

# The Westminster School Emergency Response Plan

Developed by: TWS ERT (Emergency Response Team)

Date developed: 14 April 2026

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|            |                     |
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## 1. About this Emergency Response Plan (ERP)

This plan is based on HSE-FORM-25 GEMS School Emergency Response Plan Template v5.0 and is customised by each school to reflect its specific layout, staffing, and operations. It incorporates the *Fire Evacuation Plan* (previously a separate document known as *Form 4*).

This *Emergency Response Plan (ERP)* must be reviewed at least annually, and updated as required following emergency drills, actual incidents, or changes advised by authorities or the GEMS HSE Team.

Once tailored, the ERP sets out clear practical actions to manage emergency situations, including evacuation, lockdown, and shelter-in-place. It should be used alongside HSE-POL-01 GEMS Fire Safety and Evacuation Policy and forms part of the wider GEMS crisis management framework.

## 2. GEMS Incident escalation structure

Across GEMS Education, emergencies and crisis events are managed through a structured escalation process, progressing from school level to central and executive leadership as required. Incidents are managed across three levels (Bronze, Silver and Gold) as outlined below (adapted from the GEMS Crisis Management Policy).

|                                                      | Description                                                                                                                                              | Team Lead                                                           | Plans / Guidelines                                                                                |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Gold Team</b><br>Crisis Management Team (CMT)     | Senior Executives who are responsible for the strategic management of the incident when a crisis is declared.                                            | Chief Risk and Assurance Officer (CRAO)                             | <u>GEMS Crisis Management Policy</u>                                                              |
| <b>Silver Team</b><br>Crisis Coordination Team (CCT) | Team responsible for coordinating, managing, and acting as liaison between Bronze & Gold teams. Ultimately responsible for declaring incident as crisis. | Head of HSE                                                         | Specialised SOPs (e.g. <u>Child Safeguarding Crisis Plan</u> , <u>Parent Communication Plan</u> ) |
| <b>Bronze Team</b><br>Emergency Response Team (ERT)  | Team who is the first responder on the scene, i.e. school level responders                                                                               | School ERT Lead and Deputy Lead (details in <u>Section 3</u> below) | <u>School Emergency Response Plan (ERP)</u>                                                       |

The level of escalation is determined by the criticality of the incident (ie. its severity and impact). The examples below provide guidance on typical health and safety incidents and their corresponding escalation levels (as adapted from the GEMS Crisis Management Policy).

| Definitions                                                                                                                     | Incident Criticality Level |   | Examples of health and safety incidents                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------|---|---------------------------------------------------------------------------------------------------------------------------------|
| A major and serious incident with severe organisational impact, requiring executive intervention and strategic decision-making. | Gold Level                 | 1 | Examples include single or multiple fatalities, major injury requiring hospitalization, major fire, matters of public interest. |

|                                                                                                                            |              |   |                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------|--------------|---|------------------------------------------------------------------------------------------------------------------|
| A significant incident disrupting operations but manageable without executive involvement, requiring coordinated response. | Silver Level | 2 | Examples include major injuries requiring external medical treatment, and incidents resulting in school closure. |
| Locally managed incidents at schools, with the potential to escalate into a more critical situation.                       | Bronze Level | 3 | Examples include minor injuries that do not require any external medical treatment.                              |
|                                                                                                                            |              | 4 | Anomaly / near miss incident.                                                                                    |

### 3. Emergency contacts

| External Emergency Contacts |                                          |                           |
|-----------------------------|------------------------------------------|---------------------------|
| Police                      | -                                        | 999                       |
| Ambulance                   | -                                        | 998 in UAE / 999 in Qatar |
| Civil Defence (Fire)        | -                                        | 997 in UAE / 999 in Qatar |
| Water emergency             | -                                        | 992 in UAE / 999 in Qatar |
| Electricity emergency       | -                                        | 991                       |
| Police non-emergency        | -                                        | 901                       |
| Government helpline         | -                                        | 800 555                   |
| Nearby Hospital             | NMC & ZULEKHA Hospital, Al Qusais, Dubai | 800 6624/ 600 524442      |
| Nearby Police Station       | Al Qusais Police Station, Dubai          | 04 606 1600               |
| Other important information |                                          |                           |

| Silver Team – Crisis Coordination Team (CCT) |                                                         |                                  |
|----------------------------------------------|---------------------------------------------------------|----------------------------------|
| Health and Safety Lead                       | Belinda Griffiths<br>Supported by: [ HSE BP Name ]      | 052 830 0054<br>[ Phone number ] |
| Safeguarding Lead                            | Claire Scowen<br>Supported by: [ Safeguarding BP Name ] | 058 581 0038<br>[ Phone number ] |
| Security Lead                                | Hamdan Alraisi<br>Supported by: Aamir Bhukari           | 055 944 1111<br>055 554 0786     |
| Communications Lead                          | Suad Merchant<br>Supported by: Infantia James           | 050 451 6406<br>052 707 3308     |
| Risk & Compliance Lead                       | Bilge Battal<br>Supported by: Ania Siali                | 052 788 1418<br>058 509 1975     |

| Bronze Team – Emergency Response Team (ERT) |                         |              |
|---------------------------------------------|-------------------------|--------------|
| ERT Lead                                    | Mr. Carl Roberts        | 050 955 8406 |
| Deputy ERT Lead                             | Dr Vijayakumari Sathyan | 056 735 6357 |
| MSO                                         | Mr. Kiran Bhasker       | 055 438 4773 |
| STS/BBS Representative                      | Mr. Bhaskar Balaraman   | 055 220 7488 |

|                                     |                           |              |
|-------------------------------------|---------------------------|--------------|
| Security (Head Guard)               | Mr. Eliud Kipsang         | 050 210 2295 |
| Parent Relations Executive          | Ms. Deeksha Fernandes     | 050 872 6369 |
| Executive Secretary                 | Ms. Philomena Mascarenhas | 052 8430168  |
| ASST PRINCIPAL SECONDARY & 6th Form | MS. Grace Aluoka          | 050 769 5668 |
| ASST PRINCIPAL PRIMARY              | Ms. Chanda Pant           | 050 368 1920 |
| Assistant MSO                       | Ms. Sushil Thapa          | 050 219 7674 |
| MST                                 | Aromal R K                | 056 574 1901 |
| Assistant Principal – Pastoral      | Ms. Neelofar Saleem Ali   | 052 840 7469 |

| Fire Wardens               |              |                                                                                                              |
|----------------------------|--------------|--------------------------------------------------------------------------------------------------------------|
| Name                       | Phone        | Location / Responsibility                                                                                    |
| KIRAN BHASKER              | 055 4384773  | CHIEF MARSHAL / ASTRO TURF. Coordination with Sweep Marshals and provide All Clear                           |
| Sushil Thapa               | 050 219 7674 | Coordination with TWS Facility Teams-Inform MSO                                                              |
| Aromal R K                 | 056 574 1901 | At the Fire Panel to find out the reason for the alarm-Inform MSO if it is safe to come back to the building |
| ANEESH CHANDRAN            | 052 6871402  | ASTRO TURF                                                                                                   |
| NEELOFAR SALEM ALI         | 052 8407469  | PRIMARY SECTION – FF AND SF                                                                                  |
| Rancy D'Souza              | 054 707 9025 | LABORATORIES – SECONDARY BOYS SECTION                                                                        |
| SWETHA K V                 | 050 2268441  | LABORATORIES – PRIMARY SECTION                                                                               |
| FATHIMA FAISA              | 056 7103976  | GATE 6/ SECONDARY GIRLS GF                                                                                   |
| DERRICK ENNISON            | 050 152 2057 | MPH EXIT / PRIMARY SCHOOL                                                                                    |
| VINOD KUMAR                | 052 135 1042 | GATE 3 / SECONDARY BOYS                                                                                      |
| RENNY WILFRED FERNANDEZ    | 054 327 3356 | GATE 2 / PRIMARY SCHOOL                                                                                      |
| ELIUD KIPSANG - HEAD GUARD | 050 2102295  | ADMIN BLOCK / ASSEMBLY Point                                                                                 |
| Ram Maya – Asst HG         | 056 541 801  | GATE 1                                                                                                       |
| THOMAS MIRANYI MOGUTE      | 058 659 5787 | GATE 5                                                                                                       |
| NAEEM ASIF                 | 056 212 8916 | GATE 7                                                                                                       |
| SANDHYA BAIJU              | 050 1381168  | F.S. CORRIDOR AND OLA AREA                                                                                   |
| DAWOOD MAHADI ALI          | 055 3647274  | SECONDARY BOYS SCHOOL – SF/FF/GF                                                                             |
| RAHMAN ALI SHAIK USEN      | 052 7017129  | BUS BAY AREA/SUPPORT STAFF/ASTRO-TURF                                                                        |
| GAJALAKSHMI KRISHNAN       | 055 6683604  | SECONDARY GIRLS SECTION – SF                                                                                 |

|                          |              |                                      |
|--------------------------|--------------|--------------------------------------|
| MARSHANIL SINHA ROY      | 058 9735038  | SECONDARY GIRLS SECTION – FF         |
| Rahul Chandran           | 055 7549629  | PRIMARY SECTION – GF                 |
| SAMITH SURaweera         | 054 7507925  | MULTIPLUS/AUDITORIUM                 |
| Shone Thomas             | 056 437 0092 | RECEPTION/PARENTS/VISITORS           |
| PHILOMENA MASCARENHAS    | 052 8430168  | ADMIN OFFICES/STAFF/PARENTS/VISITORS |
| DEEKSHA FERNANDES        | 050 8726369  | FOH/GUEST                            |
| MANOJ SINGH PANGTI       | 050 2304379  | BASKETBALL COURT                     |
| Feni Mol                 | 052 549 2082 | SEND/EMERGENCY EXIT PRIMARY BLOCK GF |
| ALVIN JOSEPH             | 052 3849087  | BOOKSTORE/CASH COUNTERS              |
| SULOCHANA AMMINI         | 052 7818026  | ART ROOM – PRIMARY SECTION           |
| SUNITH BALAKRISHNAN NAIR | 055 3531175  | CARPENTRY AREA                       |

### Level 3 First Aid Training Certificate - Staff List

| SL NO | EMP ID   | NAME                             | SECTION        | EXP DATE  |
|-------|----------|----------------------------------|----------------|-----------|
| 1     | 20004838 | BINISH YAQOOB ALI RIZWAN         | TEACHING STAFF | 13-Dec-27 |
| 2     | 10028070 | SUNU KUNNAMPALI ABRAHAM PHILIP   | TEACHING STAFF | 13-Dec-27 |
| 3     | 20018091 | GAJALAKSHMI KRISHNAN             | ADMINISTRATION | 13-Dec-27 |
| 4     | 10021786 | MUHAMMAD KHAN AHSAN              | ADMINISTRATION | 13-Dec-27 |
| 5     | 10032102 | SUSAN THOMAS                     | ADMINISTRATION | 13-Dec-27 |
| 6     | 10032803 | PHILOMENA MASCARENHAS            | ADMINISTRATION | 13-Dec-27 |
| 7     | 20003425 | Dinesh Gopinathakurup            | ADMINISTRATION | 08-Feb-27 |
| 8     | 20039415 | Shanika Jayaweera                | SUPPORT STAFF  | 08-Feb-27 |
| 9     | 20039253 | Fenimol                          | SUPPORT STAFF  | 08-Feb-27 |
| 10    | 20013104 | Nerrissa Lourdes Agana Villacete | TEACHING STAFF | 13-Dec-27 |
| 11    | 10022880 | Vijeesh Ponnuparambil            | ADMINISTRATION | 13-Dec-27 |
| 12    | 20052050 | Shaziya Maryam                   | ADMINISTRATION | 13-Dec-27 |
| 13    | 20023205 | Sharon Joana Sanches             | ADMINISTRATION | 13-Dec-27 |
| 14    | 20018786 | Rahul Chandran                   | SUPPORT STAFF  | 13-Dec-27 |
| 15    | 20042996 | Sibila Celastin David Cyril      | ADMINISTRATION | 13-Dec-27 |
| 16    | 10031314 | Sushil Thapa                     | ADMINISTRATION | 23-Mar-26 |
| 17    | 20028237 | Aneesh Chandran                  | TEACHING STAFF | 27-Sep-26 |
| 18    | 20033346 | Ancy M Sam                       | TEACHING STAFF | 27-Sep-26 |
| 19    | 20035353 | Deeksha Fernandes                | ADMINISTRATION | 27-Sep-26 |
| 20    | 20035201 | Swetha K V                       | ADMINISTRATION | 27-Sep-26 |
| 21    | 20039253 | Fathima Faisa                    | SUPPORT STAFF  | 27-Sep-26 |
| 22    | 20032354 | Rushali Gurav                    | ADMINISTRATION | 27-Sep-26 |
| 23    | 20024744 | ALICE CHETTIAR                   | TEACHING STAFF | 04-Apr-28 |

|                                                 |          |                                        |                |           |
|-------------------------------------------------|----------|----------------------------------------|----------------|-----------|
| 24                                              | 20025274 | ANEESA BEGUM                           | TEACHING STAFF | 04-Apr-28 |
| 25                                              | 20016244 | ANNA VEENA JOHNSON                     | TEACHING STAFF | 04-Apr-28 |
| 26                                              | 10021773 | ANUJA CHANDRAN                         | TEACHING STAFF | 04-Apr-28 |
| 27                                              | 20016012 | ANUPRIYA NAIR                          | TEACHING STAFF | 04-Apr-28 |
| 28                                              | 10018408 | ARUNDHUTI MITRA                        | TEACHING STAFF | 04-Apr-28 |
| 29                                              | 10029911 | BETSY BABU                             | TEACHING STAFF | 04-Apr-28 |
| 30                                              | 10040064 | BINDIYA AKHILESH                       | TEACHING STAFF | 04-Apr-28 |
| 31                                              | 20012551 | EMAN ELSAYED ABDELHAI MOHAMED          | TEACHING STAFF | 04-Apr-28 |
| 32                                              | 20019144 | FARAH MAHMOOD                          | TEACHING STAFF | 04-Apr-28 |
| 33                                              | 20001289 | JYOTI PARADDI                          | TEACHING STAFF | 04-Apr-28 |
| 34                                              | 10017992 | MANOJ SINGH                            | TEACHING STAFF | 04-Apr-28 |
| 35                                              | 10018210 | PRATIBHA JAISKISHAN                    | TEACHING STAFF | 04-Apr-28 |
| 36                                              | 20003233 | SHALET BINOY                           | TEACHING STAFF | 04-Apr-28 |
| 37                                              | 20015829 | RYAN ALARCON                           | TEACHING STAFF | 04-Apr-28 |
| 38                                              | 20001585 | TALAT AFREIN                           | TEACHING STAFF | 04-Apr-28 |
| 39                                              | 20023372 | TRINCILA GONZALVES                     | TEACHING STAFF | 04-Apr-28 |
| 40                                              | 10011690 | BENOY KRISHNO                          | SUPPORT STAFF  | 04-Apr-28 |
| 41                                              | 10022981 | CHAMANI SUJEEWA                        | SUPPORT STAFF  | 04-Apr-28 |
| 42                                              | 10022181 | DALOWAR                                | SUPPORT STAFF  | 04-Apr-28 |
| 43                                              | 20028695 | DEEPTHI                                | SUPPORT STAFF  | 04-Apr-28 |
| 44                                              | 20033186 | DEWMINI KAUSHALYA                      | SUPPORT STAFF  | 04-Apr-28 |
| 45                                              | 20036327 | MOHAMED                                | SUPPORT STAFF  | 04-Apr-28 |
| 46                                              | 20053668 | REMYASREE                              | SUPPORT STAFF  | 04-Apr-28 |
| 47                                              | 20022182 | Kiran Bhasker                          | ADMINISTRATION | 04-Apr-28 |
| 48                                              | 20033001 | RANCY D D'SOUZA                        | TEACHING STAFF | 15-Dec-28 |
| 49                                              | 10037180 | SANDHYA BAIJU                          | ADMINISTRATION | 15-Dec-28 |
| 50                                              | 20016003 | SUGANYA KRISHNAMURTHY                  | SUPPORT STAFF  | 15-Dec-28 |
| 51                                              | 10027528 | ASOKA DAMAYANTHI                       | SUPPORT STAFF  | 15-Dec-28 |
| 52                                              | 20027825 | ISHAN SRIWARDHANA                      | SUPPORT STAFF  | 15-Dec-28 |
| 53                                              | 10022976 | MARY JILLELLA                          | SUPPORT STAFF  | 15-Dec-28 |
| 54                                              | 20057229 | SUSHMA DMELLO                          | ADMINISTRATION | 15-Dec-28 |
| 55                                              | 20059573 | Saikumar                               | SUPPORT STAFF  | 15-Dec-28 |
| 56                                              | 20063925 | Gogul K                                | SUPPORT STAFF  | 15-Dec-28 |
| 57                                              | 20065821 | SHIBIN BABU                            | SUPPORT STAFF  | 15-Dec-28 |
| 58                                              | 20057423 | AKHILA VASANTHA KUMAR                  | SUPPORT STAFF  | 15-Dec-28 |
| 59                                              | 20055392 | Shigy Mathew                           | SUPPORT STAFF  | 15-Dec-28 |
| 60                                              | 20043990 | Reeba Prakash                          | SUPPORT STAFF  | 15-Dec-28 |
| 61                                              | 20041876 | Nayomi Saranga Kannangara Kannangarage | SUPPORT STAFF  | 15-Dec-28 |
| 62                                              | 20060966 | Harshsni                               | SUPPORT STAFF  | 15-Dec-28 |
| 63                                              | 20040515 | Chandrika Fernando Hettiandurage       | SUPPORT STAFF  | 15-Dec-28 |
| 64                                              | 20059323 | Angielica Anne Listana                 | SUPPORT STAFF  | 15-Dec-28 |
| <b>Level 1 Basic Fire Training - Staff List</b> |          |                                        |                |           |
| 1                                               | 20020884 | Sunith Kumar Balakrishnan Nair         | SUPPORT STAFF  | 08-Jan-28 |
| 2                                               | 20018785 | Samith Rishantha Suraweera             | SUPPORT STAFF  | 08-Jan-28 |
| 3                                               | 10022216 | RAHMAN ALI SHAIK USEN                  | SUPPORT STAFF  | 08-Jan-28 |
| 4                                               | 10027528 | ASOKA DAMAYANTHI                       | SUPPORT STAFF  | 08-Jan-28 |

|    |          |                              |                |           |
|----|----------|------------------------------|----------------|-----------|
| 5  | 20016003 | Suganya Krishnamurthy        | SUPPORT STAFF  | 08-Jan-28 |
| 6  | 20039415 | Sibila celastin David Cyril  | ADMINISTRATION | 08-Jan-28 |
| 7  | 20028773 | JINA SUDHAKARAN              | TEACHING STAFF | 13-Dec-26 |
| 8  | 20012549 | ASMAA ASSI                   | TEACHING STAFF | 13-Dec-26 |
| 9  | 20003937 | ANUJA VENOTH                 | TEACHING STAFF | 13-Dec-26 |
| 10 | 20003541 | NEAMA SAMEER                 | TEACHING STAFF | 13-Dec-26 |
| 11 | 10015682 | SEENA SABU                   | TEACHING STAFF | 13-Dec-26 |
| 12 | 10018079 | DAWOOD MAHADI ALI            | TEACHING STAFF | 13-Dec-26 |
| 13 | 20016244 | Anna Veena Johnson           | TEACHING STAFF | 13-Dec-26 |
| 14 | 20026406 | ANJANA NAIR                  | TEACHING STAFF | 13-Dec-26 |
| 15 | 10017728 | DEIAA NAEIM SLIMAN HASHEM    | TEACHING STAFF | 13-Dec-26 |
| 16 | 10010433 | Anjana Sanal                 | TEACHING STAFF | 13-Dec-26 |
| 17 | 20011288 | LEKSHMI RENJITH              | TEACHING STAFF | 13-Dec-26 |
| 18 | 20021727 | GAYATRI NAIR                 | TEACHING STAFF | 13-Dec-26 |
| 19 | 10020091 | LAKSHMI MOHAN                | TEACHING STAFF | 13-Dec-26 |
| 20 | 10016425 | HANAN SHAWKI ABOULATA        | TEACHING STAFF | 13-Dec-26 |
| 21 | 20030864 | SINDHU ELSA SAMJI            | TEACHING STAFF | 13-Dec-26 |
| 22 | 10029911 | BETSY BEETY BABU             | TEACHING STAFF | 13-Dec-26 |
| 23 | 20002226 | LINZ ELIZABETH               | TEACHING STAFF | 13-Dec-26 |
| 24 | 10022976 | MARY JILLELLA                | SUPPORT STAFF  | 13-Dec-26 |
| 25 | 10022415 | SIJU DHAMOTHARAN             | SUPPORT STAFF  | 13-Dec-26 |
| 26 | 20000165 | SULOCHANA AMMINI             | SUPPORT STAFF  | 13-Dec-26 |
| 27 | 20023388 | Anuranji Raveendran          | TEACHING STAFF | 13-Dec-26 |
| 28 | 20008006 | HEND WAZIRI                  | TEACHING STAFF | 13-Dec-26 |
| 29 | 20029829 | LIAQAT ALI MALIK             | TEACHING STAFF | 13-Dec-26 |
| 30 | 20038294 | Amira Riad                   | ADMINISTRATION | 13-Dec-26 |
| 31 | 10041732 | Bonny Bhattacharjee          | ADMINISTRATION | 13-Dec-26 |
| 32 | 10011690 | Benoy Krishno Benu Das       | SUPPORT STAFF  | 13-Dec-26 |
| 33 | 20040267 | Princy Ajimon                | SUPPORT STAFF  | 13-Dec-26 |
| 34 | 10022196 | Manikandan Gurusamy          | SUPPORT STAFF  | 13-Dec-26 |
| 35 | 20039901 | Sneha Mohan                  | SUPPORT STAFF  | 13-Dec-26 |
| 36 | 20003316 | Priya Raghuvaran Kitangil    | SUPPORT STAFF  | 13-Dec-26 |
| 37 | 20033599 | Dilanka Niroshani            | SUPPORT STAFF  | 13-Dec-26 |
| 38 | 20018610 | Ruby Colinares Piloton       | SUPPORT STAFF  | 13-Dec-26 |
| 39 | 10022181 | Dalowar Hossan               | SUPPORT STAFF  | 13-Dec-26 |
| 40 | 20036327 | Mohamed Abdul Ilahi          | SUPPORT STAFF  | 13-Dec-26 |
| 41 | 20046261 | Yamini Durga Katta           | SUPPORT STAFF  | 13-Dec-26 |
| 42 | 20033186 | Dewmini Kaushalya Jayasinghe | SUPPORT STAFF  | 13-Dec-26 |

|    |          |                                       |                |           |
|----|----------|---------------------------------------|----------------|-----------|
| 43 | 20018786 | Rahul Chandran                        | SUPPORT STAFF  | 13-Dec-26 |
| 44 | 20019689 | Hebatalah Hussein Mohammed Abdelkader | TEACHING STAFF | 13-Dec-26 |
| 45 | 20027825 | ISHAN SIRIWARDHANA                    | SUPPORT STAFF  | 13-Dec-26 |
| 46 | 20053668 | REMYASREE                             | SUPPORT STAFF  | 10-Jan-27 |
| 47 | 20040514 | DHANYA DAMODARAN                      | SUPPORT STAFF  | 10-Jan-27 |
| 48 | 20028695 | DEEPTHI HARILAL                       | SUPPORT STAFF  | 10-Jan-27 |
| 49 | 20000264 | SABITHA PV                            | SUPPORT STAFF  | 10-Jan-27 |
| 50 | 20041876 | NAYOMI SARANGA KANNANGARA             | SUPPORT STAFF  | 10-Jan-27 |
| 51 | 20044499 | PATHEESWARI RAJENDRAN                 | SUPPORT STAFF  | 10-Jan-27 |
| 52 | 20041877 | SOUMYA USHAKUMARI SOMAN               | SUPPORT STAFF  | 10-Jan-27 |
| 53 | 10041256 | RASIKA CHANDANI KUMARI                | SUPPORT STAFF  | 10-Jan-27 |
| 54 | 20024885 | AKKEEM MOHAMMED                       | SUPPORT STAFF  | 10-Jan-27 |
| 55 | 10025171 | GLACEIA PEREIRA                       | TEACHING STAFF | 10-Jan-27 |
| 56 | 10014539 | DALIA MOHAMED FAROUK                  | ADMINISTRATION | 10-Jan-27 |
| 57 | 20013104 | NERRISSA LOURDES AGANA VILLACETE      | ADMINISTRATION | 10-Jan-27 |
| 58 | 10010341 | SAHAR ALY IBRAHIM MANSSY              | ADMINISTRATION | 10-Jan-27 |
| 59 | 20019870 | SAROJA VINCENT FRANCIS                | ADMINISTRATION | 10-Jan-27 |
| 60 | 20052050 | Shaziya Maryam                        | ADMINISTRATION | 10-Jan-27 |
| 61 | 10022880 | VIJEESH VELAYUDHAN PONNUPARAMBIL      | ADMINISTRATION | 10-Jan-27 |
| 62 | 10027622 | NEELOFAR SALEEM ALI                   | TEACHING STAFF | 10-Jan-27 |
| 63 | 20027745 | SADAF THAKUR                          | TEACHING STAFF | 10-Jan-27 |
| 64 | 20027584 | MERLIN JOHNSON                        | TEACHING STAFF | 10-Jan-27 |
| 65 | 20019823 | PRAJAKTA RAVADE                       | TEACHING STAFF | 10-Jan-27 |
| 66 | 20019824 | SUNILA GUNJIKAR                       | TEACHING STAFF | 10-Jan-27 |
| 67 | 20029570 | Shaika Shahid                         | TEACHING STAFF | 10-Jan-27 |
| 68 | 20029585 | Arti Borade                           | TEACHING STAFF | 10-Jan-27 |
| 69 | 20016392 | Nadeeka Tharangani Palayangoda        | TEACHING STAFF | 10-Jan-27 |
| 70 | 20018100 | Fatema Moiz Ali                       | TEACHING STAFF | 10-Jan-27 |
| 71 | 20025291 | AMINA IMTIAZ MIRZA                    | TEACHING STAFF | 10-Jan-27 |
| 72 | 10021782 | Priya Poogodan                        | TEACHING STAFF | 10-Jan-27 |
| 73 | 10013191 | Honey Mary Chacko                     | TEACHING STAFF | 10-Jan-27 |
| 74 | 10028070 | Sunu Philip                           | TEACHING STAFF | 10-Jan-27 |
| 75 | 10021521 | Ebini Chacko C.                       | TEACHING STAFF | 10-Jan-27 |
| 76 | 20016686 | MARSHANIL SINHA ROY                   | TEACHING STAFF | 10-Jan-27 |
| 77 | 20022217 | SHILPA SAIRAJ                         | TEACHING STAFF | 10-Jan-27 |
| 78 | 10017710 | HUMA MUMTAZ                           | TEACHING STAFF | 10-Jan-27 |
| 79 | 20010276 | KABSHA KHAN                           | TEACHING STAFF | 10-Jan-27 |
| 80 | 10013364 | LALI SAJI MATHEW                      | TEACHING STAFF | 10-Jan-27 |
| 81 | 2000258  | SANDRA FRANCIS JERRY MARTIN           | TEACHING STAFF | 10-Jan-27 |
| 82 | 10021786 | MUHAMMAD AHSAN                        | ADMINISTRATION | 10-Jan-27 |
| 83 | 20024899 | SUJITHA NIDHEESH                      | ADMINISTRATION | 10-Jan-27 |
| 84 | 10037180 | SANDHYA BAIJU                         | ADMINISTRATION | 10-Jan-27 |
| 85 | 20032354 | RUSHALI GURAV                         | ADMINISTRATION | 10-Jan-27 |
| 86 | 20018091 | GAJALAKSHMI KRISHNAN                  | ADMINISTRATION | 10-Jan-27 |
| 87 | 20033001 | RANCY D'SOUZA                         | ADMINISTRATION | 10-Jan-27 |
| 88 | 20024775 | MOHAMMED KAMAL                        | TEACHING STAFF | 10-Jan-27 |
| 89 | 10012133 | SUNISH KUMAR THALIYIL                 | TEACHING STAFF | 10-Jan-27 |
| 90 | 20004838 | BINISH RIZWAN                         | TEACHING STAFF | 10-Jan-27 |
| 91 | 10017992 | MANOJ SINGH PANGTI                    | TEACHING STAFF | 10-Jan-27 |
| 92 | 20060966 | Harshani Lanka Warshavitharanage      | SUPPORT STAFF  | 08-Jan-28 |
| 93 | 20059573 | Saikumar Tharala                      | SUPPORT STAFF  | 08-Jan-28 |
| 94 | 20065816 | Rumbidzai Blezement Ganyani           | SUPPORT STAFF  | 08-Jan-28 |
| 95 | 20065821 | Shibin Babu                           | SUPPORT STAFF  | 08-Jan-28 |
| 96 | 20063925 | Gogul                                 | SUPPORT STAFF  | 08-Jan-28 |
| 97 | 20059323 | Angelica Anne Listana                 | SUPPORT STAFF  | 08-Jan-28 |
| 98 | 10032102 | SUSAN THOMAS                          | ADMINISTRATION | 08-Jan-28 |

|     |          |                             |                |           |
|-----|----------|-----------------------------|----------------|-----------|
| 99  | 10031314 | Sushil Thapa                | ADMINISTRATION | 08-Jan-28 |
| 100 | 20028237 | Aneesh Chandran             | TEACHING STAFF | 08-Jan-28 |
| 101 | 20065821 | JISANA JABBAR               | ADMINISTRATION | 08-Jan-28 |
| 102 | 20061432 | Ashna Ubyis                 | ADMINISTRATION | 08-Jan-28 |
| 103 | 20058485 | Swetha K V                  | ADMINISTRATION | 08-Jan-28 |
| 104 | 20055392 | Shigy Mathew                | SUPPORT STAFF  | 08-Jan-28 |
| 105 | 20057423 | Akhila Vasantha Kumar Reeja | SUPPORT STAFF  | 08-Jan-28 |

#### 4. Roles and responsibilities

| Designation                                      | Roles and responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principal<br>(and Vice/Deputy)                   | <ul style="list-style-type: none"> <li>Overall ownership of the <u>Emergency Response Plan (ERP)</u> and its implementation.</li> <li>Ensure the ERP is kept up to date and reviewed at least annually. Ensure the plan is communicated to stakeholders.</li> <li>Ensure emergency exercises/drills are conducted in line with <u>HSE-POL-01 GEMS Fire Safety and Evacuation Policy</u>, eg. Fire drills on a termly basis, including one per year in partnership with the Civil Defence, and an annual lockdown drill.</li> <li>Act as spokesperson, handle media briefings and public messaging with support from GEMS Communications Team.</li> <li>Vice/Deputy Principal takes on these responsibilities in the Principal's absence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Emergency Response Team (ERT)                    | <ul style="list-style-type: none"> <li>Activate the school ERP if needed (eg. evacuation, lockdown, shelter-in-place) and manage procedures based on the situation.</li> <li>Liaise with authorities during incidents to coordinate resources, rescue, medical care, and headcounts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| ERT Lead<br>(Also known as 'Incident Commander') | <ul style="list-style-type: none"> <li>Coordinate all emergency response activities in the school and lead the ERT. Appoint and brief Emergency Response Team (ERT) members on their roles and responsibilities and ensure all ERT members and Wardens are adequately trained.</li> <li>Notify the Head of HSE immediately upon activation of any emergency procedure. This allows effective escalation to the Crisis Coordination Team (CCT) – Silver Team.</li> <li>Ensure supplies (eg. water, electrolytes) are available.</li> <li>Manage public information and liaise with authorities.</li> <li>Establish emergency communication processes with stakeholders (eg. parents).</li> </ul> <p>In an emergency event:</p> <ul style="list-style-type: none"> <li>Take control, assess the situation, direct the response, and authorise any all-clear.</li> <li>Liaise with emergency services and provide key information (eg. headcounts, details of people with mobility concerns, missing persons).</li> <li>If not the Principal, provide regular updates to the Principal during the emergency.</li> <li>Support investigations and reporting after the incident.</li> </ul> |
| Manager School Operations (MSO)                  | <ul style="list-style-type: none"> <li>Ensure all Fire &amp; Life Safety Systems are tested and maintained in line with GEMS and local requirements, with corrective work conducted in a timely manner.</li> <li>Ensure site readiness for emergency response (eg. evacuation routes, assembly points, safe shelter areas, emergency access maintained).</li> <li>Conduct Weekly Fire Inspections and Monthly HSE Inspections, or delegate to a competent individual. Submit completed forms to the HSE Team via HSE Guard.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <ul style="list-style-type: none"> <li>When designated, fulfil the role of ERT Lead.</li> <li>Ensure all fire safety training is current and that valid certificates are available.</li> <li>Ensure Warden listing in this ERP (and any displayed in the school) are up to date.</li> <li>Report all emergency events as an incident in HSE Guard.</li> <li>Assistant MSO will fulfil the role of MSO in their absence, if deemed competent.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
| All school staff                        | <ul style="list-style-type: none"> <li>Be familiar with this ERP, including the Emergency Actions in <u>Section 7</u>.</li> <li>Know the relevant evacuation routes, assembly points, and safe shelter locations.</li> <li>Keep access and evacuation routes near their room/area free from obstruction.</li> <li>Participate in all emergency exercises and training.</li> <li>Report any hazards or unsafe conditions to the MSO in a timely manner.</li> </ul> <p>In an emergency event:</p> <ul style="list-style-type: none"> <li>Follow ERT instructions and take appropriate emergency actions, eg. evacuation, lockdown, or shelter-in-place as outlined in this ERP.</li> <li>If a first responder to any emergency situation, inform a First Aider or School Medical Team for urgent first aid/medical support.</li> </ul> |
| Teachers                                | <p>As above for 'All school staff', and:</p> <ul style="list-style-type: none"> <li>Ensure students understand emergency expectations in an age-appropriate way.</li> <li>Identify students that may experience difficulty in evacuating (or moving to shelter area) and support development of a <u>Personal Emergency Evacuation Plan (PEEP)</u>.</li> </ul> <p>In an emergency event:</p> <ul style="list-style-type: none"> <li>Take immediate control of students and remain calm and clear in instructions.</li> <li>Facilitate the safe evacuation/shelter of students in a timely and quiet manner.</li> <li>Ensure all students are supervised and accounted for at all times.</li> <li>Report any injured or unaccounted students to the ERT as soon as possible.</li> </ul>                                               |
| Administrative staff                    | <p>As above for 'All school staff', and:</p> <ul style="list-style-type: none"> <li>Direct any parents, visitors etc who are within the reception and administration areas of the school to the relevant assembly point or safe shelter area.</li> <li>One administration staff member will be the Admin Staff Representative. Their name is listed in the ERT listing in <u>Section 3</u>. They are responsible for conducting a roll call for the administration staff upon any evacuation or shelter-in-place.</li> </ul>                                                                                                                                                                                                                                                                                                         |
| First Aider /<br>School Medical<br>Team | <ul style="list-style-type: none"> <li>Ensure first aid, medical supplies and equipment are in place and ready for use.</li> <li>Ensure their First Aid qualifications remain valid.</li> <li>Provide immediate first aid/medical support until external responders arrive.</li> <li>Promptly inform the ERT Lead of the situation.</li> <li>Update ERT on the condition of any injured/ill individuals.</li> <li>Medical Team to have ready access to important personal information of staff and students (including next of kin, contact numbers, and medical information).</li> </ul>                                                                                                                                                                                                                                            |
| Fire Wardens                            | <p>In an evacuation:</p> <ul style="list-style-type: none"> <li>Conduct a sweep of their designated area, if safe to do so.</li> <li>Report the status of their designated area to the ERT Lead, including reporting potential missing persons.</li> <li>If designated, supporting on the safe evacuation of any persons with a <u>Personal Emergency Evacuation Plan (PEEP)</u>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Security Personnel                      | <ul style="list-style-type: none"> <li>Brief contractors coming onto site with the relevant emergency procedures.</li> </ul> <p>In an emergency event:</p> <ul style="list-style-type: none"> <li>Facilitate the safe evacuation or sheltering of all persons.</li> <li>If safe to do so, ensure all areas were checked (eg. washrooms, back of house).</li> <li>Manage traffic flow and support access for emergency service vehicles.</li> <li>Restrict site access in the event of a partial or full lockdown.</li> </ul>                                                                                                                                                                                                                                                                                                         |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <ul style="list-style-type: none"> <li>Prevent persons re-entering the building or leaving shelter areas until “All Clear” has been given from Civil Defence or the ERT Lead.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Contractors & Visitors | <ul style="list-style-type: none"> <li>Sign in and out via the security access point. Contractors must be present at the site induction conducted by security guards upon entry.</li> <li>Know the evacuation routes, assembly points, and shelter locations relevant to their work area, and keep those routes and areas free from obstruction.</li> <li>Promptly report any fire and life safety hazards or unsafe conditions to the MSO.</li> <li>Cleaners, Canteen team, MST etc must participate in school emergency drills.</li> </ul> <p>In an emergency event:</p> <ul style="list-style-type: none"> <li>Follow instructions from the security personnel and school’s ERT, including evacuating the building upon hearing fire alarm, and sheltering-in-place upon heading a shelter-in-place alert/announcement.</li> <li>Report any missing colleagues to the Head Guard or ERT Lead.</li> </ul> |
| GEMS HSE Team          | <ul style="list-style-type: none"> <li>Support the MSO in coordinating fire safety training for Wardens.</li> <li>Provide fire safety awareness training in GEMS-U for all staff.</li> <li>Providing adequate policies and procedures to support effective health and safety and emergency preparedness within the schools.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## 5. Personal Emergency Evacuation Plans (PEEP)

- A Personal Emergency Evacuation Plan (PEEP) must be developed for all individuals that may experience difficulty in evacuating the premises (or moving to a designated shelter area) in a safe and timely manner, or who may hinder the safe and timely movement of others. Examples of individuals who may require a PEEP include those:
  - with restricted mobility,
  - who are unable to hear an alarm or alert,
  - who are not able to see emergency exit routes or exits,
  - with sensory or behavioural needs triggered by loud noises or crowds, or
  - with a temporary injury.
- The PEEP should be developed using the HSE-FORM-3 Personal Emergency Evacuation Plan (PEEP), by an appointed member of the school (eg. teacher, designated support person) in partnership with the individual who requires it (and their parents/guardians where appropriate).
- A copy of each current PEEP is kept at the School Clinic, and with the ERT Lead or their delegate.

## 6. Site and premises information

|                                           |                        |
|-------------------------------------------|------------------------|
| Makani number (if known)                  | 35879 97284            |
| Building size                             | 22278.15 Square Meters |
| Number of floors                          | G + 2                  |
| Maximum occupancy                         | 5900                   |
| Current occupancy                         | 5743                   |
| Number and description of swimming pools  | NA                     |
| Access information for emergency services | GATE NOS 1/2/3/4/5/6/7 |
| Summary of Fire and Life Safety systems   | Attached Below         |

|                                           |                                                                                                                                                                                                                                                  |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assembly point                            | FS To Year 6- Basketball Court<br>Year 7 To Year 13- Astroturf<br>Admin and Support Staff- Basketball Court(Near STS Office)<br>FOH & Visitors- Assembly Point GATE 1<br><br>Site evacuation maps are available in <a href="#">Section 6.2</a> . |
| Cross-site location (if one is available) | Attached Below<br><br>Cross-site location maps are available in <a href="#">Section 6.3</a> .                                                                                                                                                    |
| Off-site venue                            | Attached Below<br><br>Off-site evacuation venue maps are available in <a href="#">Section 6.4</a> .                                                                                                                                              |
| Safe shelter locations                    | Attached Below<br>The school's safe shelter area plan is available in <a href="#">Section 6.5</a> .                                                                                                                                              |

### Summary of the Fire and Life Safety Systems

The following section provides a summary of the fire and life safety systems that are available within the school:

Type of Alarm: SIREN

How does it Sound: HUMMING/SIREN

Flashing and Beacons: 4 (FOUR) Nos.

3 Nos in PRIMARY BUILDING (1 in I.T. SERVER ROOM, 1 Near L V ROOM and 1 in RECEPTION)

1 NEAR FIRE/GAS PANEL – SECONDARY BOYS BUILDING

Location of Panels: 4 (FOUR) Nos.

Total no of panels – 4 (FOUR)

2 Nos in the RECEPTION LOBBY of the PRIMARY BUILDING. (1 Fire panel and 1 Gas panel)

2 Nos located near to EXIT 9 IN SECONDARY BOYS BUILDING. (1 Fire panel and 1 Gas panel)

Location and no of FM 200 Systems: 2 Nos.

1 No. in the L.V. ROOM – PRIMARY BUILDING

1 No. IN SERVER ROOM – PRIMARY BUILDING

Type of Emergency Lights:

SELF CONTAINED – 143 Nos.

Location of ADCP:

1 No. in the PUMP ROOM – PRIMARY BUILDING

1 No. in the OUTSIDE L.V. ROOM – PRIMARY BUILDING

1 No. in the PUMP ROOM – SECONDARY BOYS BUILDING

4 Nos. in the ELECTRIC ROOMS – SECONDARY BOYS BUILDING

3 Nos. adjacent to the ELECTRIC ROOMS – SECONDARY BOYS BUILDING

3 Nos. in the ELECTRIC ROOM on the ROOF TOP – SECONDARY BOYS BUILDING

Types of Fire Extinguishers: DCP – 70 Nos.

ADCP – 13 Nos.

CARBON DIOXIDE (CO<sub>2</sub>) – 73 Nos.

No of Fire Hose Reels: PRIMARY BUILDING - 20 Nos.

SECONDARY BOYS BUILDING – 9 Nos.

Fire Lifts: NOT APPLICABLE/NOT AVAILABLE

MISCALLENIOUS:

FIRE BLANKETS – 22 Nos.

FIRE SOUNDERS – 49 Nos.

SMOKE DETECTORS – 390 Nos. MULTI SMOKE DETECTORS – 15 Nos. HEAT DETECTORS – 3 Nos.

MANUAL CALL POINTS – 33 Nos. LANDING VALVES – 29 Nos.

BREACHING INLETS – 04 Nos. EMERGENCY EXIT LIGHTS – 71 Nos. FM 200 DETECTORS – 7 Nos.

CHAIRLIFTS – 6 Nos.

EXIT GLASS DOORS: PRIMARY BUILDING – 13 Nos.

SECONDARY BOYS BUILDING – 6 Nos.

STAIRCASES:

PRIMARY BUILDING – 6 Nos. SECONDARY BOYS BUILDING – 6 Nos.

WATER TANK:

GROUND STORAGE – 2 Nos.

ROOF TOP – PRIMARY BUILDING & SECONDARY BOYS BUILDING – 2 Nos. EACH

The secondary fire assembly point could be needed in the event of real fire occurring, with a risk of heat/smoke transfer into the initial fire assembly point.

Secondary Fire Assembly Location outside of the school boundary: Woodlem Park School

Procedures for Evacuating to the Secondary point; Emergency Gates for Evacuation: GATE NOS 1/5/6/7  
Location: Service Road near gates 1/5/6/7

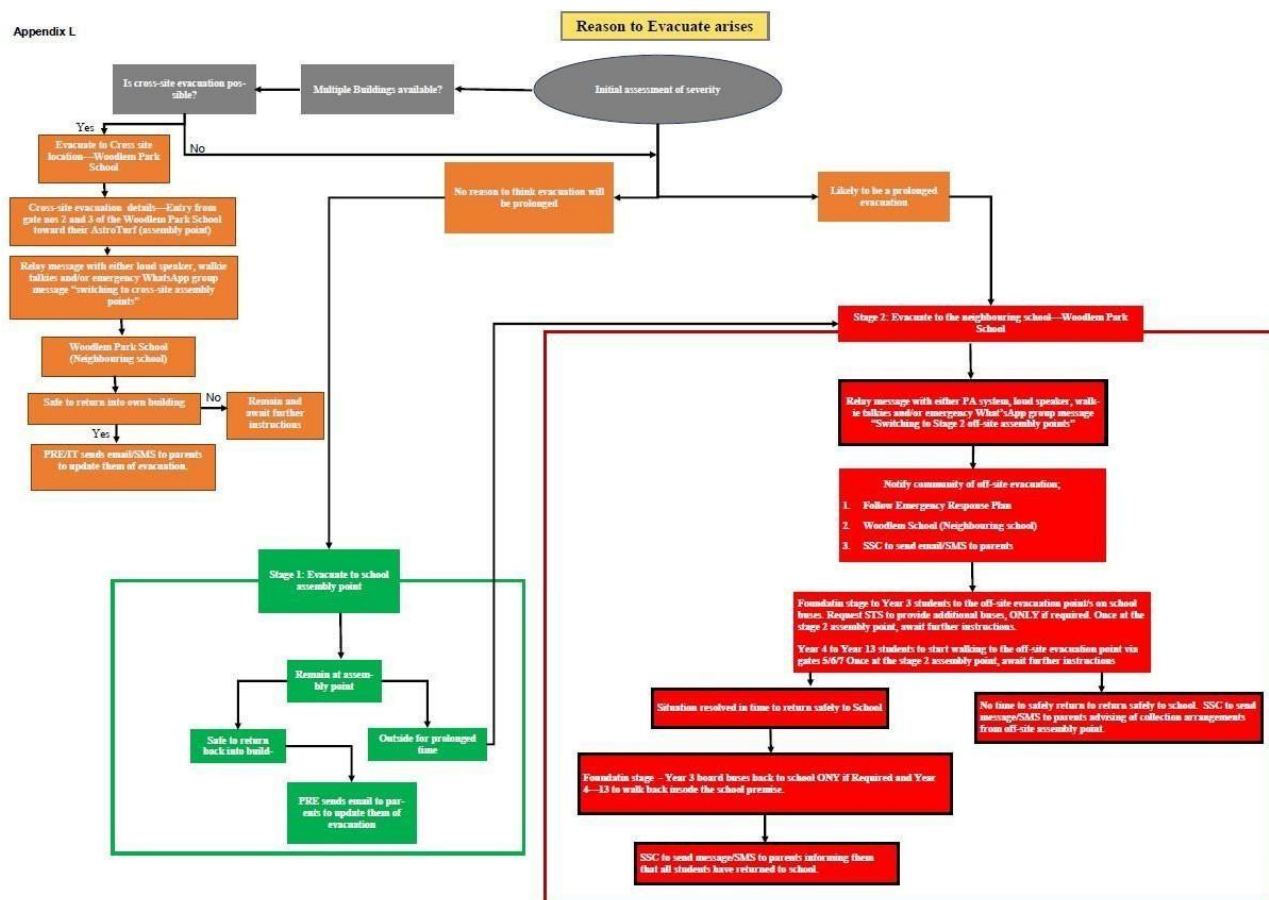
Assembly Point: Access to the Astroturf and visitor car parking area will be from Gate no 2 and 3 of the Woodlem Park School.

Traffic Management: Roadblocks will be placed at both ends to stop any traffic movement either way by the security team for school students to enter Woodlem Park School premises. Traffic diversion will be in effect with assistance from Woodlem Park School security for traffic management.

Communication with Parents: PRE and I.T. will ensure SMS/email communication will be sent to parents with the support of GCO and as per Emergency Response Plan.

Site-specific procedure: Administration Manager and Security Personnel of Woodlem Park School will assist and guide students and staff towards their assembly points

Appendix L

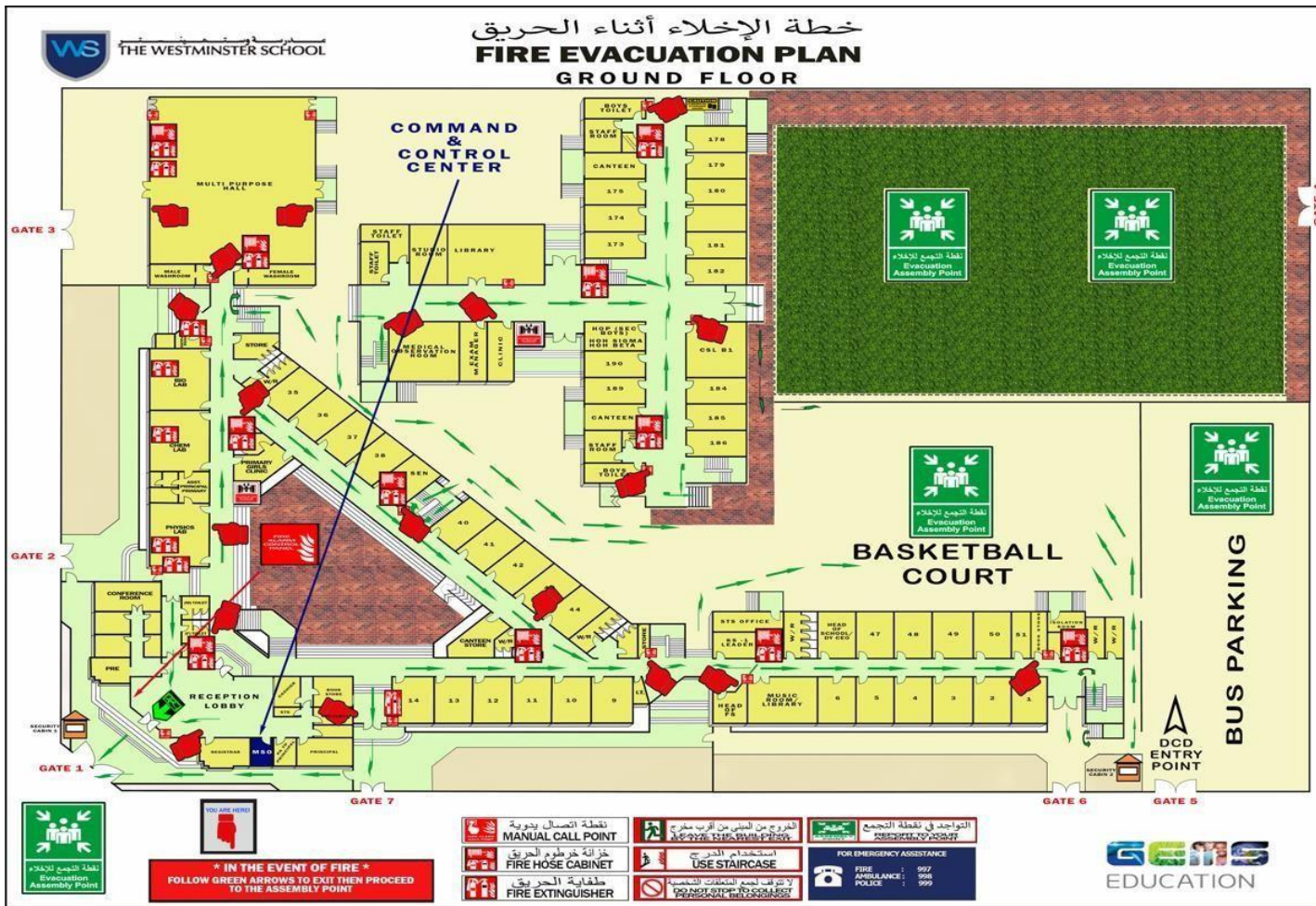


## 6.1 Overview of assembly points & shelter locations

- This section provides an overview of the different types of assembly points and safe shelter locations available to the school, and when each should be used.
- The appropriate location will depend on the nature of the incident, its severity, and whether it's safer to evacuate outdoors or remain indoors.
- School leadership must apply judgement based on the situation, supported by this guidance and the Emergency Actions (Procedures) in [Section 7](#) below.
- All staff should be familiar with these locations and understand the conditions under which each would be activated.

| Assembly points                                                                                                                                                                                                                                                                                                     | Cross-site location<br>(if one is available to the school)                                                                                                                                                                                                                                         | Off-Site evacuation venue                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Designated open areas on school grounds (eg. sports field). Should be: <ul style="list-style-type: none"> <li>▪ Accessible, safe, spacious</li> <li>▪ Suitable for short-term evacuation</li> </ul>                                                                                                                 | A location on the far side of the same school (eg. adjacent campus). Should be: <ul style="list-style-type: none"> <li>▪ Accessible, safe, spacious</li> <li>▪ Preferably shaded or indoors</li> <li>▪ Easily reachable by walking</li> </ul>                                                      | An external off-campus location (eg. another school, community centre) that is: <ul style="list-style-type: none"> <li>▪ Indoors, spacious, secure</li> <li>▪ Accessible by bus or walking (consider splitting age groups)</li> <li>▪ With washrooms, safe drinking water</li> </ul>                                                                                                              |
| <b>Use on-site assembly points, as long as:</b> <ul style="list-style-type: none"> <li>▪ Threat is localised (eg. minor fire in one block) and safe distance away.</li> <li>▪ Assembly point is accessible and safe (eg. heat, smoke, dust conditions).</li> <li>▪ Evacuation expected to be short term.</li> </ul> | <b>Use cross-site location if:</b> <ul style="list-style-type: none"> <li>▪ Assembly point too close to the threat.</li> <li>▪ Assembly point is unsafe or inaccessible.</li> <li>▪ Evacuation is expected to be prolonged, and cross-site location provides safer shelter.</li> </ul>             | <b>Use off-site evacuation only when:</b> <ul style="list-style-type: none"> <li>▪ Whole school, including cross-site location (if any), is affected or unsafe (eg. major fire, school-wide threat)</li> <li>▪ Prolonged evacuation is expected.</li> <li>▪ Directed by authorities.</li> </ul>                                                                                                   |
| <b>Activation:</b> <ul style="list-style-type: none"> <li>▪ Alert via fire alarm or PA system.</li> <li>▪ All occupants evacuate in line with the school's evacuation plan. See site evacuation maps in <a href="#">Section 6.2</a> below.</li> </ul>                                                               | <b>Activation:</b> <ul style="list-style-type: none"> <li>▪ Communicate "Switching to cross-site assembly points.." (eg. by PA, radios)</li> <li>▪ All occupants evacuate in line with the school's evacuation plan. See cross-site location maps in <a href="#">Section 6.3</a> below.</li> </ul> | <b>Activation:</b> <ul style="list-style-type: none"> <li>▪ Communicate "Switching to off-site assembly points.." (eg. by PA, radios)</li> <li>▪ All occupants evacuate in line with the school's evacuation plan. See off-site evacuation maps in <a href="#">Section 6.4</a> below.</li> </ul>                                                                                                  |
| <ul style="list-style-type: none"> <li>▪ If situation resolves in a timely manner and "All Clear" given, students/staff return to building.</li> <li>▪ PRE emails parents informing them of evacuation.</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>▪ If safe to do so and "All Clear" is given, return to normal operations.</li> <li>▪ PRE informs parents if disruption is significant.</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>▪ SSC to send communication to parents notifying them of off-site evacuation.</li> <li>▪ If safe, students/staff return to school.</li> <li>▪ If return not possible before end of day: <ul style="list-style-type: none"> <li>– Remain at off-site location</li> <li>– SSC coordinates &amp; communicates collection arrangements.</li> </ul> </li> </ul> |

## 6.2 Site evacuation maps



خطة الإخلاء أثناء الحريق  
**FIRE EVACUATION PLAN**  
**FIRST FLOOR**



**\* IN THE EVENT OF FIRE \***  
**FOLLOW GREEN ARROWS TO EXIT THEN PROCEED**  
**TO THE ASSEMBLY POINT**



خطة الإخلاء أثناء الحريق  
**FIRE EVACUATION PLAN**  
**SECOND FLOOR**



**\* IN THE EVENT OF FIRE \***  
**FOLLOW GREEN ARROWS TO EXIT THEN PROCEED**  
**TO THE ASSEMBLY POINT**

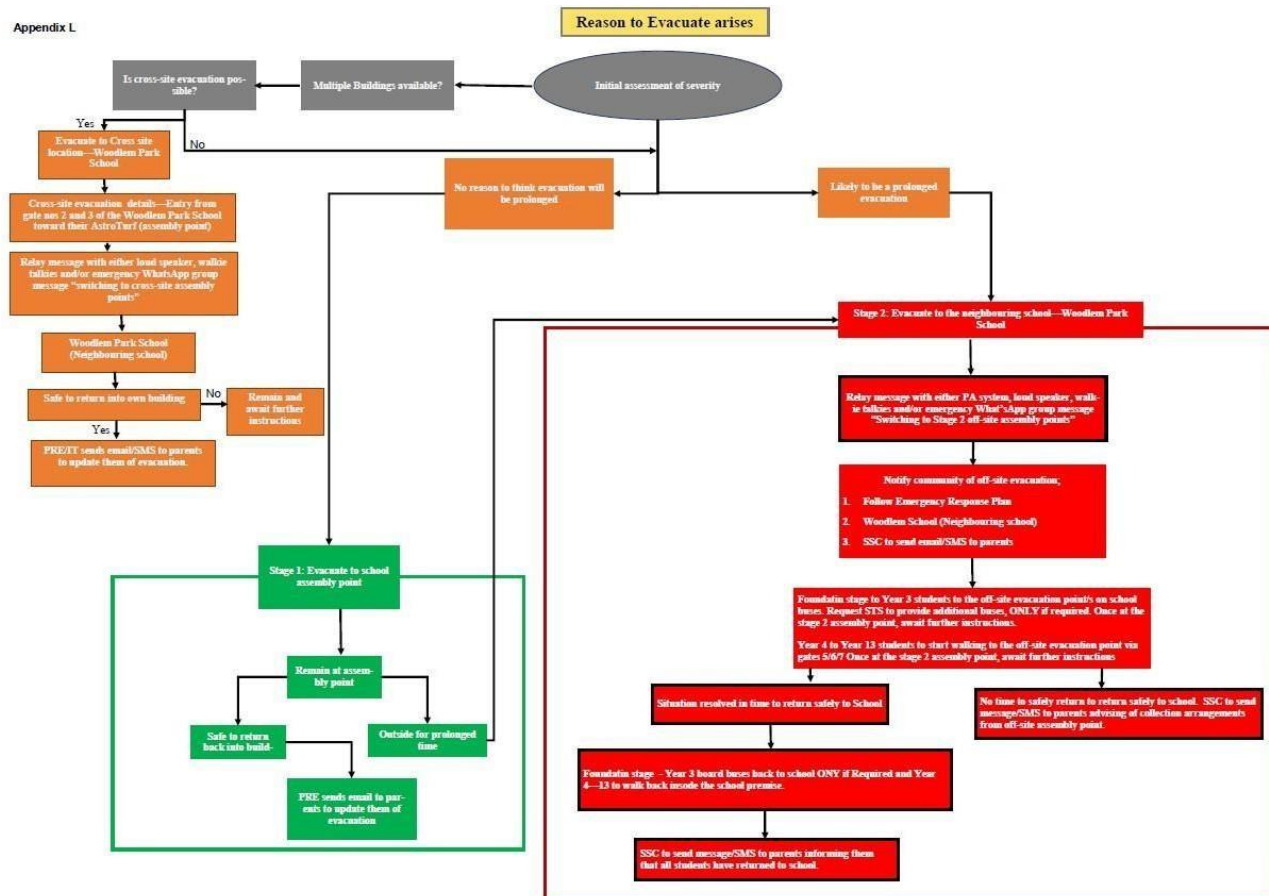


### 6.3 Cross-site location maps

Not Applicable

## 6.4 Off-site evacuation maps

Appendix L



## 6.5 Safe shelter area plan (Shelter-in-place)

Below are the designated safe shelter locations. These areas have been selected to provide protection from external hazards (e.g. blast effects, falling debris, glass breakage). All staff should be familiar with the nearest safe shelter location for their usual working areas, and any alternative locations where relevant.

### Safe Shelter Areas

Designated shelter areas (e.g. multi-purpose halls, corridors, classrooms) that are:

- ✓ Indoors, away from windows, glass facades, and external exposure.
- ✓ Easily accessible from nearby areas.
- ✓ Well-sized for the expected occupancy

### Use safe shelter areas when:

- ✓ A government alert is received, advising sheltering safely indoors.
- ✓ There are credible indicators of a risk of harm, eg. nearby explosion, visible smoke plume in vicinity.

### Activation:

- ✓ Communicate "Shelter-in-place alert. Move to the nearest safe shelter area."
- ✓ All occupants move into safe shelter areas- Mentioned below
- ✓ If safe to do so and "All Clear" is given, return to normal operations.
- ✓ PRE emails parents informing them of shelter-in-place.



## SHELTER IN PLACE PLAN

### FIRST FLOOR



## SHELTER IN PLACE PLAN

### SECOND FLOOR





## 7. Emergency Actions (Procedures)

This section sets out the procedures to be followed for specific emergency scenarios.

Each procedure outlines the required actions, roles and responsibilities, and escalation approach during an emergency.

| Reference | Emergency type                       |
|-----------|--------------------------------------|
| 7.1       | Fatality or major injury             |
| 7.2       | Fire (Evacuation)                    |
| 7.3       | Bomb threat                          |
| 7.4       | Aerial threat (Shelter-in-place)     |
| 7.5       | Active shooter / intruder (Lockdown) |
| 7.6       | Structural failure                   |
| 7.7       | Child abduction                      |
| 7.8       | Missing child                        |
| 7.9       | Loss of essential services           |
| 7.10      | Severe weather                       |

|      |                               |
|------|-------------------------------|
| 7.11 | Chemical spillage             |
| 7.12 | Confirmed legionella outbreak |

## 7.1 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) Notify ERT Lead who can then invoke the Emergency Response Plan (ERP). ERT Lead will notify Head of HSE and consequently the Head of HSE will be liaising with the Crisis Coordination Team (CCT) to assess the criticality of the incident, which may subsequently invoke the GEMS Crisis Management Policy.
- c) Ensure the scene is secured as soon as reasonably possible, removing any students from the direct area.
- d) Communicate to the family members of the injured.
- e) Identify potential witnesses for further interviews/discussion later.
- f) Do not engage in any formal or informal conversations with anyone outside the Crisis Coordination Team (CCT) and do not make any comment to the public or media.

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.

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 Head of HSE.
- c) Identify students or staff members that may require counselling support.
- d) Review existing processes including any relevant risk assessments.
- e) The ERT Lead and Head of HSE, in coordination with GEMS Communication Team, to generate and communicate a completed report to relevant stakeholders.

## 7.2 Fire (Evacuation)

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 wastepaper bin should be left to trained emergency personnel.
- d) Notify the Emergency Response Team (ERT) who will attend the site and assess the situation. The ERT 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 ERT Lead is to notify the Head of HSE. This will subsequently invoke the GEMS Crisis Management Policy.

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

- a) Stand down from your immediate duties.
- b) Teachers within classrooms are to:
  - Collect the classroom’s emergency pack (with coloured cards) and put on their high visibility vest.
  - Commence the evacuation of their class or areas in an orderly fashion, making their way to the nearest safest emergency evacuation route and proceed directly to the assembly point.
- c) Administration staff must commence the evacuation of the administration areas – including any parents or other visitors present.
- d) Selected Fire Wardens must ensure that a sweep of their designated areas is carried out, if safe to do so.
- e) Once at the assembly point, teachers must:
  - Conduct a roll call and report the findings to the ERT Lead by holding a coloured card up in the air. If any persons are identified as missing, the red card signal must be communicated as quickly as possible to the ERT Lead. If all persons are present, green card must be displayed.
  - Provide information to the ERT Lead relating to any students with mobility issues or PEEPs that have been placed at a pre-determined refuge area.
  - Ensure students remain at assembly point until the Civil Defence or ERT Lead give the “all clear”. Once the emergency is over, when safe to do so, assist all children return to their relevant class.
- f) If the evacuation is likely to be prolonged, a cross-site or off-site evacuation may be required. Refer to Section 6.3 & 6.4 of this ERP for details of the school’s cross-site or off-site evacuation details.

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 Team.
- c) Identify students or staff members that may require counselling support.
- d) Review existing processes including any relevant risk assessments.
- e) The ERT Lead and Head of HSE, together with the GEMS Communication Team to generate and communicate a completed report to relevant stakeholders.

### 7.3 Bomb threat

Bomb threats containing accurate and precise information, and received well in advance of an actual attack, are rare occurrences. Most 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 several different ways. The threat is likely to be made in person over the phone, 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 bomb threat:

|                                     |    |                                                                                                             |
|-------------------------------------|----|-------------------------------------------------------------------------------------------------------------|
| via SMS,<br>online,<br>social media | a) | Do not delete or respond to the message.                                                                    |
|                                     | b) | Keep a screenshot if possible.                                                                              |
|                                     | c) | Inform the ERT Lead immediately.                                                                            |
| via phone call                      | a) | Stay calm and listen to the caller/message.                                                                 |
|                                     | b) | As soon as possible, note any information on the <u><i>Bomb Threat Checklist</i></u> (below) or note paper. |
|                                     | c) | Inform the ERT Lead immediately.                                                                            |

The ERT Lead, when notified of a bomb threat, must:

- Notify emergency services and Head of HSE. Head of HSE will notify Crisis Coordination Team (CCT).
- Decide on the immediate course of action, without delay.

If the decision to evacuate is made, a cross-site or off-site evacuation will likely be required.

- If the location of suspected device is not known, external evacuation would be a justifiable course of action.
- Refer to Section 6.3 & 6.4 of this ERP for details of the school's cross-site and off-site evacuation details.
- It is important to appoint people familiar with the locations/venues to act as marshals and assist evacuation.
- 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, you should not delay the decision to evacuate if you suspect there is a credible threat.

If the decision to remain indoors is made, people should be advised to move away from windows and doors. If the location of the suspect package/device is noted as being outside of the school, it may be safer to remain within the school.

The decision not to evacuate may also be made (ie. to remain and continue as normal), based upon the initial assessment and if the threat is deemed as a hoax. The ERT Lead may seek advice and support from the police and members of the Emergency Response Team (ERT) in making their decision.

#### Media / Parent Communications

- Any communications relating to the incident are to be approved by the GEMS Communications Team. Several holding statements have been generated in advance, with the appropriate message being released as and when required.
- Media interviews must be delivered by trained members of the GEMS Communications Team.

| Telephone Bomb Threat Checklist                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Remain calm and talk to the caller<br>2. If you can, record the call<br>3. Write down as much information as possible below                                           |                                                                                                                                                                                                                                                                                                                                              |
| Caller's number<br>(if displayed on screen)                                                                                                                              |                                                                                                                                                                                                                                                                                                                                              |
| About the caller                                                                                                                                                         | Male <input type="checkbox"/> Female <input type="checkbox"/>                                                                                                                                                                                                                                                                                |
| Language spoken                                                                                                                                                          | Well-spoken <input type="checkbox"/> Changes languages <input type="checkbox"/><br>English <input type="checkbox"/> Arabic <input type="checkbox"/> Not sure <input type="checkbox"/> Other language:<br>Any specific accent:                                                                                                                |
| Caller's voice                                                                                                                                                           | Calm <input type="checkbox"/> Crying <input type="checkbox"/> Angry <input type="checkbox"/> Slow <input type="checkbox"/> Stutter <input type="checkbox"/> Disguise <input type="checkbox"/><br>Familiar <input type="checkbox"/> Laughing <input type="checkbox"/> Irrational <input type="checkbox"/> Incoherent <input type="checkbox"/> |
| Background sounds                                                                                                                                                        | Street noises <input type="checkbox"/> House noises <input type="checkbox"/> Cars <input type="checkbox"/> Clear <input type="checkbox"/><br>Other voices <input type="checkbox"/> PA System <input type="checkbox"/> Airplane <input type="checkbox"/>                                                                                      |
| Time of call                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                              |
| If possible, try to ask the following questions and note the answers given.                                                                                              |                                                                                                                                                                                                                                                                                                                                              |
| "When is it going to explode?"                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                              |
| "What does it look like?"                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                              |
| "How will it be detonated?"                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                              |
| "Did you place the bomb?"                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                              |
| "What is your name?"                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                              |
| "Why did you place the bomb?"                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                              |
| "What does the bomb contain?"                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                              |
| Once coming off the phone, immediately notify the <b>ERT Lead/Principal</b> (or Deputy/Vice Principal if Principal is off site) and MSO, who will inform the Head Guard. |                                                                                                                                                                                                                                                                                                                                              |
| Time notified and who:                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                              |

## 7.4 Aerial threat (Shelter-in-place)

This scenario applies where an aerial threat (eg. missile or drone activity) presents a risk to the school from blast effects, falling debris, or similar external hazards. In these situations, remaining indoors is safer than evacuating.

Shelter-in-place must be initiated immediately when an official government instruction to remain indoors is issued, or on the judgement of the ERT Lead, where there are credible indicators of a nearby incident that could pose an immediate risk of harm. Eg. a nearby explosion/strike, or visible smoke plume in the vicinity. Where there's uncertainty, a precautionary shelter-in-place should be initiated without delay.

Safe shelter areas are designated internal locations that provide protection from external hazards.

The school's safe shelter locations are defined in Section 6.5 above.

### Shelter-in-place procedure

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activate shelter-in-place               | <ul style="list-style-type: none"> <li>The ERT Lead or delegated member of the ERT immediately initiate the shelter-in-place.</li> <li>If the alert occurs outside school hours, the Head Guard initiates the procedure.</li> <li>An alert must be communicated to everyone on site using the PA system:<br/><i>"Attention please. Shelter-in-place alert. Stop all activities immediately. Move to the nearest safe shelter area. Remain there until further instruction."</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| Move to safe shelter areas              | <ul style="list-style-type: none"> <li>All staff proceed directly to their relevant shelter area, moving quickly and calmly, avoiding open areas, windows, and glass facades.</li> <li>Teachers <u>immediately stop activities</u> and: <ul style="list-style-type: none"> <li>✓ Escort students to their nearest designated safe shelter location.</li> <li>✓ Ensure any students with a PEEP are supported to the shelter location by their designated assistant or another staff member, do not leave them unaccompanied.</li> <li>✓ Conduct a headcount at the shelter area and report any discrepancies to the ERT.</li> </ul> </li> <li>Administration staff direct visitors from reception area.</li> <li>Outside school hours, security guards direct everyone to safe shelter areas.</li> </ul>                                                                                             |
| Secure campus                           | <ul style="list-style-type: none"> <li>Security personnel secure campus gates to restrict further access.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Maintain shelter & escalate if required | <ul style="list-style-type: none"> <li>All persons remain in the designated safe shelter areas until further instruction.</li> <li>If required, issue a reminder message:<br/><i>"Reminder. Shelter-in-place remains in effect. All personnel must remain in designated safe shelter areas until further instruction."</i></li> <li>The ERT Lead notifies the Head of HSE and provides an initial situation update.</li> <li>The Head of HSE liaises with the Crisis Coordination Team (CCT) if escalation or additional support is required. The <u>GEMS Crisis Management Policy</u> may be invoked.</li> <li>If the fire alarm sounds during sheltering, the ERT Lead must immediately assess the situation (eg. fire panel, CCTV, staff reports), determine the most immediate life safety risk, and issue a single clear instruction via PA (evacuate or maintain shelter-in-place).</li> </ul> |
| Stand down & resume normal operations   | <ul style="list-style-type: none"> <li>Once an official "all clear" is received from authorities, communicate via PA:<br/><i>"Attention please. The situation is now safe. The shelter-in-place alert is lifted. You may resume normal activities. Thank you."</i></li> <li>Post-alert welfare check conducted for all persons before normal activity resumes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

### Following the incident

|                         |                                                                                                                                                                                                                                                                                                                |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Check site safety       | <ul style="list-style-type: none"> <li>Conduct a campus inspection to identify any damage or hazards (eg. debris, broken glass, façade damage). Isolate unsafe areas and arrange remedial action. If debris or fragments are found, keep clear, report to the authorities and await their guidance.</li> </ul> |
| Communication & support | <ul style="list-style-type: none"> <li>Work with GEMS Communications Team to establish appropriate communications to parents, students, and stakeholders – including providing clear, factual updates.</li> <li>Identify and support any students or staff requiring wellbeing support.</li> </ul>             |

Review &  
Lessons learned

- Review the effectiveness of the response, capture key lessons learned, and update procedures, risk assessments, and training as required.

## 7.5 Active shooter / intruder (Lockdown)

This scenario applies where there is a security threat on or near the school site (eg. intruder, armed individual, or violent incident) that may place students, staff, or visitors at risk. In these situations, restricting movement, securing spaces, and remaining out of sight is safer than evacuation.

A lockdown must be initiated immediately where there is a credible threat, based on the judgement of the ERT Lead or Emergency Response Team (ERT), or where instructed by authorities. Where there is uncertainty, a precautionary lockdown should be initiated without delay.

### Partial lockdown procedure

A partial lockdown may be initiated in cases of a reported incident or civil disturbance in the local community, eg. nearby criminal presence, civil unrest, or law enforcement operations. Occupants should remain inside the building, and doors leading outside the building should be locked.

### Full lockdown procedure

In cases of an active shooter or intruder, a full lockdown will be conducted. Follow the **ALICE Technique**:

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A Alert         | <p>Alert others that there is a threat.</p> <ul style="list-style-type: none"> <li>Staff must report any suspicious activity or intruder immediately to a staff member, the Head Guard, or ERT Lead/Principal.</li> <li>The ERT Lead (or delegated ERT member such as MSO or Head Guard) must: <ul style="list-style-type: none"> <li>✓ Assess the situation and initiate lockdown where required.</li> <li>✓ Communicate the alert via PA: <i>"Attention. Lockdown. Locks, lights, out of sight."</i></li> <li>✓ Inform emergency services immediately, where there is a credible threat.</li> <li>✓ Inform the Head of HSE, who will liaise with the Crisis Coordination Team (CCT) if escalation is required. The <u>GEMS Crisis Management Policy</u> may be invoked.</li> </ul> </li> </ul>                                                                                                                                           |
| L - Lockdown    | <p>All staff must act immediately and calmly.</p> <ul style="list-style-type: none"> <li>If in a classroom or internal space: <ul style="list-style-type: none"> <li>✓ Close and lock/secure all doors, and close the windows and blinds</li> <li>✓ Turn off lights and screens, and ensure phones are switched to silent.</li> <li>✓ Have students move to a part of the room where they can't be seen. Account for all students and support any students with PEEPs.</li> <li>✓ Make sure that everybody remains silent.</li> </ul> </li> <li>If in corridors or open areas: <ul style="list-style-type: none"> <li>✓ Move to the nearest secure room immediately.</li> <li>✓ If not possible, seek cover behind a solid barrier and remain out of sight. It is recommended to remain face down, flat on the ground behind a shelter.</li> <li>✓ Consider 'concealment' (can't be seen) and 'cover' (protection).</li> </ul> </li> </ul> |
| I - Inform      | <ul style="list-style-type: none"> <li>ERT Lead (or delegated ERT member) will coordinate with emergency services.</li> <li>Staff/witnesses report critical information only (eg. location of threat, injuries) if safe.</li> <li>Do not rely on social media or unverified information.</li> <li>Keep messaging clear and controlled to avoid panic.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| C - Consolidate | <p>Take additional actions to make spaces safer and harder to access.</p> <ul style="list-style-type: none"> <li><b>Deny</b> line of sight. Keep students and staff out of view.</li> <li><b>Delay</b> entry to rooms. Barricade doors (eg. placing tables/chairs in front of door).</li> <li><b>Deter</b> access so they go elsewhere. Make rooms appear unoccupied (lights off, silence).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|              |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                            |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E - Evacuate | <ul style="list-style-type: none"> <li>▪ The lockdown is considered complete when the all-clear announcement is made via PA, using a pre-agreed phrase.</li> <li>▪ Once released, follow the direction of law enforcement. Teachers account for children and administration staff account for support staff, visitors etc.</li> </ul> | <p>Each school must have a pre-agreed 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.</p> |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Following the incident

|                           |                                                                                                                                                                                                                                                                                                         |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication & support   | <ul style="list-style-type: none"> <li>▪ Work with GEMS Communications Team to establish appropriate communications for parents, students, and stakeholders – including providing clear, factual updates.</li> <li>▪ Identify and support any students or staff requiring wellbeing support.</li> </ul> |
| Review & Lessons learned  | <ul style="list-style-type: none"> <li>▪ Review the effectiveness of the response, capture key lessons learned, and update procedures, risk assessments, and training as required.</li> </ul>                                                                                                           |
| Investigation & reporting | <ul style="list-style-type: none"> <li>▪ ERT Lead to support external authority investigations and internal review processes.</li> <li>▪ ERT Lead, VP Safeguarding, and Head of HSE, with GEMS Communications Team, to compile and communicate a completed report to relevant stakeholders.</li> </ul>  |

## 7.6 Structural failure

In the event of an earthquake, take cover below the desks/table until the shaking has stopped.

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

- Immediately evacuate all persons from the area and if safe to do so, provide immediate first aid care.
  - Depending upon the severity, a whole school evacuation may be required, this will be determined by the ERT Lead. If a whole school evacuation is required, communication should be conducted via the PA system, with clear instructions given.
  - If an evacuation is required, escape routes will be diverted away from the incident location.
  - A cross-site or off-site evacuation may be required. Refer to [Section 6.4 & 6.4](#) of this ERP for details of the school's cross-site or off-site evacuation details.
- If needed, contact the emergency services to provide medical and emergency support.
- ERT Lead will notify Head of HSE, to invoke the [GEMS Crisis Management Policy](#).
- As soon as reasonably possible, and once the location is deemed safe for access, a structural assessment must be carried out. This should be coordinated via the GEMS Properties Team, who will appoint a suitable contractor.
- 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:

- Work with GEMS Communication Team to establish methods of communication to parents, students and other stakeholders.
- Conduct investigation with the support of Head of HSE and GEMS Properties Team.
- Review the effectiveness of the response, capture key lessons learned, and update any relevant procedures, risk assessments, and training as required.

- d) Generate and communicate a completed report to relevant stakeholders. This may include the consultant's structural assessment.

## 7.7 Child abduction

If a report is made 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 and the MSO.
- c) Principal will notify the Head Guard and MSO and decide upon the course of action. If the attempted abduction has occurred within the school, an immediate lockdown of the school may be required. This will be initiated by the Principal.
- d) Principal will notify the police as soon as reasonably possible. A review of the CCTV should be conducted immediately by the Head Guard or MSO; this will help to identify any potential perpetrators.
- e) Principal will notify the Head of HSE as soon as possible; this will allow the GEMS Crisis Management Policy to be invoked.

If a person observes what they believe 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 Head of HSE. This will invoke the GEMS Crisis Management Policy.

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 HSE, Safeguarding, and Security Teams. This will include identifying potential witnesses and obtaining statements, reviewing CCTV, analysing sign in logs etc.
- c) Identify students or staff members that may require counselling support.
- d) Review existing processes including any relevant risk assessments.
- e) The Principal, VP Safeguarding, and Head of HSE, in coordination with GEMS Communications Team, to generate and communicate a completed report to relevant stakeholders.

## 7.8 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 Head Guard / MSO, 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/BBS 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 Head of HSE, to invoke the GEMS Crisis Management Policy.
- 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 Trip Leader 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, to establish the movements of the missing child.
- c) The Trip Leader will notify the Principal to inform them 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 30 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) The Principal will notify Head of HSE who will be liaising with the Crisis Coordination Team (CCT), to invoke the GEMS Crisis Management Policy.
- 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 HSE, Safeguarding, and Security teams. This will include identifying potential witnesses and obtaining statements, reviewing CCTV, analysing sign in logs etc.
- c) Identify students or staff members that may require counselling support.
- d) Review existing processes including any relevant risk assessments.
- e) Principal, VP Safeguarding, Head of HSE, in coordination with GEMS Communication Team, to generate and communicate a completed report to relevant stakeholders.

## 7.9 Loss of essential services

Loss of essential services (eg. HVAC, water, electricity) requires the following action.

- a) ERT Lead and SLT assess the impact and decide on the appropriate actions, including partial or full school closure if required.
- b) ERT Lead to notify the Head of HSE who will liaise with the Crisis Coordination Team (CCT).
- c) If closure is required, communicate clearly to parents regarding procedures to collect their children.
- d) For students that use STS/BBS bus transport services, suitable arrangements will be made for an early collection. STS/BBS will be responsible for communication with bus user parents to ensure they are available for a potentially early home drop off.
- e) ERT Lead or MSO liaise with the facilities manager to restore services.

Following the incident:

- a) Work with GEMS Communication Team to establish methods of communication to parents, students and other stakeholders.
- b) Review the effectiveness of the response, capture key lessons learned, and update any relevant procedures, risk assessments, and training as required.
- c) ERT Lead and Head of HSE, in coordination with GEMS Communication Team, to generate and communicate a completed report to relevant stakeholders.

## 7.10 Severe weather

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

- a) ERT Lead/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 student collection can commence.
- c) 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.
- d) Refer to the [HSE-POL-22 GEMS Adverse 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 ERT Lead/Principal, or competent appointed deputy, 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 GEMS Properties Team.
- c) Review the effectiveness of the response, capture key lessons learned, and update any relevant procedures, risk assessments, and training as required.
- d) Generate a report for key stakeholders, if required.

### 7.11 Chemical spillage

Chemical spills can pose serious health and safety risks. The following steps must be taken immediately.

- a) ERT Lead/Principal, MSO and SLT assess the impact of the spillage and decide on appropriate actions. This may include partial or full school evacuation if required.
- b) Remove all students and staff from affected or potentially exposed areas.
- c) If evacuation or closure is required, the appropriate communications must be issued to parents, students, transport providers, and staff. Students are to be kept in the safe assembly location within the school until collection or it is safe to return.
- d) Secure the area and restrict access until cleaned by trained personnel.
- e) Only trained staff with appropriate Personal Protective Equipment (PPE) are permitted to manage or clean up the spill.
- f) Spills must be reported, and the incident documented according to school chemical safety procedures.

Following the incident:

- a) Work with GEMS Communication Team to establish methods of communication to parents, students and other stakeholders.
- b) ERT Lead/Principal, or competent appointed deputy assess the school and determine when it is safe to reopen, confirming with GEMS Properties Team if there is any damage.
- c) Review the effectiveness of the response, capture key lessons learned, and update any relevant procedures, risk assessments, and training as required.
- d) Generate a report for key stakeholders, if required.

### 7.12 Confirmed legionella outbreak

An outbreak is defined as two or more confirmed cases of Legionellosis occurring in the same locality within a six-month period. In the event of two confirmed cases of legionella:

- a) Immediately report the incident to the Head of HSE.
- b) Report to the local municipality, in line with reporting requirements.
- c) Liaise with EFS to establish potential sources of the bacteria (eg. cooling towers, hot and cold-water systems). Review past test results to establish any potential areas of concern, and determine any further needs for microbiological and water testing across the school.
- d) Liaise with the School Medical Team to identify any symptomatic individuals and ensure appropriate medical follow-up.
- e) Engage relevant authorities (eg. KHDA) and seek guidance, including any requirement for school closure.

Following the incident:

- a) Work with GEMS Communication Team to establish methods of communication to parents, students and other stakeholders.
- b) Review the effectiveness of the response, capture key lessons learned, and update any relevant procedures, risk assessments, and training as required.
- c) ERT Lead/Principal and Head of HSE to generate and communicate a report to relevant stakeholders.

- d) Monitor micro biological test results and ensure they remain in line with Municipality requirements.

## 8. Communication of this ERP

- This ERP is an internal document. It will be communicated to all school personnel via the ERT Lead/Principal each time it is updated.
- A copy of this plan will be accessible to all staff at all times, eg. via a group SharePoint site. Copies may also be displayed in the staffroom and within administrative areas for staff access.
- All new joiners to the school will be provided with a copy of the plan upon joining the school.

## 9. Training

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Staff & contractors | <ul style="list-style-type: none"> <li>▪ As well as receiving a copy this ERP (as noted above), new staff undergo an orientation of the school, including evacuation routes, assembly points, and safe shelter areas.</li> <li>▪ A suitable number of designated employees must receive fire training by an approved training provider, as a minimum. The Civil Defence requirement in Dubai is 20% of all school staff, in RAK and Fujairah it is 10-30% (as determined for each individual school by the Civil Defence), and 10% for all other Emirates and Qatar.</li> <li>▪ All teaching and admin staff must complete the <i>Emergency preparedness training</i> on GEMS-U annually.</li> <li>▪ Emergency drills are considered ongoing staff training (See <a href="#">Section 10</a> for details).</li> <li>▪ Security personnel provide induction to contractors, including evacuation routes, assembly points and actions to take upon hearing alarms and alerts.</li> </ul> |
| Students            | <ul style="list-style-type: none"> <li>▪ Schools must provide regular training and awareness to ensure students understand emergency procedures and respond safely and calmly.</li> <li>▪ Students must receive age-appropriate instruction on evacuation, assembly points, lockdown and shelter-in-place, with the aim of building confidence, reducing panic, and clearly communicating student responsibilities.</li> <li>▪ Training is delivered through regular emergency drills, but may also take the form of classroom sessions, briefings and visual guidance across the school. Schools must maintain records of training and awareness sessions for compliance audits.</li> </ul>                                                                                                                                                                                                                                                                                          |

## 10. Testing of this ERP

- Schools must plan and conduct drills in advance, in line with the minimum requirements below. Refer to [HSE-POL-01 GEMS Fire Safety and Evacuation Policy](#) for further detail. Additional drills may be required by the GEMS HSE Team or Crisis Coordination Team (CCT)
- All staff, including senior leadership and support staff, are expected to participate in school-wide emergency drills, unless the exercise is intentionally designed as a partial or desktop exercise.

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Evacuation Drills          | <p>Once per term. Each academic year, schools must conduct:</p> <ul style="list-style-type: none"> <li>▪ Two fire evacuation drills. In UAE, this must include one drill in coordination with Civil Defence (Recommended in Qatar).</li> <li>▪ One non-fire scenario evacuation drill.</li> </ul> <p>In the UAE, the drill for Term 1 is to be completed within the first 60 days, and within the first 30 days of Terms 2 and 3.</p> | All staff and students         |
| Off-site evacuation drills | Once per academic year                                                                                                                                                                                                                                                                                                                                                                                                                | Staff dry-run & desktop review |

|                         |                                                                                        |                        |
|-------------------------|----------------------------------------------------------------------------------------|------------------------|
| Lockdown Drills         | Once per academic year                                                                 | All staff and students |
| Shelter-in-place drills | Once per academic year (Mandatory in RAK; Recommended in all other Emirates and Qatar) | All staff and students |

**Updated on 19.04.2026**