



GROUP CRISIS AND DISASTER MANAGEMENT POLICY



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| Document Name: | Crisis and Disaster Management Policy | | |
| Document Reference: | ALE-002-Rev 01 | | |
| Circulation: | All AlephYa Schools and Central Office | | |
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| Status | Version | Change Reference | Date | Next Review Date |
|----------|---------|--|---------------------------|---------------------------|
| Approved | 00 | First Group Circulation | 10 th Oct 2024 | 10 th Oct 2025 |
| Approved | 01 | Governance updates: Non-Compliance added; appendix management clarified; escalation triggers strengthened; drill/incident record retention added | 4 th Feb 2025 | 4 th Feb 2027 |
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This policy will be reviewed and updated after any major incident or following any significant change in risk, legislation, or operational requirements.

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1. Purpose

The purpose of this Crisis and Disaster Management Policy is to ensure the safety and well-being of students, staff, and visitors by providing a structured plan for effectively responding to emergencies. Key objectives are outlined below:

- **Ensure Preparedness:** Establish clear procedures for handling various crisis scenarios (e.g., natural disasters, accidents, security threats), ensuring staff and students are trained to respond appropriately.
- **Minimise Harm:** Protect the physical and emotional well-being of the school community by reducing risks, preventing injuries, and managing the impact of a crisis or disaster.
- **Coordinate Response:** Facilitate a coordinated response among school staff, emergency services, and external agencies to manage and resolve the situation efficiently.
- **Communication:** Provide clear guidelines for internal and external communication during a crisis, ensuring that staff, students, parents, and authorities are informed promptly and accurately.
- **Mitigation and Recovery:** Outline strategies for mitigating the impact of a disaster and ensuring a swift return to normal operations, including support for those affected and post-incident evaluation.
- **Compliance and Legal Responsibilities:** Ensure the school meets legal and regulatory requirements for health, safety, and emergency management, minimising liability and enhancing community trust.
- **Promote a Safe Environment:** Foster a culture of safety and preparedness within the school, where risks are proactively managed, and the school community feels confident in their ability to handle emergencies.

2. Scope

Emergency response plans have been developed to provide guidance and instructions for handling emergency situations. This procedure is applicable to all staff, students, contractors, and visitors of AlephYa schools. It includes a specific approach to successfully

implementing the Occupational, Safety, and Health Management System (OSHMS), ensuring compliance with relevant regulations and local education authorities. The following outlines the emergencies covered in this document. It should be noted that separate policies cover other emergency situations where a more comprehensive plan is required, these are also listed below:

Emergencies covered in this policy:

- Appendix 4 – Injury Response
- Appendix 5 – Missing Student
- Appendix 6 – Death of a Student or Staff Member
- Appendix 7 – Loss of Essential Services
- Appendix 8 – Cyber Security Incident Response
- Appendix 9 – Structural Failure
- Appendix 10 – Severe Weather
- Appendix 11 – Lockdown
- Appendix 12 – Bomb Threat
- Appendix 13 – Earthquakes
- Appendix 14 – Chemical spills

Emergencies covered in separate policies:

- Fire Evacuation – These are currently held at school level and in development for a Group policy.
- Pool operations – These are currently held at school level and in development for a Group policy.
- School Bus Safe Practices – These are currently held at school level and in development for a Group policy.
- Traffic Management – These are currently held at school level and in development for a Group policy.
- Pool Management – These are currently held at school level and in development for a Group policy.
- Security Management – These are currently held at school level and in development for a Group policy.

- Incident Reporting – These are currently held at school level and in development for a Group policy.

3. Definitions

- **Competent Authority:** A designated organisation or individual with the legal power and responsibility to enforce laws, regulations, or guidelines in specific situations, such as government agencies and regulatory bodies.
- **Crisis:** A sudden, unexpected event or situation that poses a significant threat to the health, safety, or well-being of individuals or the functioning of the school, requiring immediate attention and action to prevent escalation.
- **Crisis Management:** The systematic approach to addressing, managing, and resolving a crisis. It involves planning, response, communication, and recovery efforts to minimise harm and restore normal operations as quickly as possible.
- **Danger:** A situation or condition that poses an immediate threat to the safety or well-being of individuals or buildings, potentially leading to injury, damage, or loss.
- **Emergency:** An unforeseen event or circumstance that requires urgent action to safeguard people, property, or the environment. Emergencies can range from natural disasters to accidents or security threats.

4. What is a Serious Incident

To offer further clarity on what constitutes a serious incident, examples are provided below. While not all incidents can be listed, it is the responsibility of the Crisis Management Team to use their best judgment in determining when to enforce this policy.

- Any incident requiring evacuation procedures, e.g. fire, explosions, gas leak, notification of a bomb on school grounds.
- Serious injury or death (including sporting, or play injury, suicide, and murder) of a student, staff member, or another member of the school community which requires ambulance services.
- A significant incident occurs while a group of students is away on camp or excursion, e.g., serious injury, lost student(s) or staff.
- A major traffic incident that involves a group(s) of the school's students or staff.
- A person who produces a weapon with the likelihood of violence to students, staff, or school visitors.

- Student or adult violence with the intent to cause serious harm.
- Destruction of part or whole of the school (e.g., fire).
- Students witnessing serious injury or death.
- Unusual or unfavorable media or authorities attention.

5. Communication and Management Escalation

School leaders and staff are encouraged to familiarise themselves and have a clear understanding of the policy, training should be executed at a school level and ahead of the academic year start a Crisis Management Team should be formed for the school.

The urgency and seriousness of emergency situations are escalated based on the severity of the incident. Understanding the communication flow is essential for organising timely and appropriate support.

Appendix 1 provides details of the School Crisis Management Team and the Central Office Crisis Management Team. Appendix 2 provides the escalation level at school and central office. It is crucial that appendices are strictly followed and should be practiced during the school year at a school level.

6. Roles and Responsibilities

When a serious incident is observed or identified by a student, staff member, leadership team member, family member or any other person associated with the school, the immediate response is to ensure safety. Ways of ensuring safety may include:

- Assessing the safety of the situation / location
- Remove students, staff, or all other outside parties from sources of danger (e.g. serious accident, contagious disease or threat of harm or injury) as much as possible from the risk to a designated 'safe' area
- If warranted, call the emergency services and begin administering necessary first aid or an emergency response
- Following the incident provided support services to students, staff, or outside parties that witnessed the event.

The roles and responsibilities for the individuals below should be read in conjunction with the Crisis Management Team responsibilities for emergency response in Appendix 1.

Principal

- The principal is responsible for ensuring that the school has comprehensive emergency plans in place, as outlined in this document and ensure compliance with regulations.

School Operational Lead (a health and safety representative, operations manager etc.)

- Ensuring the security team and admin team are trained appropriately.
- Ensuring that appropriate response plans are developed and ready to address potential emergency situations.
- Preparing budgets in coordination with finance/procurement to cover the costs of necessary equipment, training, and the implementation of emergency plans.
- Overseeing the delivery of emergency training sessions throughout the academic year.
- In the event of an emergency, coordinating the response to ensure all relevant factors are properly considered based on the nature of the situation. This may be delegated to an academic lead as seen appropriately.

Facilities Manager

- Ensuring the school has information displayed correctly, drill instructions, maps etc.
- Implementation of health and safety procedures across the school.
- Ensuring the school is properly equipped with the necessary tools and resources to manage emergency situations effectively.
- Keeping the building maintained to reduce and mitigate against risks.

Crisis Management Team (CMT):

- Leads the team, oversees crisis response, makes key decisions, and coordinates activities.
- Manages medical response efforts, coordinates with emergency services, and ensures availability of medical supplies.
- Oversees logistics, resources, security measures, and supports evacuation and relocation.
- Handles communication with parents and the community, manages media interactions, and coordinates with the Central Office.
- Ensures IT infrastructure supports crisis response needs and maintains system stability.
- Provides emotional and psychological support, coordinates counselling, and organizes debriefing sessions for affected individuals.

Emergency Response Team (ERT):

- Participate in training and mock drills.
- Assess and communicate emergency situations to the EMT.
- Activate alarms and restrict access to incident areas as needed.
- Lead safe evacuation efforts until emergency services arrive.
- Support emergency response with scene evaluation and necessary actions to minimize threats.

7. Drill Training and Emergency Planning

The school should ensure that all staff, students, contractors and visitors are familiar with the emergency management plan. Training and practice drills will be conducted regularly to reinforce roles and responsibilities. Preparing for a school drill necessitates careful planning and coordination to ensure that the exercise runs smoothly and effectively. The primary goal is to familiarize students and staff with emergency procedures, thereby enhancing the overall safety of the school environment. While drills follow a structured process, emergencies may require on-the-spot adjustments due to changing circumstances. The following are best practices that should be adhered to during both drills and actual emergencies:

Develop a Clear Plan

- **Identify the Purpose:** Determine the type of drill (e.g., fire, lockdown, earthquake) and its objectives.
- **Set Goals:** Establish what you want to achieve, such as improving response time or enhancing communication.

Create a Schedule

- **The health and safety officer/Facility Manager** should develop an annual calendar for drills, safety training and protocol reviews. This should only be shared with key staff to ensure a drill is as realistic as possible.
- **Choose a Date and Time:** Select a date and time that minimises disruption to the school day.
- **Consider Timing:** Schedule drills during various times to prepare for different scenarios (e.g., during lunch, class changes).

Inform and Train Staff

- Staff Meeting: Hold a meeting to explain the drill's purpose, procedures, and their roles.
- Training: Provide training on emergency protocols and procedures. Ensure staff knows how to assist students during the drill.

Communicate with Students

- Announcements: Inform students about the drill types that may be executed through a year.
- Practice Procedures: Review safety procedures and expectations for behavior during the drill.

Prepare Materials and Resources

- Create Checklists: Develop checklists for staff and emergency responders to follow during the drill.
- Distribute Maps: Provide evacuation maps and information on emergency exits and assembly points.

Conduct the Drill

- Implement the Drill: Execute the drill as planned, ensuring all participants follow the established procedures.
- Choosing a suitable location is crucial for the success of the emergency scenario, and it should be varied periodically. For example, scenarios might include situations such as blocked passageways, procedures for using evacuation chairs, or scenarios involving missing persons.
- Monitor Behavior: Observe how staff and students respond to the drill, taking notes on areas for improvement.
- Time the drill start to finish.
- The drill should simulate an actual condition so participants can perform as though it was a real emergency.

Debrief and Evaluate

- Review the Drill: Hold a debriefing session with staff and emergency personnel to discuss what worked well and what needs improvement.

- **Gather Feedback:** Collect feedback from students and staff to identify any concerns or suggestions for future drills.
- **Adjust Plans:** Make necessary adjustments to the emergency plans and procedures based on the evaluation.

Document the Drill

- **Record Details:** Document the date, type of drill, participation, and outcomes for future reference.
- **Report Findings:** Share findings and improvements with school administration and staff.
- **Records of all emergency drills, incident responses, and post-incident reviews must be retained for no less than two (2) academic years and provided upon request for Central Office review. Findings from drills or real incidents must be used to update procedures, training plans, and risk assessments as part of continuous improvement.**

Schedule Follow-Up Drills

- **Plan Future Drills:** Regularly scheduled drills to ensure ongoing preparedness and to reinforce training and procedures among staff and students.

By implementing these steps, schools can effectively prepare for drills, thereby improving the safety and readiness of the entire school community.

8. Emergency Communication

Reporting an emergency to the appropriate authorities is a crucial step in ensuring a swift and effective response. Here's a detailed guide on how to report an emergency:

Assess the Situation

- Identify whether it is a medical emergency, fire, security threat, natural disaster, or another situation that requires immediate attention.
- Before making a report, ensure that you and those around you are in a safe location, if possible.

Call the Emergency Services

- **Dial the Emergency Number:** In most countries, this is typically 999 or a specific local number for emergencies. Know the correct number for your area.

- Stay Calm: Keep your composure while speaking with the dispatcher. Clear communication is essential for effective response.

Provide Essential Information:

- Give the exact address or location of the emergency, including landmarks if necessary.
- Clearly describe what is happening (e.g., fire, medical emergency, violence).
- Indicate how many people are affected or at risk.
- If there are any injuries, describe them briefly, and mention any potential hazards (e.g., gas leaks, weapons).
- Provide your name and a callback number if necessary

Security personnel must ensure that the access gate is open and that a clear path is available for emergency responders to reach the incident scene swiftly. Similar if the emergency protocol insists the gates is closed the security should also manage this too. The Facilities Manager will coordinate with emergency services upon their arrival, utilising their extensive knowledge of the building layout and the status of critical services within the school. Having an Arabic speaker present can enhance effective communication.

9. Non-Compliance

Non-compliance with this Crisis and Disaster Management Policy, including failure to follow defined procedures, escalation protocols, or assigned responsibilities, may result in disciplinary action in accordance with AlephYa's HR policies. Disciplinary measures may include formal warnings and, where appropriate, further action up to and including termination of employment.

Appendix 1. Crisis Management Team

| School Details | |
|--|--|
| School Name | |
| Address | |
| Site Description | |
| Occupancy Number | |
| Emergency Vehicle Access Location | |
| Emergency Contact Details | |
| Police | |
| Ambulance | |
| Fire | |

| School Crisis Management Team | |
|--|--|
| Crisis Team Leader – Principal or Vice Principal | <ul style="list-style-type: none"> Oversees the entire crisis management team. Serves as the primary point of contact for communication and decision-making. Coordinates and directs the activities of team members. The Principal will be supported by relevant members of the school education team as needed. |
| Medical Team – Clinic Team | <ul style="list-style-type: none"> Focuses on medical response and first aid initiatives. Coordinates with emergency services as required. Ensures the availability of medical supplies. |
| Operations Lead – Operations Manager/Facilities Manager | <ul style="list-style-type: none"> Manages the logistical and operational aspects of the crisis response. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Ensures that necessary resources and equipment are readily available. • Coordinates security measures and liaises with external emergency services when necessary. • Assists in coordinating evacuation and relocation efforts. |
| <p>Communications – Marketing and Communications Executive</p> | <ul style="list-style-type: none"> • External media communications must be approved by the Central Office before release. Communicates with the Principal regarding essential communications. • Manages communication with parents and the broader community. • Coordinates with the Central Office Marketing team for direction and guidance as needed. |
| <p>IT Systems Coordinator – IT Support</p> | <ul style="list-style-type: none"> • Reviews IT infrastructure and manages the system appropriately. |
| <p>Student and staff Support Coordinator – School Counsellor</p> | <ul style="list-style-type: none"> • Addresses the emotional and psychological needs of students and staff. • Coordinates counseling services. • Organises debriefing sessions for affected individuals. |

| Central Office Crisis Management Team | |
|---|---|
| <p>Crisis Team Leader – COO or as delegated for outside UAE. This person shall inform the UAE team as soon as practically possible. Oman and Saudi should share who this person is.</p> | <ul style="list-style-type: none"> • Oversees the entire crisis management team. • Acts as the primary point of contact for communication and decision making. • Coordinates and directs the activities of team members. • Responsible for updating and briefing the Board of Directors when required. • Supports with coordinating evacuation and relocation efforts. • Manages the logistical and operational aspects of the crisis response. • Acts as the communication link between the school and the Central Office Crisis Management Team. |
| <p>Deputy Crisis Team Leader – Group Head – Health and Safety In the absence of the COO, the Group Head of Health and Safety will lead the team, ensuring seamless continuity and an effective crisis response.</p> | <ul style="list-style-type: none"> • Ensures all safety procedures, protocols, and resources are in place and ready for activation. • Acts as the operational lead for implementing health and safety measures during crises. • Serves as the direct liaison between health and safety officers in schools and the Central Office. • Leads post-incident evaluations and ensures lessons learned are integrated into updated crisis procedures. |
| <p>Education Team Support – CEdO</p> | <ul style="list-style-type: none"> • Provides support and consultation to the affected Principal(s) and School Community. • Addresses staff concerns and questions. |
| <p>Communications Support – President</p> | <ul style="list-style-type: none"> • Manages communication with the media, parents, and the community. • Ensures accurate and timely information is disseminated. • Coordinates press releases and press conferences. |

| | |
|--|---|
| | <ul style="list-style-type: none"> All communications to confirmed with the Consultant (Press, PR and Communications) and Legal Counsel prior to release. |
| Investor Communications – CEO | <ul style="list-style-type: none"> Manages communication with investors following any incident with the potential to have a financial or reputational impact. |
| Legal & Compliance Support CEO | <ul style="list-style-type: none"> Advises on legal aspects of crisis communication. Addresses liability and risk management issues. Collaborates with law enforcement and emergency services. |

Appendix 2. Escalation Matrix

Each AlephYa school is responsible for handling crisis and management situations, this matrix clarifies the support framework in place provided by AlephYa central office during incident management. The below steps should be followed during and after an incident:

- **Identify the Issue:** Determine the nature and severity of the issue.
- **Contact the Initial Point of Contact:** Report the issue to the designated individual or team.
- **Follow-Up:** If the issue is not resolved within a specified timeframe (e.g., 24-48 hours), escalate to the next level.
- **Document the Issue:** Maintain a record of all communications, actions taken, and responses received.

Communication Guidelines

- Ensure all communications are clear and concise.
- Always maintain professionalism on all forum of communication.
- Provide all relevant information to facilitate a prompt resolution.
- Do not share information beyond the relevant parties involved and seek guidance if unsure.

The Crisis Team Leader has the authority to decide if escalation to Level 2, Central Office Level is necessary. If unsure they should seek guidance from the central team. It should be noted that a Cyber Breach is also classified as Crisis and Disaster Management protocol.

A WhatsApp Group will be setup during an incident and the group should be kept up to date during the incident, the updates should not impact any safety measures being taken and should only be updated when it is safe to do so. Once escalated to the Central Office Crisis Team Leader, that person will keep the rest of the central office group informed and updated of the current situation. It is important to note that there should be one lead acting on behalf of central office so there is no miscommunication and also at the same time the School Crisis Team Lead can effectively manage the situation on the ground.

It is crucial to recognise that any communication may be subject to official review during subsequent incident investigations by government authorities. Therefore, it is essential to maintain a professional tone and be highly aware of the appropriateness of the content, regardless of the communication platform used.

In situations of uncertainty, it is advisable to escalate the issue to a higher level on the escalation matrix.

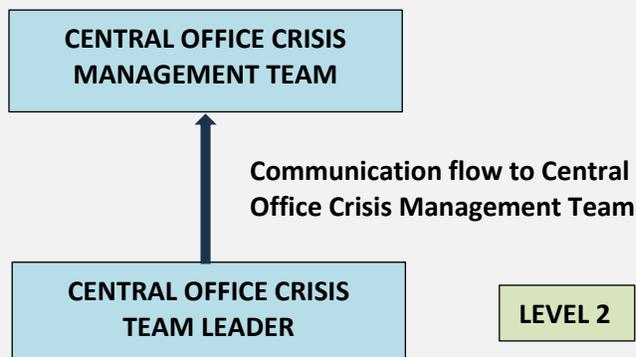
Executive-Level Escalation (Immediate Escalation Triggers (Central Office)

Incidents must be escalated immediately to Executive Level (Central Office) when they involve, or have the potential to involve:

- Fatality or life-threatening injury
- Major Incident
- Serious safeguarding concerns
- Police or government authority investigations
- Significant reputational, legal, or financial impact
- Media interest or anticipated media attention
- Major cybersecurity or data protection breaches
- Any incident that meets the “Central Office Level (Level 2)” criteria in the Escalation Matrix (Table 2), including incidents assessed as *Major* or *Severe* under any risk category.

In such cases, the Central Office Crisis Management Team will assume strategic oversight and coordinate executive, legal, and communications responses.

Overarching Crisis Management Workflow





The below table acts as a guideline for various factors that may impact a school and the escalation levels to follow. The risk factors denoted are guides only and dependent on the individual case the severity rating could be higher.

| School Level (Level 1) | | CO Level (Level 2) | | |
|---|---------------------------------------|---|---|--|
| Risk Factors | | | | |
| Minor | Limited | Moderate | Major | Severe |
| Natural Disasters | | | | |
| Short-term power outage | Localised school flooding | Regional flood and long-term rain | Extensive infrastructure | Heavy structural collapse |
| Heavy rain | | Power outage mid term | Major storm | Earthquake |
| | | | | Power outage long term |
| Security Threats | | | | |
| Isolated Conflicts | Unauthorised Access Building | Data Breach with limited impact on privacy/personal information | Group Violence | Serious Threat, such as bomb or intruder |
| Verbal conflicts | Unauthorised Access Data | Violence resulting in police call out | Larger scale theft | |
| Minor thefts | | | Cybersecurity leading to systems disruption | |
| Health Emergencies | | | | |
| Isolated illness | Limited cases of cold symptoms | Flu outbreak | Outbreak of contagious disease | Pandemic |
| Minor injury treated in school | | Single injury that requires external medical attention | Multiple serious or major injuries | Fatality or serious injury resulting in permanent injury |
| | | Food Poisoning | Food contamination | |
| Technological Issues | | | | |
| Minor glitches | Limited disruption of school services | System disruption over one day | Major system failure | Catastrophic failure permanent |
| Temporary loss of internet or communication | | Server outage over one day | Major tech failure | |
| Temporary software issues | | Communication outage over one day | Major software failure | |
| Human Factors | | | | |
| (e.g., isolated) | Minor disruptions | Group behavior issues | Student protests | Organisation breakdown |
| Isolated conflicts | | Violence resulting in police call out | Multi disciplinaries | Student riot |
| Isolated bullying | | Group bullying | Fraud and bribery | Police imprisonment of staff or student |
| | | Incident attracting media attention | Police investigation | Significant financial impact |
| | | Any financial impact | | Legal case |

| | | Incident Overview | HSE and Insurance | Other Descriptors |
|---|--|---|--|---|
| Executive Level (Central Office) (Level 2) | | <ul style="list-style-type: none"> • Serious accident, significant incident, or occurrence with public interest implications, or those that carry potential for substantial reputational harm. This may include situations like a student/staff altercation escalating beyond normal control measures. • Examples include: on-site death, major fire, bomb or terror threat, child abduction, lockdown, structural collapse, severe bus accident, or a large-scale technology failure. • Other situations could involve unplanned school closures, power outages, floods, etc. | <ul style="list-style-type: none"> • Single or multiple fatalities, or major injuries requiring hospital treatment, with a high likelihood of resulting in permanent injury or disability. • Outbreak of a contagious disease. • Incidents likely to have insurance implications. | <ul style="list-style-type: none"> • Police investigation involving a senior staff member. • Any incident involving fraud, corruption, or bribery with financial or reputational consequences. • Incident attracting media attention. • Any significant security or IT security breach. • Any event with financial, reputational, or media interest must be escalated immediately. |
| School Level (Level 1) | | <ul style="list-style-type: none"> • Incident affecting students or staff with potential reputational risk if mishandled. • Examples: minor injuries, fights, building issues, or temporary tech problems. No authority involvement. | <ul style="list-style-type: none"> • Minor injury that does not require external medical treatment. • Isolated illness cases. • No insurance implications. | <ul style="list-style-type: none"> • No reputational impact. |

Appendix 3. Emergency Evacuation Drill Report Form

| | | |
|--|--|---|
| PERSON COMPLETING | | DATE: |
| TIME DRILL CALLED: | TIME DRILL ENDED: | TIME TOOK TO EVACUATE: |
| | | minutes |
| TYPE OF DRILL | NOTIFICATION OF ALERT | WEATHER CONDITIONS |
| <input type="checkbox"/> Fire / Evacuation <input type="checkbox"/> Lockdown <input type="checkbox"/> Modified Lockdown <input type="checkbox"/> Earthquake <input type="checkbox"/> Chemical Spill <input type="checkbox"/> Medical Emergency <input type="checkbox"/> Weather <input type="checkbox"/> Emergency <input type="checkbox"/> Other: | <input type="checkbox"/> Bell or whistle <input type="checkbox"/> Phone <input type="checkbox"/> Voice Notification <input type="checkbox"/> Siren <input type="checkbox"/> Other: | <input type="checkbox"/> Clear <input type="checkbox"/> Hot <input type="checkbox"/> Cold <input type="checkbox"/> Cloudy <input type="checkbox"/> Raining <input type="checkbox"/> Rain and wind <input type="checkbox"/> Windy <input type="checkbox"/> Hail |
| PARTICIPANTS (check all that apply) | SITUATION OF START OF DRILL | WERE THESE ITEMS TAKEN ON DRILL |
| <input type="checkbox"/> Staff <input type="checkbox"/> Visitors <input type="checkbox"/> Volunteers <input type="checkbox"/> Students <input type="checkbox"/> Other | <input type="checkbox"/> Before Business Hours <input type="checkbox"/> During Business Hours <input type="checkbox"/> Lunch Time <input type="checkbox"/> After Business Hours | <input type="checkbox"/> Sign in and out sheets <input type="checkbox"/> Evacuation bag <input type="checkbox"/> Mobile phone <input type="checkbox"/> Other: |
| WERE ALL CHILDREN SIGNED IN | WERE ALL VISITORS SIGNED IN | DATE OF NEXT DRILL |

| | | |
|---|---|-------------------------------|
| <input type="checkbox"/> No <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> Yes | WHO WILL CALL THE NEXT DRILL? |
| PROBLEMS ENCOUNTERED (Check all that apply) | | |
| <input type="checkbox"/> Congestion in hallways <input type="checkbox"/> Alarm not heard <input type="checkbox"/> Employees unsure of what to do <input type="checkbox"/> Staff unsure of responsibilities <input type="checkbox"/> Weather-related problems <input type="checkbox"/> Personnel not accounted for / attendance <input type="checkbox"/> Difficulties with evacuation of disabled personnel, customers or visitors <input type="checkbox"/> Personnel unaccounted for <input type="checkbox"/> People/child not signed in. <input type="checkbox"/> Network / computer problems | <input type="checkbox"/> Long time to evacuate building <input type="checkbox"/> Noise impedes communications <input type="checkbox"/> Personnel not out of sight (lockdown drill) <input type="checkbox"/> Personnel not serious about drill <input type="checkbox"/> Improper or unavailable supplies <input type="checkbox"/> Confusion <input type="checkbox"/> Doors or Exits blocked <input type="checkbox"/> miscommunications <input type="checkbox"/> Incident command problems <input type="checkbox"/> Other: | |
| EXTENUATING CIRCUMSTANCES/IDENTIFIED FACTORS/SPECIAL CONDITIONS SIMULATED: | | |
| | | |
| PLANS FOR IMPROVEMENT: (check all that apply and explain below) | FOLLOW UP: | |
| <input type="checkbox"/> Additional staff training <input type="checkbox"/> Address need for additional equipment <input type="checkbox"/> Improved emergency supplies <input type="checkbox"/> Revised emergency procedures | | |

| | |
|---|-------------------|
| <input type="checkbox"/> Other: | |
| SIGNED (<i>RESPONSIBLE PERSON</i>) | |
| NAME: | SIGNATURE: |

NOTES:

Appendix 4. Injury Response

Responding to a school injury involves following a clear process to ensure the safety and well-being of the injured student while maintaining proper documentation and communication.

Ensure Immediate Safety

- Stop any activity that may further harm the student or others.
- Secure the area to prevent additional accidents.
- Check for any immediate danger before approaching the injured student.
- All students taken to hospital should be accompanied by an adult.
- The clinic may need to prepare a referral form that can be presented on arrival in hospital.

Provide First Aid

- Send for the school nurse/doctor.
- Assess the injury: Determine if it is minor or severe (e.g., bleeding, broken bones, unconsciousness).
- Administer first aid: If trained, apply necessary care (e.g., bandage cuts, apply ice for swelling, immobilize limbs for suspected fractures).

- Call emergency services if the injury is severe (e.g., broken bones, head trauma, heavy bleeding, unconsciousness).
- It is recommended to gather the following information, if possible, and ensure it accompanies the individual to the hospital.
 - 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.

Notify Appropriate Personnel

- Inform the school nurse (if not already involved).
- Contact the parents/guardians immediately to inform them of the injury and what actions are being taken.
- Notify the school administration about the incident.

Document the Incident

- Fill out an injury report detailing what happened, where, and when.
- Include the names of witnesses and other relevant details like weather conditions, equipment involved, etc.
- Record the type of injury and the first aid provided.

Follow-Up

- Ensure that the injured student gets the necessary follow-up care, whether it's at home, at the hospital, or by a healthcare provider.
- Monitor the student for any delayed symptoms, especially with head injuries.
- Review the incident to determine if there's a need to implement safety measures to prevent future injuries.

Implement Preventative Measures

- Based on the incident, assess the need for changes in safety protocols, such as supervision levels, equipment safety checks, or additional safety training for staff.

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 provide support and reassurance to other students who may be distressed.

Facilities Manager or nominated staff member

- The Facilities Manager should maintain oversight of the ambulance arrival and casualty transfer
- Responsible to inform security that an ambulance has been called.
- 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 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 and clear the at the main entrance
- The ambulance will park in the designated zone pre identified, 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 a nominated staff member and be taken to the clinic or scene of the incident.

Appendix 5. Missing Student

Managing a missing student scenario whether on school grounds or during bus transportation requires swift, coordinated action to locate the student and ensure their safety. Here's a detailed process to handle such an emergency:

Immediate Response

- Confirm the student is missing: Verify the student's absence from class, bus or their last known location by checking with teachers, friends, and reviewing attendance records.
- Notify key personnel: Immediately inform the school administration, including the principal, vice principal, and school security.
- Alert the student's parents/guardians: Let them know the situation and that steps are being taken to locate their child. Parents should be contacted within 15 minutes. On consultation with the parents the police should also be contacted, police shall be contacted no later than 20 minutes. Based on the situation on the ground the school may deem it necessary to contact the police sooner, once police are contacted, the school shall follow police guidance for managing the situation, providing all necessary information to support the search.
- Level 2 escalation shall be followed, as per Appendix 2.
- Communicate to all staff the missing child, to ensure they are not present within another class.

Secure the School

- Lockdown or lock-in – closing all school gates: Depending on the circumstances, initiate a lockdown (preventing entry and exit) or a lock-in (restricting movement within the school). Return students to a classroom.
- Monitor entry and exit points: Ensure all exits are secured, and assign staff to watch doors to prevent any further unauthorized exits.
- Search within the school: Organise staff members to systematically search the building, including restrooms, changing rooms, closets, stairwells, and any secluded areas. Make sure to check outside the building if there's a possibility the student left the premises.

Gather Information

- Interview friends and classmates: Speak to students who may know where the missing student could be or if they saw anything unusual.
- Verify bus records: Contact the transport coordinator or bus assistant to confirm if the student was on the bus in the morning or if they have any information about the student's whereabouts.
- Review security footage: If available, check cameras at entrances, gates, hallways, and common areas and bus zones for any signs of the student leaving the school.
- Check sign-out logs: Review if the student might have signed out for an appointment or left with permission.

Involve Law Enforcement

- If the student is not found within a reasonable timeframe, as denoted above, or if there are concerns about the student's safety, contact local law enforcement.
- Provide the police with a student's identity card, along with a detailed description of the student, including their name, age, appearance, clothing, and any known medical conditions.

Establish a Command Center

- Designate a location for school administrators, security personnel, and law enforcement to coordinate the search efforts and communication.
- Ensure all communication between the school, parents, and law enforcement is managed centrally.

Notify the School Community

- Send out an internal alert to all staff.
- Provide instructions on what students and teachers should do (e.g., stay in classrooms, avoid hallways) until the student is located.

Document the Incident

- Keep detailed records of all actions taken, including who was notified, when, and what steps were implemented.
- Record any information gathered during the search, including interviews with students and bus staff, reviews of security footage, and checks on bus logs or records.

Follow-Up

- Once the student is located, assess their condition and ensure they are safe.
- Meet with the student and their parents/guardians to understand why the student went missing, whether it was accidental or intentional, and if any additional support is needed (e.g., counseling).
- Conduct a debrief with staff to review the incident and assess whether changes in protocols or additional training are necessary to prevent future occurrences.
- A thoughtfully crafted communication from the Principal should be sent to parents and other key stakeholders. This shall be ran in parallel with central office.

Evaluate and Prevent Future Incidents

- Investigate if there were any gaps in supervision or security that allowed the student to go missing.
- Review bus boarding and attendance procedures to ensure accurate tracking of student whereabouts.
- Consider implementing additional safety measures, such as ID badges, sign-in/sign-out procedures, or increased supervision in specific areas.

Provide Support

- If the student went missing due to personal issues or bullying, connect them with counseling services or support networks within the school.
- Offer debriefing sessions for staff and students affected by the incident to manage stress or anxiety resulting from the situation.

If a student, staff member, or any individual suspects that a student has been abducted, either on or off school grounds, the police must be contacted immediately, and their guidance should be followed. Unless instructed otherwise by the police, the procedures outlined above should also be followed simultaneously.

Appendix 6. Death of a Student or Staff Member

In the event of the death of a student or staff member, the school shall follow the below processes:

Immediate Notification:

- Notify the school leadership team as soon as the death is confirmed.
- Contact emergency services (if applicable) and follow legal reporting requirements.
- Inform relevant authorities (e.g., police, local education authority) as needed.
- Gather concise information of what happened, when and how. If the police are involved, guidance should be taken from the police in relation to the relevant incident.
- Follow Level 2 escalation outlined in Appendix 2.

Crisis Team Activation:

- Activate the school's crisis management team to coordinate communication, support, and logistics.

Communication:

- Establish a key point of contact with a family member or friend, this will allow the school to provide appropriate support. The HR team should be kept in the communications.
- Inform staff, students, and parents with a carefully crafted, compassionate message from the Principal. Ensure details are accurate and respect the privacy of the family.
- Notify key stakeholders such as the local education board and other relevant organisations.
- Arrange for ongoing updates to staff and students as necessary, maintaining consistency and accuracy.
- Communication should be accepted by the governing education body, for example KHDA.
- Ensure communication is consistent with the staffing body and the same is maintained within the school community, avoiding different versions of the event.

Support:

- Provide counseling and emotional support for students, staff, and the affected family. Arrange for professional grief counselors if needed.
- Offer flexible working or study arrangements for those who are significantly impacted.

Memorial and Tribute:

- Coordinate a memorial or tribute, if appropriate, in consultation with the family and school community. Respect cultural and religious sensitivities.

Review and Follow-up:

- Conduct a review of the response to ensure all procedures were followed and identify any areas for improvement.
- Continue offering support to the school community over the coming weeks or months.
- Ensure the affected family does not receive common communication, from software platforms, fees, canteens, after school activities etc.
- HR will be responsible for discussions with the medical insurance and providing any repatriation if appropriate and other related costs.
- Notify the education body officially of the death and follow their internal processes.

This process should be carried out with sensitivity, confidentiality, and respect for the affected family's wishes.

Appendix 7. Loss of Services

The process for managing the loss of services is outlined below, these steps shall be followed within the school:

Identify the Issue:

- Immediately assess and identify the essential service that is disrupted (e.g., electricity, water, heating, internet, etc.).
- Determine the scope of the problem and the potential impact on school operations, safety, and learning.

Notify Key Personnel:

- Inform the school leadership team and facilities manager of the issue.
- Contact the appropriate service provider (e.g., utility company) to report the outage and obtain an estimated time for restoration.

Initial Safety Assessment:

- Conduct a safety check to ensure that students and staff are not at immediate risk (e.g., lack of lighting, heating, or water for sanitation).
- Evaluate whether the school can remain operational or if a partial or full evacuation is necessary.

Communication:

- Notify staff and inform them of the issue, expected duration, and any interim procedures.
- Inform parents and other stakeholders if the disruption impacts school operations or student safety.
- Provide regular updates as more information becomes available.
- If a school closure is deemed appropriate Level 2 escalation matrix shall be followed and in consultation with central office a final decision will be made.
- Arrangements shall be made for student early dismissal.

Implement Contingency Plans:

- Activate contingency measures (e.g., using backup generators, temporary relocation of students, or switching to remote learning if necessary).
- Ensure access to emergency supplies such as bottled water, flashlights, or portable heaters if needed.

Monitor and Reassess:

- Continuously monitor the situation and reassess safety conditions as updates are received from the service provider or maintenance contractor.
- Adjust contingency plans based on the evolving situation and communicate any changes to staff, students, and parents, if required.

Restore Normal Operations:

- Once the service is restored, conduct a safety inspection to ensure the environment is secure and ready for regular school activities.
- Inform the school community that normal operations can resume and provide any necessary follow-up information.

Post-Incident Review:

- After the issue is resolved, review the response process to identify areas for improvement.
- Update contingency plans and procedures as necessary based on lessons learned.

Throughout the process, prioritise safety, clear communication, and minimal disruption to student learning.

Appendix 8. Cybersecurity Incident Response Policy

A cybersecurity breach process involves identifying and containing the breach, assessing the impact, notifying key stakeholders, investigating the cause, remediating vulnerabilities, and improving security measures to prevent future incidents. The process below outlines a cybersecurity breach in the school:

Identify and Contain the Breach:

- As soon as a cybersecurity breach is detected, the IT team must assess the situation to determine the nature and extent of the breach.
- Immediately isolate affected systems (e.g., servers, computers, or networks) to prevent further unauthorised access or data compromise.
- Disconnect compromised systems from the internet and any external devices to limit the breach's spread.

Notify Leadership and Key Personnel:

- Inform the school leadership team, data protection officer, and relevant authorities about the breach.
- If necessary, liaise with central office to notify external cybersecurity experts for immediate assistance in containing the breach. Seek support from central office and escalated to level 2 as per appendix 2.

Assess the Impact:

- Identify which data or systems were affected, including personal information of students, staff, or sensitive school records.
- Evaluate the potential risks posed by the breach (e.g., data theft, operational disruptions).

Implement a Communication Plan:

- Develop a clear communication plan to inform affected parties, including staff, students, parents, and external stakeholders, while avoiding unnecessary panic.

- Ensure compliance with legal obligations for reporting breaches, such as notifying data protection authorities or regulatory bodies within the required timeframe.
- If there is a suspected breach with internal and external communication systems, the school should avoid email communication and use verbal communication to avoid further sensitive actions being circulated.

Investigation and Forensic Analysis:

- Conduct a thorough investigation, either internally or with external cybersecurity specialists, to determine the cause of the breach, its scope, and how it occurred.
- Document all findings and preserve evidence for any necessary legal action or insurance claims.

Remediate and Restore:

- Work with IT teams to close any security gaps, apply patches, and remove any malicious software or unauthorised access.
- Restore affected systems and data from backups, ensuring they are secure before bringing them back online.
- Strengthen security protocols to prevent future breaches (e.g., updating firewalls, enabling multi-factor authentication, and reviewing access controls).

Monitor for Ongoing Threats:

- Continuously monitor systems and networks for signs of lingering threats or further attempts to breach security.
- Re-evaluate the security infrastructure regularly to ensure continued protection.

Post-Breach Review and Improvements:

- Conduct a full review of the incident to identify any gaps in response or areas for improvement.
- Update the school's cybersecurity policies and incident response plan based on lessons

learned.

- Provide additional training to staff and students on cybersecurity best practices to reduce future risk.

Reporting and Legal Follow-up:

- Submit necessary reports to regulatory authorities (e.g., data protection bodies) and document compliance with legal and privacy requirements.
- Work with legal teams to manage any follow-up actions, such as notifying individuals affected by data breaches and addressing potential liabilities. Seek guidance from central office in relation to legal escalation.

Throughout the process, the priority should be on protecting sensitive data, minimising disruptions to school operations, and maintaining transparent communication.

Appendix 9. Structural Failure

The structural failure process involves immediate assessment of the developing situation, the below outlines the process to be followed:

Immediate Assessment:

- Assess the damage and ensure the safety of students and staff; evacuate if necessary.

Notify Authorities:

- Inform the school leadership and relevant authorities, and contact emergency services if needed.

Safety Inspection:

- Engage qualified engineers to evaluate the structure and determine the cause of failure. In conjunction with central office

Implement Safety Measures:

- Secure the affected area and provide alternative arrangements for classes.

- A building closure may be required, follow the steps outlined in loss of services section if a closure is required.

Communication:

- Update staff, students, and parents on the situation and safety measures being taken. This should be led in conjunction with central office.

Remediation Plan:

- Develop and execute a plan for repairs, ensuring compliance with safety regulations.

Monitor Repairs:

- Oversee the repair process, conducting inspections to ensure safety and integrity.

Post-Incident Review:

- Evaluate the response and update safety protocols based on lessons learned.

Reopen Facility:

- Once safe, communicate the reopening to the school community and resume normal operations.
- If the building has to be closed for a sustained period, closure shall be communicated with the relevant education body.

Appendix 10. Severe Weather

In response to severe weather events, the school will activate its emergency plan to ensure the safety and well-being of students and staff. This process is outlined below:

Monitoring:

- Continuously monitor weather forecasts and alerts through reliable sources (e.g., local meteorological services, emergency management agencies).

Emergency Plan Activation:

- Activate the school's severe weather emergency plan upon receiving warnings for severe weather events (e.g., storms, tornadoes, floods).

Communication:

- Inform staff, students, and parents about the impending severe weather, safety procedures and any changes to school schedules or activities.

- Use multiple communication channels (e.g., text alerts, emails, public announcements) to ensure messages reach all stakeholders.

Safety Measures:

- Ensure that all students and staff know designated safe areas within the school for shelter (e.g., interior rooms, basements) if a threat is imminent.
- Prepare emergency supplies, including first aid kits, flashlights, and non-perishable food and water.

Evacuation or Shelter-in-Place:

- Depending on the type of severe weather, implement either an evacuation plan to a designated safe location or a shelter-in-place strategy within the school. This should be secure buildings with solid structures, in particular avoid any structure with light weight roof materials such as sandwich paneling, the facility manager should make the school team familiar of areas to avoid.
- If there is risk of lightning avoid open external areas.
- Ensure that all individuals are accounted for during the process.
- It may be deemed appropriate that evacuation of the school premises is required, due to worsening external environment conditions, such as local flooding of roads. In the event of a school closure ensure the below is strictly followed:
 - Effective communication to the parent body to ensure children can be safely picked up.
 - Are the parking pick up zones safe, if not new zones may need to be considered.
 - Bus usage shall be reviewed with additional precautions being taken for the routes taken, slower driving, not entering flooded zones, parents kept update on the route.
 - Ensure equipment at the school is available to deal with the issue in hand, for example sump pumps available or other draining techniques for local flooding dispersal.
 - Staff teams should remain at hand until students are safely dispersed.

Monitoring Conditions:

- Continue to monitor weather updates and conditions, adjusting safety protocols as necessary based on evolving threats.

Post-Event Assessment:

- Once the severe weather has passed, assess the safety of the school environment and inspect for any damage. Any repairs shall be executed as appropriate.
- If the school has yet to open and severe weather warnings are issued, an in school assessment shall be carried out if the school should open in the first instance. Governing authority communication should be monitored for official updates.
- Communicate with staff and parents about the status of the school and any necessary follow-up actions.

Review and Update:

- Conduct a review of the response to the severe weather event to identify successes and areas for improvement.
- Update the severe weather emergency plan based on lessons learned to enhance preparedness for future events.

Appendix 11. Lockdown

In the event of a potential threat to safety, the school will implement a lockdown procedure to protect students and staff. This process is outlined below for the steps to follow:

Process for Implementing a School Lockdown:

Immediate Notification:

- Upon identifying a threat that requires a lockdown (e.g., intruder, active shooter, or external danger), the designated authority will initiate the lockdown procedure immediately. The designated authority will be the Principal of the school, in the absence of the Principal or the Principal cannot be contacted a nominated member of the senior leadership team shall initial the lockdown.
- The Principal will be the authorised representative to contact and maintain contact where possible with the emergency services.

Activate Lockdown Alert:

- Use the school’s communication system to announce a lockdown. This can include public address systems, alarms, or other channels to alert the staff and students.
- Clearly state “lockdown” and the type of lockdown and provide any necessary instructions without alarming students. There are typically two main types of lockdowns in a school setting:
 - ‘Full Lockdown’: This type of lockdown is implemented when there is an immediate threat to the safety of students and staff, such as an active shooter or an intruder on campus. During a full lockdown, all students and staff are directed to move quickly to the nearest secure location, lock doors, turn off lights, close blinds, and remain silent until law enforcement or designated authorities declare the situation safe. No one is allowed to leave the secure areas until the all-clear is given. All corridor and entrance gates will be left open.
 - ‘Shelter-in-Place Lockdown’: A shelter-in-place lockdown is used when there is a threat outside the school that does not require immediate evacuation but necessitates precautionary measures. This could include situations such as a hazardous material spill, severe weather, or civil disturbances. During a shelter-in-place lockdown, students and staff are directed to stay indoors, close and lock doors, and remain in a designated area until the threat has passed. The security team shall lock gates to prevent access.

Secure Facilities:

- All staff and students should quickly move to the nearest secure location, such as classrooms or designated safe areas.
- Staff should lockdown their class on priority, pulling students within immediate vicinity to their classroom.
- Lock and barricade doors and close windows. Turn off lights and silence mobile devices.

Accountability:

- Teachers and staff must account for all students in their care and keep them calm and quiet and out of sight.
- Use class rosters or attendance sheets to ensure everyone is present and accounted for. Send an email all present to the master communication mail, mark 'red' for any student missing with the name of the student. Also note any additional students or staff you have in your class.
- Any staff in common places such as a gym, pool etc. should move to the nearest secure location.
- If an unavoidable circumstance arises such as a confirmed fire local to the class, lockdown may need to be overridden.
- Teachers should monitor their phones for any updates.

Communication:

- Maintain communication with emergency services and school leadership throughout the lockdown.
- Provide updates as needed while ensuring that communication does not compromise safety.
- Parents should be notified as soon as it is safe to do so. Parents will be notified not to come to the school until it is safe to do so, they will not be able to gain entry. They will also be requested to keep phone lines clear for emergency services.

Wait for All-Clear:

- Remain in lockdown until law enforcement or designated authorities declare the situation safe and issue an "all-clear" signal.
- Do not open doors or exit secure areas until authorized to do so.

Post-Lockdown Review:

- Once the lockdown is lifted, conduct a headcount to ensure all students are safe and accounted for.
- Provide support for students and staff affected by the incident, including counseling if needed.

Debrief and Update Procedures:

- Hold a debriefing session with staff and emergency personnel to evaluate the effectiveness of the lockdown response.

- Update lockdown procedures and training based on lessons learned and feedback from participants.

Appendix 12. Bomb Threat

In the event of a bomb threat, the school will implement a specific procedure to ensure the safety of students and staff. This process is outlined below, detailing the necessary steps to follow for a coordinated and effective response:

Preparation and Prevention

- Assign a Bomb Threat Coordinator: This individual should be a senior member of the school's leadership team, responsible for managing the school's bomb threat response.
- Crisis management team process will come into effect and level 2 escalation matrix shall be followed when safe to do so.
- Ensure a clear method for internal and external communication, including notifying law enforcement and emergency services.
- Practice evacuation routes and lockdown scenarios.

Receiving a Bomb Threat

If a bomb threat is received via phone, email, or any other method:

- The individual receiving the threat should stay calm and take the situation seriously.
- Keep the caller on the line as long as possible. Do not hang the phone up even if they end the call do not place the receiver back on the phone cradle, leave off.
- If the threat is received via phone, try to obtain as much information as possible:
 - Exact wording of the threat
 - Location of the bomb
 - Time the bomb is set to go off
 - Description of the device
 - Why the bomb was placed
 - Caller's voice characteristics (e.g., tone, accent)
 - Background noises during the call

- Do Not Hang Up: Keep the caller on the line as long as possible to collect more information.
- Use the Bomb Threat checklist provided at the end of this procedure, this should be printed a readily available at key locations out of sight, such as reception desk, PAs etc.
- Pass a note to a colleague if possible, so they can notify the crisis management team and contact the police

If the threat is received via email or another medium (social media):

- Save all details (do not delete or close).
- Notify the Crisis Management Team immediately for managing the process.

Immediate Actions Upon Receiving a Threat

- Inform the crisis management team immediately so they can initiate the proper procedures.
- The crisis management lead shall call 999 (or the local emergency number) to notify police and bomb disposal experts.
- Assess the Threat: In collaboration with law enforcement, assess the credibility of the threat.
Factors to consider:
 - The reason of the threat.
 - Whether the threat seems credible or a hoax.
 - Any suspicious items or activities on the premises.
- Follow Law Enforcement Guidance: Work closely with emergency responders to determine the appropriate course of action.
- Ensure staff and students do not use phones or radios, as these could potentially trigger devices if one is present.

Evacuation or Lockdown Decision

- If the threat is deemed credible and an immediate danger is present, the Crisis Management Team, in consultation with law enforcement, may decide to evacuate the building.

- Follow pre-established evacuation routes (consider multiple routes in case of obstructions).
- Move students and staff to designated safe assembly areas. Look out for suspicious items, if there is a suspicious item in a safe area move to another location.
- Conduct an attendance list once at the assembly area to ensure everyone is accounted for.
- Lockdown if appropriate, in some cases, a lockdown may be preferable if the threat is external or there is concern for safety during evacuation.
- Lock classroom doors and follow lockdown procedures.
- Keep everyone calm and quiet, staying out of sight and away from windows.

Post-Evacuation Protocol

- Do not re-enter the building or return to normal operations until the school has been cleared by bomb disposal experts or law enforcement.
- The Crisis Management Team should establish a location to communicate with emergency responders, parents, and the media.
- Have a pre-established plan for notifying parents, detailing the situation and actions being taken. Maintain calm and clear communication to avoid panic. Parents should not attend the school until all clear is given.

Post-Threat Response

- Complete detailed reports on the bomb threat, including actions taken, times, and any observations.
- Hold a meeting with staff and emergency services to review the response and identify areas for improvement.
- Offer counseling to students and staff who may have been traumatised by the event.
- After a bomb threat, review the school's security measures, such as visitor protocols, surveillance, and access control.

Important Reminders

- Take all threats seriously until proven otherwise.
- Ensure all staff know their roles in the event of a bomb threat.

- Communicate with parents only once accurate information is available to avoid unnecessary panic.

BOMB THREAT CHECKLIST FOR PHONE OPERATORS

| | | | |
|--|---|--|--|
| PERSON COMPLETING | | DATE: | |
| TIME OF CALL: | MALE OR FEMALE: | ADULT OR CHILD: | |
| | | | |
| QUESTIONS TO ASK THE CALLER | | | |
| Where is the bomb located? | | | |
| What time will it go off? | | | |
| What does the bomb look like? | | | |
| What kind of bomb? Chemical, explosive, homemade? | | | |
| What is your name? | | | |
| Why our school? | | | |
| What will make it explode? | | | |
| | | | |
| VOICE CHARACTERISTICS | SPEECH TYPE | ACCENT | |
| <input type="checkbox"/> Loud <input type="checkbox"/> Soft <input type="checkbox"/> High Pitch <input type="checkbox"/> Deep <input type="checkbox"/> Raspy <input type="checkbox"/> Pleasant <input type="checkbox"/> Intoxicated <input type="checkbox"/> Other: | <input type="checkbox"/> Fast <input type="checkbox"/> Slow <input type="checkbox"/> Stutter <input type="checkbox"/> Nasal <input type="checkbox"/> Precise <input type="checkbox"/> Distorted <input type="checkbox"/> Other: | <input type="checkbox"/> Local <input type="checkbox"/> Foreign <input type="checkbox"/> Regional <input type="checkbox"/> Race <input type="checkbox"/> Other: | |
| MANNER | LANGUAGE | BACKGROUND NOISES | |
| <input type="checkbox"/> Calm <input type="checkbox"/> Angry <input type="checkbox"/> Irrational <input type="checkbox"/> Emotional <input type="checkbox"/> Laughing <input type="checkbox"/> Other: | <input type="checkbox"/> Local <input type="checkbox"/> English <input type="checkbox"/> Good <input type="checkbox"/> Poor <input type="checkbox"/> Foul <input type="checkbox"/> Other: | <input type="checkbox"/> Street traffic <input type="checkbox"/> Silent <input type="checkbox"/> Trains <input type="checkbox"/> Planes <input type="checkbox"/> Voices <input type="checkbox"/> Music <input type="checkbox"/> Animals <input type="checkbox"/> Other: | |

OTHER NOTES:

Appendix 13. Earthquakes

In the event of an earthquake, the school will implement a specific procedure to ensure the safety of students and staff. This process is outlined below, detailing the necessary steps to follow for a coordinated and effective response:

Preparation and Training

- All school staff (teachers, administration, and support staff) must be trained in earthquake emergency procedures. Conduct annual training sessions.
- Educate students on earthquake safety, including what to do during a quake, where to take cover, and how to evacuate safely afterward. Conduct drills twice a year.
- Organise earthquake drills at least two times a year. One drill should simulate an earthquake occurring during class, while the other should occur during break times or outdoor activities.
- Emergency Kits: Ensure suffice offices have an earthquake emergency kit, which includes:
 - First-aid supplies
 - Whistle
 - Dust masks and gloves
 - Emergency contact list
- Conduct regular inspections of the school building and grounds to ensure earthquake resilience. Secure heavy furniture, shelves, and equipment to prevent tipping.

During the Earthquake

Immediate Response:

Drop, Cover, and Hold On:

- Instruct everyone inside to drop to their hands and knees to prevent falling.
- Take cover under sturdy furniture like desks or tables, or against an interior wall away from windows.
- Hold on to the furniture or covering object until the shaking stops.

Outdoors:

- Move away from buildings, trees, streetlights, and overhead wires. Get into an open area and drop to the ground until the shaking stops.

- away from windows, glass, and heavy objects that may fall.
If in a Wheelchair:
- Lock the wheels and cover the head with arms or any protective covering available.
If in a school bus or vehicle:
- Safely bring the vehicle to a stop as soon as possible and remain inside. Avoid stopping near or under buildings, overpasses, or utility wires to minimise risk.
- After the earthquake has stopped, proceed with caution. Avoid roads and bridges that may be damaged.

After the Earthquake:

Evacuation:

- After the shaking stops, calmly assess the situation and determine if an evacuation is necessary.
- Evacuate to designated assembly points, using pre-established routes, away from the building and potential hazards like power lines or gas lines.
- Do not use elevators.
- Teachers should bring their class rosters and conduct headcounts immediately upon reaching the assembly area.
- Clinic staff and trained first aid responders will provide medical assistance to anyone in need.
- Follow level 2 escalation matrix.

Building Safety Assessment:

- Do not re-enter the building until it has been inspected for structural safety by qualified personnel.
- If aftershocks occur, repeat the "Drop, Cover, and Hold On" procedure.

Communication:

- The school administration should coordinate with local emergency services and communicate instructions to staff and parents as soon as possible.
- Use radios, phones, or other communication devices to ensure information is disseminated effectively.

Parent Communication

- Establish clear protocols for communicating with parents, including a designated phone number or app for emergency updates.
- Inform parents about where and how students can be picked up after an earthquake.

Post-Earthquake Recovery

- Provide mental health support to students and staff who may experience trauma from the event.
- Conduct a post-earthquake review to assess the effectiveness of the procedure and identify areas for improvement.
- Arrange for a thorough inspection of the entire school building and grounds to ensure safety before resuming normal operations.

Appendix 14: Chemical Spill Response

In the event of a chemical spill, the school will implement a specific procedure to ensure the safety of students and staff. The following process outlines the necessary steps for a coordinated and effective response

Preparation and Training

- **Training for School Staff:** All relevant staff (including lab technicians, teachers, and support staff) must be trained in chemical spill response procedures. Conduct annual training sessions on spill containment, PPE usage, and emergency protocols.
- **Student Awareness:** Educate students, especially those in labs, on safety procedures for handling chemicals, what to do if a spill occurs, and evacuation procedures. Conduct refresher briefings each semester for students involved in lab work.
- **Spill Response Drills:** Organize chemical spill drills at least once a year, simulating spills in different areas (e.g., labs and storage rooms). These drills should cover containment, evacuation, and communication with emergency services.
- **Spill Response Kits:** Ensure that all laboratories and chemical storage areas are equipped with spill response kits, including:
 - Absorbent materials and neutralizers
 - Protective gloves, masks, and goggles

- Waste disposal bags
- Emergency contact list for quick access
- Routine Inspections: Conduct regular inspections of all chemical storage and handling areas. Ensure proper storage of chemicals, check PPE availability, and secure storage units to prevent accidental spills.

During the Chemical Spill

Summon Help

- Upon identifying a spill, the staff member should notify the Facilities Manager, HSE Officer, Security, and School Principal
- If the spill is severe, the Facilities Manager, HSE Officer or School Principal may contact external emergency services, such as Civil Defence.

Clear the Area

- All non-essential personnel, including students and visitors, should calmly and immediately evacuate the spill area. Only those trained in chemical spill procedures and equipped with appropriate personal protective equipment (PPE) should remain.
- If necessary, use barriers or signage to prevent others from entering the affected area until the spill is contained, and the area is deemed safe.

Containment

- Trained personnel should assess the spill's spread and, if safe to do so, contain it using spill kits located in designated storage areas.
- Personal protection measures, as indicated on the Material Safety Data Sheet (MSDS) for the specific chemical, must be followed. Avoid any actions that could lead to cross-contamination.
- Limit the spill from spreading by surrounding it with absorbent materials as indicated in the spill response kit instructions.

Clean-Up

- Only trained staff should proceed with the clean-up, donning appropriate protective gear as specified on the MSDS. All contaminated materials and absorbents should be placed in designated hazardous waste containers.
- Coordinate with Housekeeping for safe disposal of hazardous materials, ensuring compliance with regulatory guidelines for chemical waste.

Report and Review

- After containment and clean-up, the Facilities Manager/HSE Officer should conduct a debriefing with all involved personnel to evaluate the response effectiveness and identify any improvements.

- An Incident Report should be completed by the Facilities Manager/ HSE Officer, documenting the spill details, response actions, and recommendations for future incidents.

Appendix 15: Accident | Incident & Near Miss Report

| GENERAL INFORMATION | | | |
|---|---|---|--|
| Report Type | <input checked="" type="radio"/> Accident | <input type="radio"/> Near Miss (No Injury) | |
| Date / of injury (NOT the Report Submission): | | Time: | |
| Submitted By (Your Name): | | Job Title: | |
| Your E-mail Address: | | | |

INCIDENT CLASSIFICATION / ESCALATION LEVEL

Incident Classified As:

- Level 1 (School)
- Level 2 (Central Office)
- Level 3 (External Authorities Involved / Notified)

EXTERNAL AUTHORITY / SAFEGUARDING NOTIFICATION (if applicable)

- Police involved / notified
- Emergency services involved / notified (Ambulance / Civil Defense)
- Education authority notified (e.g., ADEK / KHDA / MOE/or other relevant authority)
- Safeguarding concern identified

STUDENT / STAFF INFORMATION

1. Full Name: Age:

Classroom # / Office: Location:

Occupation/Classification: Student

2. Full Name: Age:

Classroom # / Office: Location:

Occupation/Classification: Staff

3. Full Name: Age:

Classroom # / Office: Location:

Occupation/Classification: Visitor

LOCATION OF ACCIDENT

Location: Classroom | Office #:

Other (Please describe location):

Equipment involved:

INJURY TYPE (S)

- Fatality
- Infection
- Loss of Consciousness
- Burn (beyond first Aid)

- | | |
|---|--|
| <input type="checkbox"/> Fracture (not fingers or toes) | <input type="checkbox"/> Laceration/Puncture (First Aid) |
| <input type="checkbox"/> Laceration (beyond first aid) | <input type="checkbox"/> Burn (First Aid Only) |
| <input type="checkbox"/> Bruise | <input type="checkbox"/> Sprain or strain |
| <input type="checkbox"/> Foreign Object/Liquid in Eye | <input type="checkbox"/> Fracture (fingers and/or toes) |
| <input type="checkbox"/> Abrasion | <input type="checkbox"/> Near Miss |
| <input type="checkbox"/> Shock/Asphyxiation | |

INJURY CAUSE (S)

- | | |
|---|--|
| <input type="checkbox"/> Catastrophic event or equipment failure | <input type="checkbox"/> Explosion |
| <input type="checkbox"/> Exposure – biological, chemical, or physical agent | <input type="checkbox"/> Acquired Occupational Illness (viral/bacterial/etc) |
| <input type="checkbox"/> Struck by Object | <input type="checkbox"/> Fall or slip |
| <input type="checkbox"/> Over-Extension | <input type="checkbox"/> Striking an Object |
| <input type="checkbox"/> Contact with Harmful Substances | <input type="checkbox"/> Vehicles or Transportation |
| <input type="checkbox"/> Contact with Electrical Current | <input type="checkbox"/> Fire |
| <input type="checkbox"/> Existing Medical Condition (add details below) | <input type="checkbox"/> No Injury |
| <input type="checkbox"/> Other | |

FINAL TREATMENT RECEIVED

- | | |
|---|--|
| <input type="checkbox"/> Hospital (Admission) | <input type="checkbox"/> None Required |
| <input type="checkbox"/> Clinic / First Aid (on site) | <input type="checkbox"/> Hospital (ER) |
| <input type="checkbox"/> Health Centre | <input type="checkbox"/> Other |

Day Absence of full calendar day or more

INJURED AREA (S)

- | | | | |
|--------------------------------------|--------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Eyes | <input type="checkbox"/> Head | <input type="checkbox"/> Arms | <input type="checkbox"/> Chest |
| <input type="checkbox"/> Trunk-Other | <input type="checkbox"/> Legs | <input type="checkbox"/> Hands or Fingers | <input type="checkbox"/> Feet or Toes |
| <input type="checkbox"/> Near Miss | <input type="checkbox"/> Other | | |

CONTRIBUTING FACTOR

- Violation of Safety Policy
- Insufficient Training or Instruction
- Unclassified
- Infraction of Safe Practice
- Defective Equipment
- Insufficient Care or Attention
- Infraction Housekeeping

ACCIDENT DESCRIPTION

Description of Incident and Injury

Cause of the Accident, Incident or the Near Miss:

What happened? (Facts only)

What was the injury?

Witnesses (Names)

CORRECTIVE / PREVENTATIVE ACTION

NOTICE: THIS PART OF FORM WILL FILLED BY OSH OFFICER / FM

Steps Taken to Prevent a Recurrence

Prepared By:

Signature:

Date:

Reviewed By:

Signature:

Date:

Approved by:

Signature:

Date:

This report must be completed within 24 hours of the incident.

Appendix 16: INCIDENT INVESTIGATION REPORT

This form should be completed where further investigation is required to determine root causes, corrective actions, or where the incident is considered serious in nature.

GENERAL INFORMATION

| | | | |
|--|--|----------------|--|
| Date / of injury (NOT the Investigation Report): | | Time: | |
| Date of Initial Incident Report: | | Incident Type: | |

INJURED PERSON DETAILS

| | | | |
|----------------------------|-----------------|-----------|--|
| Full Name: | | Age: | |
| Classroom # / Office: | | Location: | |
| Occupation/Classification: | Choose an item. | | |

LOCATION OF ACCIDENT

| | | | |
|-----------------------------------|--|-----------------------|--|
| Location: | | Classroom Office #: | |
| Other (Please describe location): | | | |
| Equipment involved: | | | |

INJURY TYPE (S)

- | | |
|---|---|
| <input type="checkbox"/> Fatality | <input type="checkbox"/> Infection |
| <input type="checkbox"/> Loss of Consciousness | <input type="checkbox"/> Burn (beyond first Aid) |
| <input type="checkbox"/> Fracture (not fingers or toes) | <input type="checkbox"/> Near Miss |
| <input type="checkbox"/> Laceration (beyond first aid) | <input type="checkbox"/> Burn (First Aid Only) |
| <input type="checkbox"/> Bruise | <input type="checkbox"/> Sprain or strain |
| <input type="checkbox"/> Foreign Object/Liquid in Eye | <input type="checkbox"/> Fracture (fingers and/or toes) |

- Abrasion
- Shock/Asphyxiation
- Laceration/Puncture (First Aid)
- Others

INJURY CAUSE (S)

- Slip / trip / fall
- Manual handling / overexertion
- Electrical / fire / smoke
- Vehicle / transport related
- Contact with Harmful Substances
- Contact with Electrical Current
- Existing Medical Condition (add details below)
- Struck by object / collision
- Equipment / facility issue (including playground)
- Chemical exposure / spill
- Medical episode (non-work related)
- Violence / behaviour related incident
- No Injury
- Other (specify): _____

IMMEDIATE CARE / OUTCOME

- Hospital (Admission)/(ER)
- Clinic / First Aid (on site)
- None Required
- Ambulance
- Other

Day Absence of full calendar day
or more

INJURED AREA (S)

- Eyes
- Trunk-Other
- Multiple areas
- Head / Face
- Leg / knee
- Not applicable (near miss / no injury)
- Arm / Shoulder
- Hands / Fingers
- Other (specify): _____
- Neck / back / torso
- Foot / toes

CONTRIBUTING FACTOR (tick all that apply)

- Supervision level
- Training / awareness gap
- Equipment / facility condition

- Insufficient Training or Instruction
 Environment (wet floor, lighting, congestion, layout)
 Behaviour-related (student/staff actions)
 Procedure not followed / unclear procedure
 Other (specify):

DETAILS OF INDIVIDUALS INTERVIEWED AS PART OF THE INVESTIGATION

| Name | Status (Student/Staff/Visitor) | Role (Witness / Injured / First Responder / Supervisor) | Date |
|------|-----------------------------------|---|------|
| | | | |
| | | | |
| | | | |

Witness statements should be included as appendices to this investigation report

INVESTIGATION DETAILS

- Where and when did the incident/ accident happen?**

- What happened? (facts only, including equipment involved if any)**

- What activity was taking place at the time?**

- What immediate factors contributed? (e.g., environment, behaviour, equipment condition, supervision)**

- Were procedures/controls in place and followed? If not, why not?**

- Was supervision adequate?**

Was training/competence adequate for those involved (including supervisors)?

What injuries or ill health effects were caused (if any)?

Was the risk known? If so, was it controlled? If not, why not?

What actions are required to prevent recurrence? (include whether similar risks may exist elsewhere)

Have similar incidents/accidents happened before?

INCIDENT CAUSES DETAILS: IMMEDIATE CAUSES

Immediate Causes (unsafe acts)

- | | |
|---|--|
| <input type="checkbox"/> Failure to secure | <input type="checkbox"/> Unauthorised use of equipment/area |
| <input type="checkbox"/> Lack of awareness/ knowledge | <input type="checkbox"/> Using defective equipment/ tools |
| <input type="checkbox"/> Lack of attention/ concentration | <input type="checkbox"/> Using equipment improperly |
| <input type="checkbox"/> Violation, taking shortcuts | <input type="checkbox"/> Improper lifting/ loading/ placement |
| <input type="checkbox"/> Improper position for task | <input type="checkbox"/> Horseplay (practical joke with harmful impacts) |
| <input type="checkbox"/> Others | |

Immediate Causes (unsafe conditions)

- Inadequate guards or barriers
- Inadequate ventilation
- High low temperature exposure
- Defective tools, equipment, or materials
- Congestion/ restricted action/ poor access
- Equipment Failure
- Other
- Inadequate warning system or notices
- Fire and explosion hazard
- Hazardous gases/ dusts/ vapours/ fumes
- Inadequate or excess illumination
- Poor housekeeping, disorder

INCIDENT CAUSES DETAILS: ROOT CAUSES

Root Causes (Personal Factors)

- Physical condition (previous injury/ illness, fatigue, blood sugar or impairment due to medicines)
- Mental state (poor judgement, memory failure, fear, emotional disturbance)
- Skill level (inadequate required skill, lack of coaching or infrequent performance of skill)
- Other (specify): _____
- Behaviour / decision-making factors (e.g., inappropriate action, escalation, non-compliance)
- Human error
- Mental Stress (frustration, confusion/ conflicting directions, emotional overload, concentration)

Root Causes (System Factors)

- Inadequate training/ knowledge transfer
- Inadequate/ missing work procedures
- Inadequate tools/ equipment
- Inadequate risk assessment/ management
- Inadequate contractor management
- Inadequate leadership supervision
- Inadequate incident investigation/ analysis
- Inadequate engineering/ design/ controls
- Inadequate maintenance
- Inadequate communication
- Inadequate planned inspection
- Inadequate emergency response plans

Others -

CORRECTIVE & PREVENTATIVE ACTION PLAN

Actions required to address identified causes and prevent recurrence.

| Serial Number | Actions | Responsibility | Date of Completion | Target Date | Status |
|---------------|---------|----------------|--------------------|-------------|--------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Prepared By:

Signature:

Date:

Reviewed By:

Signature:

Date:

Approved by:

Signature:

Date:

Appendix 17: WITNESS STATEMENT FORM

This form should be completed where witness input is required to support the incident investigation and establish an accurate factual account of events.

WITNESS INFORMATION

Witness Name:

Number:

Status:

Student Staff Visitor

Witness E-mail Address:

DESCRIPTION OF THE INCIDENT

Incident time / date:

Location:

*Please describe exactly what you saw or heard.
Include where you were positioned, who was present, and what happened before, during,
and after the incident.
Do not include assumptions – state facts only.*

Signature:

Date:

END OF DOCUMENT