OSH-12 Incident Reporting and Near Misses.

13. 2 Emergency Transfer and Referral Considerations

In the event of an emergency when an individual needs to be transferred to a hospital the following considerations shall be made:

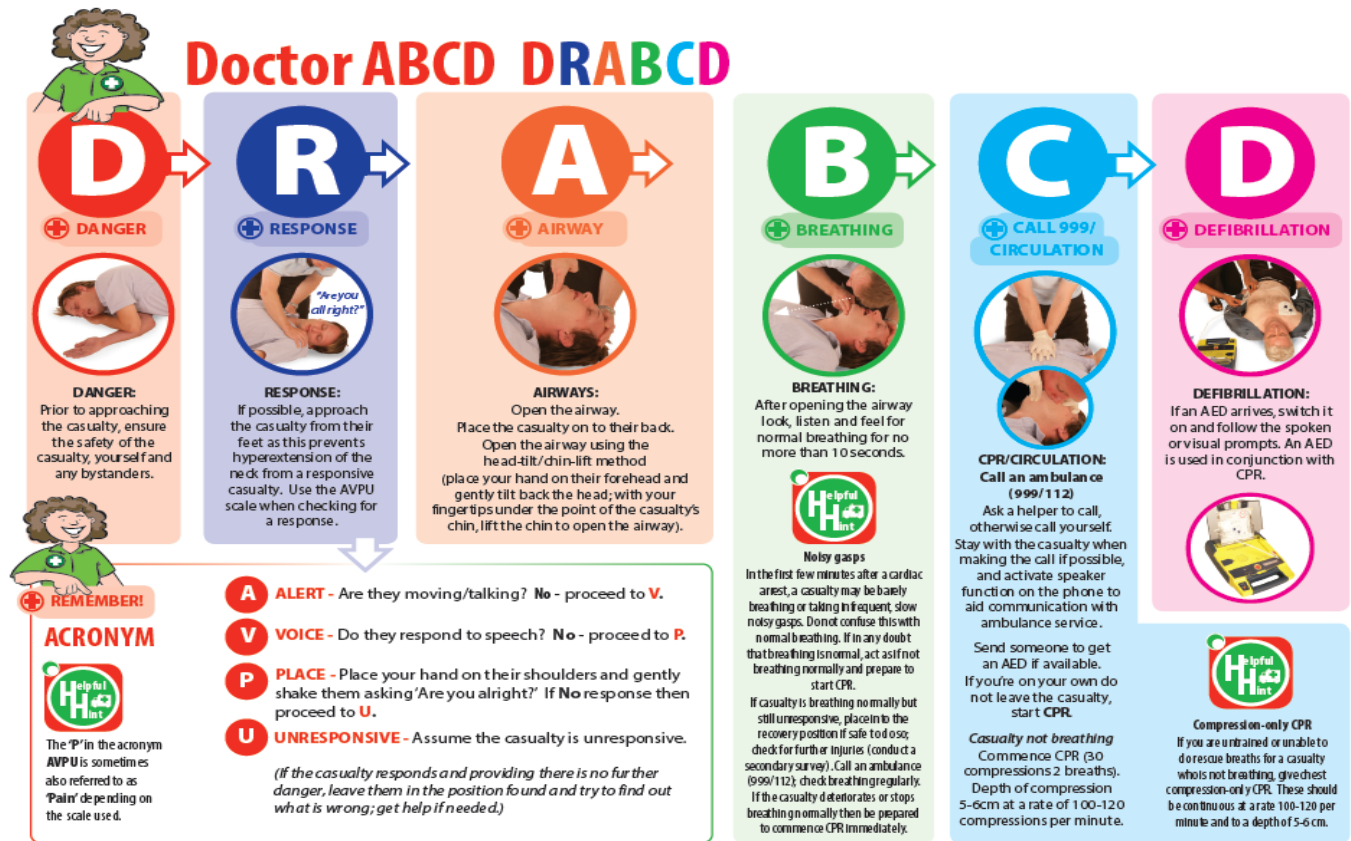
- If there is a full or part time doctor working in the school, they shall be the one to fully assess the patient prior to a hospital transfer, otherwise the nurse will take sole responsibility.
- All students taken to hospital should be accompanied by a member of staff.
- The clinic may need to prepare a referral form that can be presented on arrival in hospital.
- The following information will be useful for the hospital and if possible, should be taken with the individual.

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- The name, age, address and relevant contact numbers
- Any known allergies and relevant medical history
- Details of any medication or first aid administered by the school



The site-specific procedure to follow when an ambulance is called is detailed in section 13.4.



13. 3 Primary Survey DR ABCD







Doctor ABCD DRABCD



D DANGER


DANGER: Prior to approaching the casualty, ensure the safety of the casualty, yourself and any bystanders.


R RESPONSE


RESPONSE: If possible, approach the casualty from their feet as this prevents hyperextension of the neck from a responsive casualty. Use the AVPU scale when checking for a response.

A AIRWAY


AIRWAYS: Open the airway. Place the casualty on to their back. Open the airway using the head-tilt/chin-lift method (place your hand on their forehead and gently tilt back the head; with your fingertips under the point of the casualty's chin, lift the chin to open the airway).

B BREATHING


BREATHING: After opening the airway look, listen and feel for normal breathing for no more than 10 seconds.

C CALL 999/ CIRCULATION


CPR/CIRCULATION: Call an ambulance (999/112). Ask a helper to call, otherwise call yourself. Stay with the casualty when making the call if possible, and activate speaker function on the phone to aid communication with ambulance service. Send someone to get an AED if available. If you're on your own do not leave the casualty, start CPR.

D DEFIBRILLATION


DEFIBRILLATION: If an AED arrives, switch it on and follow the spoken or visual prompts. An AED is used in conjunction with CPR.


REMEMBER! ACRONYM

The 'P' in the acronym AVPU is sometimes also referred to as 'Pain' depending on the scale used.

A ALERT - Are they moving/talking? **No** - proceed to **V**.
V VOICE - Do they respond to speech? **No** - proceed to **P**.
P PLACE - Place your hand on their shoulders and gently shake them asking 'Are you alright?' If **No** response then proceed to **U**.
U UNRESPONSIVE - Assume the casualty is unresponsive.
(If the casualty responds and providing there is no further danger, leave them in the position found and try to find out what is wrong; get help if needed.)

Noisy gasps
In the first few minutes after a cardiac arrest, a casualty may be barely breathing or taking in frequent, slow noisy gasps. Do not confuse this with normal breathing. If in any doubt that breathing is normal, act as if not breathing normally and prepare to start CPR.
If casualty is breathing normally but still unresponsive, place in the recovery position if safe to do so; check for further injuries (conduct a secondary survey). Call an ambulance (999/112), check breathing regularly. If the casualty deteriorates or stops breathing normally then be prepared to commence CPR immediately.

Casualty not breathing
Commence CPR (30 compressions 2 breaths).
Depth of compression 5-6cm at a rate of 100-120 compressions per minute.

Compression-only CPR
If you are untrained or unable to do rescue breaths for a casualty who is not breathing, give chest compression-only CPR. These should be continuous at a rate 100-120 per minute and to a depth of 5-6 cm.

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13. 4 Ambulance Arrival Procedure

The following procedure details the actions that must be taken on site when an ambulance is called.

Medical Team

- Administer first aid treatment
- Stabilise the casualty
- Contact the students' parents as soon as it is practicable to do so
- Responsible to inform the Facilities Manager that an ambulance has been called, by ringing 999
- Liaise with parents to establish which hospital they would like their child to attend owing to insurance implications
- If the parent will not arrive at school in time to accompany the student in the ambulance a chaperone should be arranged in liaison with the senior leadership team (SLT)
- Prepare any relevant referral forms containing information on the nature of the injury, treatment given and allergies

Facilities Manager

- The Facilities Manager should maintain oversight of the ambulance arrival and casualty transfer
- Responsible to inform security that an ambulance has been called, by ringing 999
- Responsible to inform reception that an ambulance has been called, by ringing 999
- Check that a copy of the students Emirates ID has been provided to the clinic
- Ensure that the route is clear from the clinic or scene of the incident to the ambulance parking location, barriers or screens should be used if necessary
- Liaise with the Head of Security to ensure that the site is ready for the arrival of the ambulance

Reception Staff

- Print the students Emirates ID, this should be taken to the clinic and given to the parent or nominated chaperone for presentation when the ambulance arrives

Security Staff

- Open gate number 1 and clear the cones at the main entrance
- The ambulance will park in front of gate 1, security is responsible to ensure that the access and egress is kept clear until the ambulance has departed
- Security should wait on the Street 1 to guide the ambulance into the appropriate entrance
- The ambulance should be met by FM / Head of Security / SLT and be taken to the clinic or scene of the incident

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