

GEMS Wellington Academy *Al Khail*

Emergency Response Plan

2019

Table of Contents

CONTENTS	
Table of Contents.....	2
I. Introduction.....	3
II. Definitions.....	4
III. Premises Information	4
IV. Emergency Preparedness	4
V. Roles and Responsibilities.....	5
VI. Communication and Training of the Emergency Response Plan.....	7
VII. Emergency Response Escalation – Process Flow.....	7
VIII. Emergency Contact Information.....	8
IX. Documentation / Log of events	9
Appendix A – Fatality or major injury	10
Appendix B – Fire	11
Appendix C – Bomb Threat	12
Appendix D – Child Abduction	15
Appendix E – Missing Child	16
Appendix F – Structural Failure.....	18
Appendix G – Loss of essential services.....	19
Appendix H – Confirmed Legionella Outbreak	20
Appendix I – Active Shooter / Intruder	21
Appendix J – Severe Weather	22
Appendix K – GEMS Incident Reporting Scale	23

I. Introduction

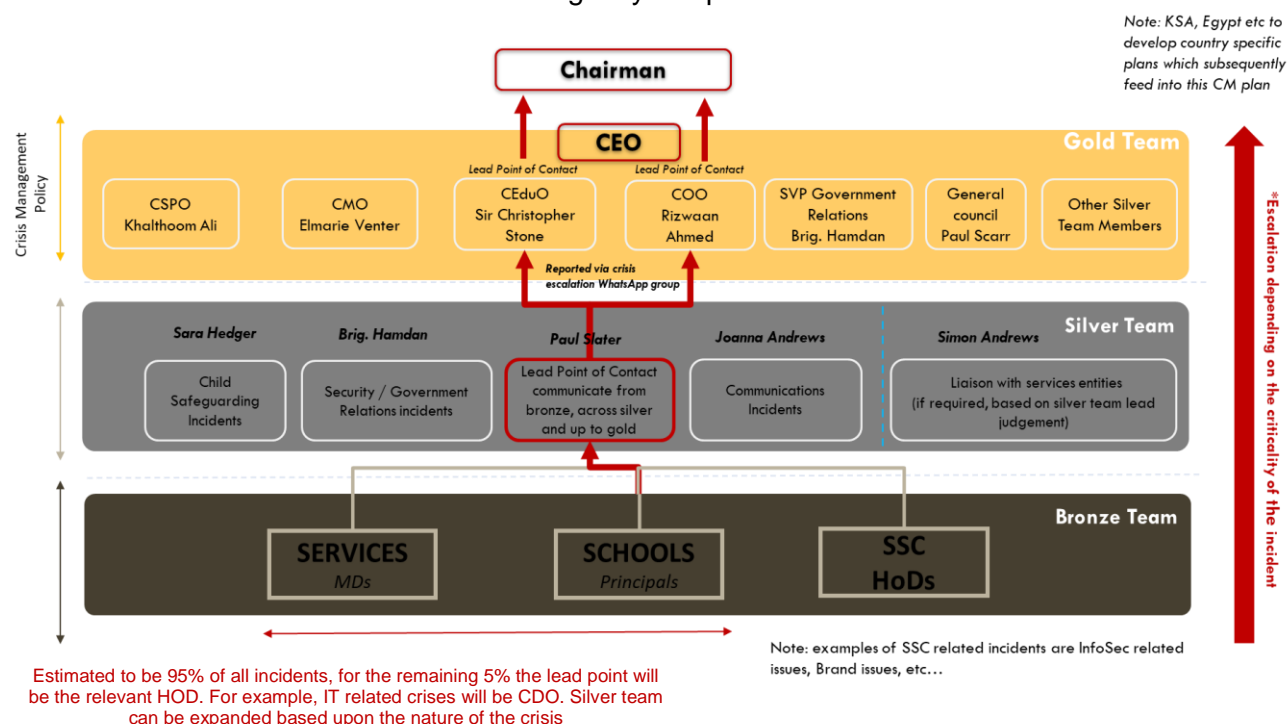
The Emergency Response Plan has been developed in order to provide guidance and instructions of the process to follow in the event of an emergency. The document should be read and understood in conjunction with the documents listed in the below table.

The document has been developed as a generic procedure, to be used across all GEMS schools. Each school is responsible for reviewing the document and making it specific to their own environment.

This document is one of the components of the overarching Crisis Management Policy document. For more details, refer to the below standalone documents:

Document Title	Description	Ownership
GEMS Crisis Management Policy (CMP)	The CMP outlines the processes and resources required to identify and manage a crisis affecting GEMS MENASA's operations in the MENASA.	Health & Safety
Crisis Communication Plan (CCP)	The CCP sets the list of procedures responsible for both internal and external communications of the Company's response to the crisis that have been pre-approved by the CMT (Crisis Management Team).	Communications
Child Safeguarding Crisis Policy	The Child Safeguarding Crisis Policy outlines the processes and resources required to identify and manage a crisis specific to child safeguarding incidents at the schools.	Child Safeguarding

Emergency and crisis events follow a down to top (schools to SSC Highest Management) escalation approach, depending on the criticality of the incident, as illustrated in the image below. This document focuses on the Emergency Response Procedures at the schools level:



The detailed process flow is depicted in paragraph I. Emergency Response Escalation – Process Flow.

II. Definitions

Crisis - an inherently abnormal, unstable and complex situation that represents a threat to the strategic objectives, reputation or existence of an organisation (PAS, 200).

Crisis Management - Strategically directed activities to prevent, respond to, mitigate the effects of and recover from a crisis (PAS, 200).

Emergency Response Plan - A document or collection of documents that sets out the overall framework for the initiation, management, co-ordination and control of personnel and assets to reduce, control or mitigate the effects of an emergency.

Assembly Point - Building or area on the periphery of an area affected by an emergency, to which evacuees are directed to evacuate too.

Emergency Exercise - A simulation designed to validate organisations' capability to manage incidents and emergencies. Specifically, exercises will seek to validate training undertaken and the procedures and systems within emergency or business continuity plans.

Emergency Response Team Lead – A defined person who is responsible for co-ordinating incidents within the school. This can be either the Principal/Superintendent or another allocated member of the management team.

Emergency Response Team – A team of nominated employees from within the school, with their role being to provide support and guidance during and after the incident.

Risk assessment - A structured and auditable process of identifying potentially significant events, assessing their likelihood and impacts, and then combining these to provide an overall assessment of risk, as a basis for further decisions and action.

III. Premises Information

The following points should be included within the plan:

- Building size –
- Number of floors –
- Maximum occupancy –
- Current occupancy –
- Number and location of fire assembly points –
- Access information for emergency services –

IV. Emergency Preparedness

This document establishes the procedures to follow for specific emergencies scenarios. The following sections establish the roles and responsibilities of each stakeholder during an emergency, the escalation flow of the emergency and guidance on training and exercising to conduct for each emergency scenario.

Name	Reference	Annual Testing / Drills / Exercising
Fatality or major injury	Appendix A	No drills – Extra guidelines will be given from Security/ HSE / Child Safeguarding
Fire	Appendix B	<i>Fire drills minimum 3 times annually (including one with Civil Defence)</i>
Bomb Threat	Appendix C	No drills – Extra guidelines will be given from Security and HSE
Child Abduction	Appendix D	No drills – Extra guidelines will be given from Child Safeguarding and HSE
Missing Child	Appendix E	No drills – Extra guidelines will be given from Security and HSE and Child Safeguarding
Structural Failure	Appendix F	No drills – Extra guidelines will be given from HSE
Loss of essential services	Appendix G	No drills – Extra guidelines will be given from HSE
Confirmed Legionella outbreak	Appendix H	No drills – Extra guidelines will be given from HSE
Active Shooter/ Intruder	Appendix I	As already defined by the school
Severe Weather	Appendix J	No drills – Extra guidelines will be given by HSE

Fire and lockdown drills are mandatory and set in advance by the schools. As for the other procedures, Crisis Coordination Team members will be providing additional guidance and separate standalone guidelines along with awareness and training sessions to all schools.

V. Roles and Responsibilities

The following roles and responsibilities have been established:

Designation	Named Personnel	Roles and Responsibilities
Initial Responder	-	<ul style="list-style-type: none"> Inform the internal First Aid Team for medical intervention Contact Emergency External numbers for serious incidents
First Aid Team / Medical Response Team	<i>Doctor, School Nurses</i>	<ul style="list-style-type: none"> Provide immediate medical support until emergency responders arrive Part of the Emergency Response Team (ERT) and first responders to an emergency event Report directly to ERT Lead (by default the Principal or Superintendent) Ensure all medical equipment is in place and ready for use Inform ERT about the condition of any injured person(s)
Emergency Response Team	<i>Principal / MSO & AMSO/ Security/ALT</i>	<ul style="list-style-type: none"> Reach emergency spot and take charge of situation. Determine the priorities that will drive the overall Emergency response and guide site / tactical responders. Activates the school emergency plan, if needed (lockdown, evacuation or shelter-in-place etc.)

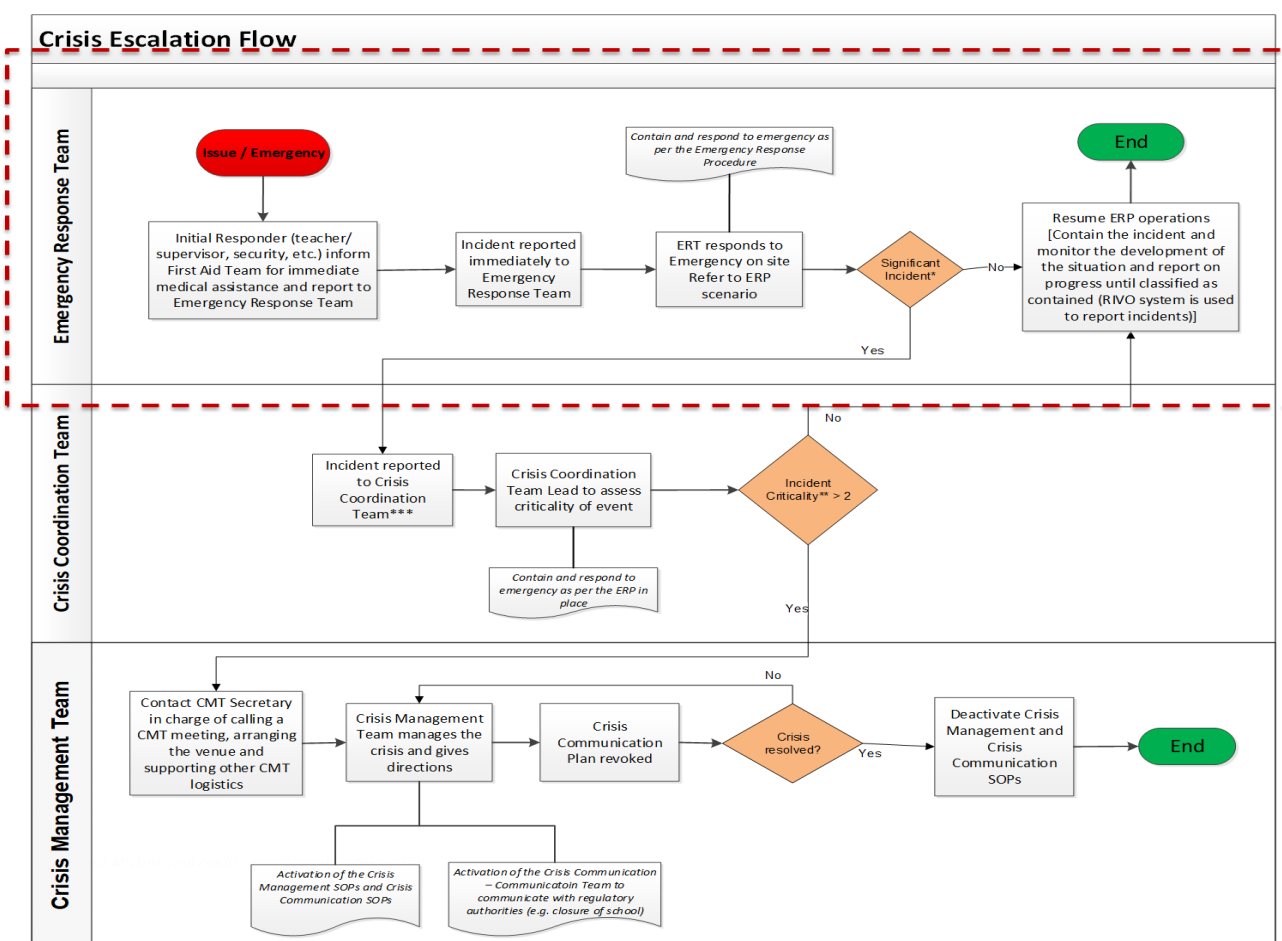
		<ul style="list-style-type: none"> • Perform initial assessment of the situation and give appropriate instructions to First Aid Team for further actions • Arrange for evacuation/lock down of students/ teachers/ staff/ visitors based on the type of emergency • Liaise with relevant authorities throughout the duration of the emergency and coordinate actions for resources required, rescue, head count, first aid, hospitalization, evacuation etc. • Take a decision of evacuation based on assessment and inform Emergency Response Team for necessary evacuation ensuring evacuation is complete • Ensure staff are equipped with relevant training • Assess the nature of emergency and initiate suitable actions to control the emergency suitably and activate the emergency response plan
Emergency Response Team Lead	<i>Neil Matthews</i>	<ul style="list-style-type: none"> • Ensure that the Emergency Response Plan is reviewed at regular intervals and communicated to the relevant stakeholders • Ensure that the required emergency exercises are conducted in line with policy requirements • Ensure that an Emergency Response Team is appointed within the school and that their roles and responsibilities are clearly communicated to them • Coordinate emergencies within their respective school and ensure that the correct reporting and communication processes with relevant stakeholders are established • Responsible for escalating critical incidents to the Crisis Coordination Team lead • Responsible for reporting to Management, responsible for public information and liaison with the authorities
Principal (if Principal is not the appointed Emergency Response Team Lead)	<i>Douglas Pettitt/Cheryl Isaac</i>	<ul style="list-style-type: none"> • Overall ownership of the execution of the Emergency Response Procedure • Designated as spokesperson; coordinates media briefings and news releases as necessary • Responsible for the immediate management of the incident, this will involve liaising with school personnel, emergency response team, emergency services and crisis management silver level • Vice Principal or deputy Principal will be holding these responsibilities in case the Principal was not available during the incident
Teachers / Classroom Assistants / Admin Staff/ Global Services Staff/ Third parties etc.	<i>All</i>	<ul style="list-style-type: none"> • Bring the class attendance sheets • Supervise students during evacuation • Leave the building and report to the predetermined assembly point (in case of evacuation) following the Emergency Wardens directions • Familiarize themselves with the school procedures for emergencies

VI. Communication and Training of the Emergency Response Plan

The plan will be communicated to all employees within the school, via the Principal (as mentioned in the Roles and Responsibilities). The plan will be accessible to all employees via the SharePoint site. The plan should be revised on an annual basis and on an adhoc basis if any update/ modifications is required. Additional modifications/ updates may also be communicated from the SSC.

All staff/ teachers called by the Principal will be expected to participate in any emergency scenario exercises conducted as per the schedule provided by the school. A copy of the Emergency Response Plan will be available and accessible to all employees.

VII. Emergency Response Escalation – Process Flow



*Significant Incident: Any incident that would may incorporate major injury or fatality, property damage or have negative repercussions on the school's or GEMS' reputation.

**Crisis Criticality: Please refer to *Appendix K – GEMS Incident Reporting Scale*

***Crisis Coordination Team: see team members included in table below.

Focus of this plan document is on the Emergency Response procedures during an incident/ emergency.

VIII. Emergency Contact Information

External Emergency Contact		
Name	Contact Number	
Police	999	
Ambulance	998	
Civil defence	997	
Electricity failure	911	
Water failure	922	
Nearby Hospitals	King's College Hospital London	
Nearby Police Stations	Al Barsha Police Station, Dubai	
Other important information		
Emergency Response Team Contact		
Designation	Full Name	Contact Number (s)
Principal (Emergency Team Lead)	Neil Matthews	0562900162
Vice Principal	Douglas Pettitt	0589710255
Emergency Team Member 1	Cheryl Isaac	
Emergency Team Member 2	Manu Rajan	0523335293
Emergency Team Member 3 etc.	Sajeesh Sasidheran	0557892516
Crisis Coordination Team		
Designation	Full Name	Contact Number(s)
HSE Lead <i>(specialist assigned and key contact on all HSE related incidents)</i>	Key Person: Paul Slater Supported by: Santosh Hadinaru	0529061201 0562242702
Child Safeguarding Lead <i>(specialist assigned on all Child Safeguarding related incidents)</i>	Key Person: Sara Hedger Supported by: Emily Ellington	
Security Lead <i>(specialist assigned and key contact on all Security related incidents)</i>	Key Person: Hamdan Alraisi Supported by: Aamir Boukhari	
Communications Lead <i>(specialist assigned and key contact on all communications related incidents)</i>	Key Person: Joanna Andrews Supported by: Rose Youssef	
Risk & Compliance Lead <i>(specialist assigned on all other related incidents)</i>	Key Person: Wigger Kuiper Supported by: Sandy Nader	

IX. Documentation / Log of events

All incidents, regardless of their criticality should be logged and documented in RIVO system. In case of non-availability or lack of access to the system, please use the below as a template of log of events:

Date / Time	Incident / Event Description	Communicated To	Remedial Actions	Name

Note. This sheet should also be used to report incidents that are not related to HSE/ Child safeguarding/ Security (e.g. communications or reputational issues).

Appendices – Emergency Response Procedures

Appendix A – Fatality or major injury

If the incident occurs during school hours:

- a) Contact emergency services and school clinic. If trained, provide any immediate first aid care. This may include first aid care for other potentially injured persons.
- b) If the incident occurs outside of school hours, it is likely that the security personnel will be the initial responder. The same process of communication and action should be adopted.
- c) Notify Principal who can then invoke the Emergency Response Plan.
- d) Ensure the scene is secured as soon as reasonably possible, removing any students from the direct area.
- e) Communicate to the family members of the injured.
- f) Identify potential witnesses for further interviews/ discussion later.
- g) Do not engage in any formal or informal conversations with anyone outside the Crisis Coordination Team and do not make any comment to the public or press.

Following the incident:

- h) Work with GEMS communication team to establish formal methods of communication to parents, students and other stakeholders.
- i) Conduct investigation with the support of GEMS HSE team.
- j) Establish students or staff members that may require counselling support.
- k) Review existing processes including any relevant risk assessments.
- l) Principal, VP HSE in coordination with GEMS Communication team to generate and communicate a completed report to relevant stakeholders.

Appendix B – Fire

In the event of finding a fire the following procedure must be followed:

- a) Immediately raise the alarm by activating the nearest manual call point (MCP).
- b) If safe to do so rescue any persons who are in immediate danger.
- c) If safe to do so, attempt to tackle the fire, please note that you must never put yourself or others at risk. Fires larger than a waste paper bin should be left to trained emergency personnel.
- d) Notify the Emergency Response Team who will attend the site and assess the situation. The Emergency Response Team will determine the need for emergency response and notify the emergency services.
- e) Evacuate the building safely and smoothly supporting any persons on the way. Make your way to the designated fire assembly point and await roll call.
- f) As soon as reasonably practical the Principal is to notify the silver team lead; this will subsequently invoke the GEMS crisis management plan.

In the event of hearing a fire alarm, the following procedure must be followed:

- g) Stand down from your immediate duties.
- h) Teachers within classrooms are to collect the emergency pack from their room and put on their high visibility jacket.
- i) Commence the evacuation of their class or areas in an orderly fashion, making their way to the nearest safest fire exit and head to the fire assembly point.
- j) Administration staff must commence the evacuation of the administration areas.
- k) Selected fire marshals must ensure that a sweep of their designated areas is carried out.
- l) Once at the fire assembly point, teachers must conduct a roll call and report the findings to the Emergency Response Team.

Following the incident

- m) Work with GEMS communication team to establish methods of communication to parents, students and other stakeholders.
- n) Conduct investigation with the support of GEMS HSE team.
- o) Establish students or staff members that may require counselling support.
- p) Review existing processes including any relevant risk assessments.
- q) Principal, VP HSE and GEMS Communication Team to generate and communicate a completed report to relevant stakeholders.

Appendix C – Bomb Threat

Bomb threats containing accurate and precise information, and received well in advance of an actual attack, are rare occurrences. The vast majority of cases are hoaxes and the intent is social engineering, to cause disruption, fear and/or inconvenience the victim.

A bomb threat can be communicated in a number of different ways. The threat is likely to be made in person over the telephone; however, it may also be a recorded message, communicated in written form, delivered face-to-face or, increasingly, sent by email or social media.

If you receive a threat, you should:

- a) If the message is via telephone, stay calm and listen to the caller/message.
- b) As soon as possible note any information on the bomb threat checklist or any paper/note pad (see in the following paragraph the bomb threat checklist).
- c) Immediately notify your Principal.
- d) If the notification is via SMS or social media do not delete or respond to the message and inform the Principal immediately.
- e) Principal to notify the emergency services of the threat and decide on the immediate course of action. Principal to notify silver team lead.
- f) It is important that you don't delay on your actions, the Principal has the responsibility for the immediate action to take.

If a decision to evacuate is made, the following actions should be considered:

- It is important to appoint people, familiar with evacuation points and assembly points, to act as marshals and assist with this stage.
- If the location of the suspect package is known, evacuation routes must avoid the area. Areas to avoid should be clearly communicated prior to the evacuation taking place. This can be achieved through the PA system within the school or communication via the evacuation teams.
- Emergency services will be able to support upon arrival. However, as mentioned you should not delay the decision to evacuate if you suspect there is a credible threat.

Remain indoors

In some instances, it may be safer to remain within the school. For example, if the location of the device is noted as being outside of the school. People should

be advised to move away from windows and doors. If the location of the suspected device is not known, external evacuation would be a justifiable course of action.

Decision not to evacuate or remain and continue as normal

Based upon the initial assessment and if the threat is deemed as a hoax, a decision to continue as normal may be made. The Principal will make this decision and may seek advice and support from the police and members of the Emergency Response Team, in his/her decision.

Media / parent communications

Any communications relating to the incident are to be approved by the GEMS media and communications department. A number of holding statements have been generated in advance, with the appropriate message being released as and when required. All media interviews should only be delivered by trained members of the GEMS Communications team.

Bomb Threat Checklist

The following actions should be taken:

1. Remain calm and talk to the caller
2. Note the callers number if displayed on your phone
3. If you are able to record the call
4. Write down as much information as possible below

When, where, what, how & why

About the caller male ☐ Female ☐
Language well-spoken ☐ Irrational ☐ Taped ☐ Incoherent ☐
Callers voice Calm ☐ Crying ☐ Angry ☐ Slow ☐ Stutter ☐
Disguise ☐ Familiar ☐ Laughing ☐
Any specific accent:
Background sounds: Street noises ☐ House noises ☐ Cars ☐ Clear ☐ Other voices ☐

Date of call –

Time of call –

If possible, try to ask the following questions and note the answers given:

1. Where exactly is the bomb right now –
2. When is it going to explode –
3. What does it look like –
4. How will it be detonated –
5. Did you place the bomb –
6. What is your name –
7. Why did you place the bomb –
8. What does the bomb contain –

Once coming off the phone, immediately notify the Principal or deputy and security head

Time notified and who:

--

Appendix D – Child Abduction

If a child makes a report of a suspected abduction within or outside of the school, the following should be considered:

- a) The person who the report is made to must immediately notify their line manager.
- b) The line manager will then notify the Principal or the Deputy/ Vice Principal.
- c) The Principal will notify the security supervisor and decide upon the course of action. If the attempted abduction has occurred within the school, an immediate lock down of the school may be required. This will be initiated by the Principal.
- d) The Principal will notify the police as soon as reasonably possible. A review of the CCTV should be conducted immediately; this will help to identify any potential perpetrators.
- e) The Principal will notify the silver team lead as soon as possible; this will allow the crisis management plan to be invoked.

If a person observes what he/she believes to be suspicious activity, the following should be considered:

- a) Immediately notify a member of the security team.
- b) Be cautious and only approach the person if safe to do so.
- c) If possible mentally note the person and any vehicle they are in, colour, type, registration number etc.
- d) Principal should immediately notify the Police and parents. Also immediate notification to the silver team lead. This will invoke the crisis management plan.

Following the incident

- a) Work with GEMS communication team to establish methods of communication to parents, students and other stakeholders.
- b) Conduct investigation with the support of GEMS HSE, Child Safeguarding and security team. This will include, identifying potential witnesses and obtaining statements, reviewing CCTV, analysing sign in logs etc.
- c) Establish students or staff members that may require counselling support.
- d) Review existing processes including any relevant risk assessments.
- e) Principal, Child Safeguarding Head and VP HSE in coordination with GEMS Communications Team to generate and communicate a completed report to relevant stakeholders.

Appendix E – Missing Child

If a child is suspected of being missing from within the school, the following procedures are to be followed:

- a) The staff member who is notified must immediately inform the Principal and the security team.
- b) An immediate sweep of the premises must be conducted by the security team and school employees. Ensure areas such as toilets, clinic, pool, storage areas, sports halls etc. are checked. In parallel, a review of the CCTV will be conducted by the security personnel, in order to establish the movements of the missing child within the school.
- c) If the missing child is a bus transport student, the STS Service Delivery Executive will be contacted to establish if the student arrived in the morning via the bus service or has since left.
- d) If the missing student is not found following an immediate sweep of the premises, the parent/guardian will be notified. It is recommended that no longer than thirty minutes is taken to notify the parent. At this point, the police may also be notified. This will be done in consultation with the parent.
- e) At this stage the Principal will notify the silver team lead, in order to invoke the crisis management plan.
- f) The school will support the police during their investigations and provide any necessary information they may have.

If a child is suspected of being missing whilst on a school excursion, the following procedures are to be followed:

- a) The staff member supervising the excursion must be notified immediately.
- b) An immediate sweep of the premises/location must be conducted. If the premises/location have a security team, they must be notified immediately. A review of the CCTV will be conducted by the security personnel, in order to establish the movements of the missing child.
- c) The supervisor will notify the Principal to inform him/her of the situation.
- d) If the missing student is not found following an immediate sweep of the premises/location, the parent/guardian will be notified. It is recommended that no longer than thirty minutes is taken to notify the parent. At this point, the police may also be notified. This will be done in consultation with the parent.

- e) At this stage the Principal will notify the silver team lead who will be liaising with the Crisis Coordination team, in order to invoke the crisis management plan.
- f) The school will support the police during their investigations and provide any necessary information they may have.

Following the incident

- a) Work with GEMS communication team to establish methods of communication to parents, students and other stakeholders.
- b) Conduct investigation with the support of GEMS HSE, Child Safeguarding and security team. This will include, identifying potential witnesses and obtaining statements, reviewing CCTV, analysing sign in logs etc.
- c) Establish students or staff members that may require counselling support.
- d) Review existing processes including any relevant risk assessments.
- e) Principal, Child Safeguarding Head and VP HSE in coordination with GEMS Communication Team to generate and communicate a completed report to relevant stakeholders.

Appendix F – Structural Failure

In the event of a structural failure or suspected risk of one occurring, the following procedures must be followed:

- a) Immediately evacuate all persons from the area and if safe to do so, provide any immediate first aid care. Depending upon the severity a whole school evacuation may be required, this will be determined by the Principal. If a whole school evacuation is required, communication should be conducted via the PA system, with clear instructions given.
- b) If an evacuation is required, escape routes will be diverted away from the incident location.
- c) Contact the emergency services to provide medical and emergency support.
- d) At this stage the Principal will notify the silver team lead, in order to invoke the crisis management plan.
- e) As soon as reasonably possible and once the location is deemed safe for access, a structural assessment must be carried out. This should be conducted via the GEMS properties team, who will appoint a suitable contractor.
- f) The area will only be re-opened following the structural assessment and the confirmation that it is deemed safe by a competent person.

Following the incident

- a) Work with GEMS communication team to establish methods of communication to parents, students and other stakeholders.
- b) Conduct investigation with the support of GEMS HSE and properties team.
- c) Review existing processes including any relevant risk assessments.
- d) Generate and communicate a completed report to relevant stakeholders. This will include the consultant's structural assessment.

Appendix G – Loss of essential services

Loss of essential services could include, HVAC, water, electricity etc. In the event of such an incident, the following procedures should be followed:

- a) Principal and SLT are to determine the school impact and decide on the appropriate action. For example, a complete loss of HVAC services during the summer months may necessitate a complete temporary closure of the school.
- b) At this stage, the Principal will notify the silver team lead who will be liaising with the Crisis Coordination Team in order to invoke the crisis management plan.
- c) In the event of such a closure, clear communications must be issued to parents of the procedures to collect their children. For children that use STS bus transport services, suitable arrangements will be made for an early collection. Again, this must be communicated to parents so that they are available for a potentially early home drop off.
- d) The Principal or MSO will liaise with the Infracare manager to establish the course of action to return the services to normal. Based on the assessment, clear communication should be sent to the parents. GEMS corporate communications team can assist on the communication.

Following the incident

- a) Work with GEMS communication team to establish methods of communication to parents, students and other stakeholders.
- b) Review existing processes including any relevant risk assessments.
- c) Principal, GEMS HSE in coordination with GEMS Communication Team to generate and communicate a completed report to relevant stakeholders.

Appendix H – Confirmed Legionella Outbreak

Dubai Municipality guidelines for the control of legionella in water systems, defines an outbreak as ‘two or more confirmed cases of Legionellosis occurring in the same locality within a six-month period’

In the event of a confirmed case of legionella, the following procedures should be followed:

- a) Immediately report the incident to the silver team lead.
- b) HSE department to report to the local municipality, in line with reporting requirements.
- c) Liaise with Infracare to establish potential sources of the bacteria, this may include, cooling towers & hot and cold water systems. Establish any further needs for microbiological and water testing across the school. Review past test results to establish any potential areas of concern.
- d) Liaise with the school medical team to establish any potential students/employees that may be showing any symptoms. If any are identified, they should be advised further medical treatment.
- e) Until further testing are conducted, contact authorities (e.g. KHDA) and get recommendations from authorities in case of any need to shut the school.

Following the incident

- a) Work with GEMS communication team to establish methods of communication to parents, students and other stakeholders.
- b) Review existing processes including any relevant risk assessments.
- c) Principal and VP HSE to generate and communicate a completed report to relevant stakeholders.
- d) Monitor micro biological test results and ensure they remain in line with Municipality requirements.

Appendix I – Active Shooter / Intruder

A lock down may be initiated in the event of a suspected intruder being within the school premises. An intruder could include an employee, parent, student or other person.

- a) An intruder may be identified initially by a student, member of staff or security. Any suspicious activity must be immediately notified to either the nearest member of staff, the head guard or directly to the Principal.
- b) The Principal must make an immediate assessment of the situation and determine if a lock down is to be initiated. Principal to notify the silver team lead as soon as reasonably possible.
- c) To initiate a lock down the Principal or nominated employee must make a pre-determined announcement over the public address system. It is suggested that schools follow the simple announcement of 'lock down, locks, lights, out of sight'.
- d) Dependent upon the nature of the incident, the relevant emergency services must be notified immediately. This should be done via the head guard or Principal.
- e) Upon hearing the announcement, all employees must follow their pre-determined lock down training procedures. This will include, securing access into rooms, closing window blinds, barricading doors and positioning all students out of sight.
- f) All persons must remain in their 'lock down' location, until the public address announcement is made. Each school must ensure that they have a pre-determined code phrase, which will indicate the end of the lockdown. It is recommended that the code phrase is changed annually and clearly informed to students and staff.

Following the incident

- a) Work with GEMS communication team to establish methods of communication to parents, students and other stakeholders.
- b) The Principal will support with any external authority investigations and provide information regarding internal investigations.
- c) Review existing processes including any relevant risk assessments.
- d) Principal, VP HSE and Child Safeguarding Head in coordination with GEMS Communication Team to generate and communicate a completed report to relevant stakeholders.

Appendix J – Severe Weather

Severe weather can include examples such as, excessive rain leading to local flooding, high winds, sand storms, excessive temperatures. In the event of such incidents, the following procedure should be followed as a general rule.

- a) Principal and SLT are to determine the school impact and decide on the appropriate action. This may be dictated by a regulatory body who instruct schools to close due to the severe weather.
- b) If a decision to close the school is made then the appropriate communications must be issued to parents, students, transport services and employees. Students are to be kept in a safe assembly location within the school until pickups can commence.
- c) Principal to report the incident to the silver team lead.
- d) Students must be immediately removed from any areas which are exposed to particular risk. This could include areas of flooding or areas which could be impacted by high winds. Students must be brought inside to a safe point and remain until safe collection can be arranged.
- e) Refer to the hot weather policy for guidance.

Following the incident

- a) Work with GEMS communication team to establish methods of communication to parents, students and other stakeholders.
- b) The principal and leadership team will need to assess the school and determine when it can be safely re opened. Where any structural or facility damage has occurred, confirmation must first be sought from the properties department.
- c) Generate a report for key stakeholders if required.

Appendix K – GEMS Incident Reporting Scale

	Incident Criticality Level	Incident Descriptor	HSE	Communications	Child Safeguarding	Others
Gold Level	1	Matter with Public Interest Implications / Accident	<ul style="list-style-type: none"> Single or multiple fatalities or major injuries Major injury requiring hospitalization / permanent injury 	<p>An incident that sparks media interest and/or cause concern to the entire community.</p> <p>(ie. Death at a school, terror threat, fire at school, sexual harassment case)</p>	Child safeguarding/Child Protection incident leading to a catastrophic impact on brand reputation. This could include allegations against members of GEMS staff, volunteers or services.	<ul style="list-style-type: none"> Any event relating to fraud, corruption or bribery Law enforcement investigation into possible criminal activity by member(s) of staff
	2	Matter Not Affecting General Public / Accident or Significant Incident	<ul style="list-style-type: none"> Injury requiring external medical treatment. Non-permanent injury. 	<p>An incident that affects the school and the school community.</p> <p>(ie. A closure of a school, sudden departure of a principal/key staff, injury at the school, lapse of judgement resulting in an incident)</p>	Child safeguarding/Child Protection incident that requires external agency reporting and notification to the GEMS Head of Safeguarding & Child Protection (HoSCP).	<ul style="list-style-type: none"> Any other incident that is notifiable to a Regulator and is not a GIRS 1 incident.
Silver Level	3	Incident	<ul style="list-style-type: none"> Minor injury that does not require any external medical treatment. 	<p>Something that impacts students, staff that could damage the school's reputation or the GEMS brand if not managed well.</p> <p>(ie. Minor incident at the school that is contained like a fire).</p>	A child-safeguarding incident that is reported investigated and managed by the school, that warrants only limited GEMS HoSCP involvement.	<ul style="list-style-type: none"> An information security breach affecting company information / property which would disrupt our ability to function
	4	Anomaly	<ul style="list-style-type: none"> Near miss incident 	<p>Something that could hurt the school brand and GEMS reputation.</p> <p>(ie. inappropriate material, minor accident, bullying)</p>	A child safeguarding incident that is reported, investigated and managed by the school, with no further actions being required and does not warrant involvement by GEMS HoSCP.	<ul style="list-style-type: none"> An information security breach or weakness which has minimal impact to GEMS MENASA and recovery can be scheduled to an appropriate time without negatively impacting the business function
Bronze Level						

