



LEAMS
EDUCATION



EMERGENCY RESPONSE PLAN



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INTRODUCTION

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

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

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

ROLES AND RESPONSIBILITIES

The following roles and responsibilities have been established.

DESIGNATION	NAMED PERSONNEL	ROLES AND RESPONSIBILITIES
Initial Responder	HSO	Inform the internal First Aid Team about medical intervention. Contact Emergency External numbers for serious incidents
First Aid Team/ Medical Response Team	Doctor, School Nurses	Provide immediate medical support until emergency responders arrive. Part of the Emergency Response Team (ERT) and first responders to an emergency event Report directly to the ERT Lead (by default the Principal or Superintendent) Ensure all medical equipment is in place and ready for use. Inform ERT about the condition of any injured person(s)
Emergency Response Team	Principal / MSO/HSO Security	Reach the emergency spot and take charge of the situation. Determine the priorities that will drive the overall Emergency response and guide site / tactical responders. Activates the school emergency plan, if needed (lockdown, evacuation or shelter-in-place etc.)

		Perform an initial assessment of the situation and give appropriate instructions to the First Aid Team for further actions. Arrange for evacuation/lockdown of students/ teachers/ staff/ visitors based on the type of emergency. Liaise with relevant authorities throughout the duration of the emergency and coordinate actions for resources required, rescue, headcount, first aid, hospitalization, evacuation, etc. • Take a decision of evacuation based on assessment and inform the Emergency Response Team for necessary evacuation ensuring evacuation is complete. Ensure staff are equipped with relevant training. Assess the nature of the emergency and initiate suitable actions to control the emergency suitably and activate the emergency response plan
Emergency Response Team Lead	MSO	Ensure that the Emergency Response Plan is reviewed at regular intervals and communicated to the relevant stakeholders. Ensure that the required emergency exercises are conducted in line with policy requirements. Ensure that an Emergency Response Team is appointed within the school and that their roles and responsibilities are communicated to them.

		Coordinate emergencies within their respective school and ensure that the correct reporting and communication processes with relevant stakeholders are established. Responsible for escalating critical incidents to the Crisis Coordination Team lead. Responsible for reporting to Management, responsible for public Information and liaison with the authorities
Principal (if Principal is not the appointed Emergency Response Team Lead)	Principal	Overall ownership of the execution of the Emergency Response Procedure Designated as spokesperson, coordinates media briefings and news releases, as necessary. Responsible for the immediate management of the incident, this will involve liaising with school personnel, emergency response team, emergency services and crisis management silver-level. Vice Principal or deputy Principal will be holding these responsibilities. in case the Principal was not available during the incident
Teachers / Classroom Assistants / Admin Staff/ Global Services Staff/ Third parties etc.	All	Bring the class attendance sheets. Supervise students during evacuation. Leave the building and report to the predetermined assembly point (in case of evacuation) following the Emergency Warden's directions. Familiarize themselves with the school procedures for emergencies



APPENDICES – EMERGENCY RESPONSE PROCEDURES

APPENDIX A – FATALITY OR MAJOR INJURY

If the incident occurs during school hours:

- I. Contact emergency services and the school clinic. If trained, provide any immediate first aid care. This may include first aid care for other potentially injured persons.
- II. 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.
- III. Notify the Principal who can then invoke the Emergency Response Plan.
- IV. Ensure the scene is secured as soon as reasonably possible, removing any students from the direct area.
- V. Communicate to the family members of the injured.
- VI. Identify potential witnesses for further interviews/ discussion later.
- VII. Do not engage in any formal or informal conversations with anyone outside the Crisis Coordination Team and do not make any comment to the public or press.

Following the incident:

- I. Work with the TIAD communication team to establish formal methods of communication with parents, students, and other stakeholders.
- II. Investigation with the support of the TIAD H&S team.
- III. Establish students or staff members who may require counseling support.
- IV. Review existing processes including any relevant risk assessments.
- V. Principal, VP,MSO/HSO in coordination with TIAD Communication team to generate and communicate a completed report to relevant stakeholders.



APPENDIX B – FIRE

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

- I. Immediately raise the alarm by activating the nearest manual call point (MCP).
- II. If safe to do so rescue any persons who are in immediate danger.
- III. If safe to do so, attempt to tackle the fire, please note that you must never put yourself or others at risk. Fires larger than a waste paper bin should be left to trained emergency personnel.
- IV. Notify the Emergency Response Team who will attend the site and assess the situation. The Emergency Response Team will determine the need for emergency response and notify the emergency services.
- V. 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.
- VI. As soon as reasonably practical the Principal is to notify the silver team lead; this will subsequently invoke the TIAD crisis management plan.

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

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

Following the incident

- XIII. Work with the TIAD communication team to establish methods of communication with parents, students, and other stakeholders.
- XIV. Investigation with the support of the TIAD HSE team.
- XV. Establish students or staff members who may require counseling support.
- XVI. Review existing processes including any relevant risk assessments.
- XVII. Principal, VP HSE, and TIAD Communication Team to generate and communicate a completed report to relevant stakeholders.

APPENDIX C – BOMB THREAT

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

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

If you receive a threat, you should:

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

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

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



Remain Indoors

- In some instances, it may be safer to remain within the school. For example, if the location of the device is noted as being outside of the school. People should be advised to move away from windows and doors. If the location of the suspected device is not known, external evacuation would be a justifiable course of action.

The decision not to evacuate or remain and continue as normal.

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

Media/ Parent communications

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

Bomb Threat Checklist

The following actions should be taken:

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

WHEN, WHERE, WHAT, HOW & WHY

ABOUT THE CALLER

MALE

☐

FEMALE

☐

LANGUAGE

WELL SPOKEN

☐

IRRATIONAL

☐

TAPED

☐

INCOHERENT

☐

CALLERS VOICE

☐

CALM

☐

CRYING

☐

ANGRY

☐

SLOW

☐

STUTTER

☐

DISGUISE

☐

FAMILLIAR

☐

LAUGHING

☐

ANY SPECIFIC ACCENT :

BACKGROUND SOUNDS :

STREET NOISES

☐

HOUSE NOISES

☐

CARS

☐

CLEAR

☐

OTHER VOICES

☐

DATE OF CALL :

TIME OF CALL :

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

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

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

Time notified and who:



APPENDIX D – CHILD ABDUCTION

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

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

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

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

Following the incident

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



APPENDIX E – MISSING CHILD

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

- a) The staff member who is notified must immediately inform the Principal and the security team.
- b) The security team and school employees must conduct an immediate sweep of the premises. Ensure areas such as toilets, clinics, pools, storage areas, sports halls, etc. are checked. In parallel, the security personnel will conduct a review of the CCTV, to establish the movements of the missing child within the school.
- c) If the missing child is a bus transport student the transport department 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 parents. At this point, the police may also be notified. This will be done in consultation with the parents.
- e) At this stage, the Principal will notify the silver team lead, to invoke the crisis management plan.
- f) The school will support the police during their investigations and provide any necessary information they may have.

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

- a) The staff member supervising the excursion must be notified immediately.
- b) An immediate sweep of the premises/location must be conducted. If the premises/location has a security team, they must be notified immediately. The security personnel will conduct a review of the CCTV, to establish the movements of the missing child.
- c) The supervisor will notify the Principal to inform him/her of the situation.
- d) If the missing student is not found following an immediate sweep of the premises/location, the parent/guardian will be notified. It is recommended that no longer than thirty minutes is taken to notify the parents. At this point, the police may also be notified. This will be done in consultation with the parents.
- e) At this stage, the Principal will notify the silver team lead who will be liaising with the Crisis Coordination team, to invoke the crisis management plan.
- f) The school will support the police during their investigations and provide any necessary information they may have.



Following the incident

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

APPENDIX F – STRUCTURAL FAILURE

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

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

Following the incident

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

APPENDIX G – SEVERE WEATHER

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

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

Following the incident

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- b) The principal and SLT are to determine the school's impact and decide on the appropriate action. This may be dictated by a regulatory body that instructs schools to close due to the severe weather.
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- d) The principal is to report the incident to the silver team lead.
- e) Students must be immediately removed from any areas which are exposed to a particular risk. This could include areas of flooding or areas that could be impacted by high winds. Students must be brought inside to a safe point and remain until safe collection can be arranged.
- f) Refer to the hot weather policy for guidance.



Following the incident

Work with Appendix G – Severe Weather

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

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

APPENDIX H – LIFT POLICY

Use of the elevator should be restricted to only those with special needs and an accompanying staff member. The elevator should be secured during the school day where supervision may not be possible at all times. Never use the elevator if there is a fire in the building.

Do not use the elevator in the case of severe weather conditions as power outages are a greater risk. Conduct morning and afternoon searches of your elevator to ensure that the elevator is empty and functional. Also, check debris inside the elevator. Any time there is a question as to the proper functioning of the elevator, a service professional should be contacted immediately and the elevator should be placed out of service until it can be evaluated. Always enter and exit the elevator at designated floor alignments. Look to see that the elevator is there and properly aligned with the floor you are standing on. Attempting to exit the elevator when improperly aligned may result in serious injury.



If the elevator becomes stuck while occupied, passengers should stay calm and get help via the elevator phone, emergency call button, or cellular phone. They should not attempt to pry open the doors or climb up on top of the elevator to access the upper floor. If the elevator becomes stuck between floors, but the doors open, do not attempt to climb up or down to get out. Wait for help to arrive. Avoid elevators with passengers that make you feel uncomfortable or appear suspicious. Report all suspicious persons and/or behavior to school administrators. Conduct routine checks of the elevator to ensure that inspections have been completed.

Test the emergency call button. Some of these calls are answered off-campus in a communications center. Without an updated list of phone numbers, these call centers may not be able to contact your school. Inquire as to whether or not these calls can be received in your main office area.

APPENDIX I – PANDEMIC / COVID-19 & CONTINUING EDUCATION RESPONSE

In the event of a pandemic outbreak (such as COVID-19), the following procedures must be followed to ensure the safety of students and staff while maintaining continuity of education:

I. Health & Safety Measures

1. Follow all government and health authority directives regarding hygiene, social distancing, and use of personal protective equipment.
2. Establish sanitizing stations at entry points and in all common areas.
3. Conduct routine cleaning and disinfection of classrooms, buses, and shared facilities.
4. Implement daily health checks, including temperature screening and symptom monitoring.
5. Restrict access to the campus for anyone showing symptoms of illness.

II. Learning Continuity

1. Transition to online or blended learning in the event of full or partial school closure.
2. Teachers to deliver lessons through approved virtual platforms (e.g., MS Teams, Zoom, Google Classroom).
3. Provide asynchronous learning options for students unable to attend live sessions.

Ensure IT support and access to digital resources are available for students and staff.



III. Communication

- Principal to issue timely updates to parents, staff, and students through official channels (email, SMS, website, or school app).
- Any communication regarding confirmed cases, closures, or reopening timelines must be approved by the TIAD Communications Team.
- Maintain confidentiality and data privacy when reporting health information.

IV. Student & Staff Well-Being

- Provide counseling support through online or in-person channels.
- Monitor attendance and participation in online classes to identify at-risk students.
- Deliver training for teachers and staff on effective use of digital learning tools.

V. Transition Back to Normal Operations

- Adopt a phased reopening plan with staggered schedules or reduced class sizes where necessary.
- Continue blended learning until authorities declare full resumption of normal operations.
- Review and update policies based on lessons learned to strengthen future preparedness.

Following the Incident

I. Work with the TIAD Communications Team to establish formal updates for parents, students, and staff.

II. Conduct a review of the effectiveness of online/blended learning and identify areas for improvement.

III. Provide opportunities for feedback from teachers, parents, and students.

IV. Update the Emergency Response Plan with revisions and recommendations for future resilience.

APENDIX J - AERIAL THREAT & AIRSPACE EMERGENCY RESPONSE PLAN

Document owner	Group Head of Operations & Business Development
Version	Draft v1.0
Applies to	All LEAMS group schools, corporate support functions, transport operations, security and outsourced service partners
Review cycle	Biannual review and immediate review after any relevant incident, drill or regulatory directive

Purpose of this document

This plan is designed to help each school respond quickly and consistently to any aerial or airspace-related emergency affecting Dubai or the UAE, with a primary focus on life safety, calm command, accountability, controlled communication, and continuity of education.

Document Contents

1. Purpose, scope and planning assumptions
2. Definitions and activation levels
3. Command and control structure
4. Protective action framework
5. Campus response procedures
6. Transport and school bus protocol
7. Communications and parent messaging
8. Support for early years, students of determination and medical needs
9. Reunification, continuity and recovery
10. Training, drill schedule and compliance requirements
11. Appendices: checklists, templates and campus annex pages

1. Purpose, Scope and Planning Assumptions

This policy annex supplements the existing emergency response plan of each school. It does not replace the wider emergency management framework; rather, it provides a threat-specific operating procedure for aerial emergencies, airspace disruptions, explosions heard in the vicinity, falling-debris risk, smoke ingress, sudden movement restrictions, or any official direction requiring protective action.

The plan applies during school hours, before and after school operations, transport movements, co-curricular activities, vendor activity, and any period in which students, staff, contractors or visitors are under the supervision of the school.

Planning assumptions

In most external aerial-threat scenarios, the safest first action is likely to be immediate movement indoors and away from glazing rather than an open-area evacuation. However, the response may transition to sealed shelter, controlled evacuation, relocation or reunification depending on building safety, smoke conditions, and instructions from the authorities.

Objectives

- Protect life and reduce exposure to blast, debris, smoke, panic and crowding risks.
- Enable Principals and campus incident teams to activate a clear, school-appropriate response without delay.
- Maintain accountability for every student, staff member, visitor and bus movement.
- Control communications so that parents receive timely and accurate information.
- Support rapid transition to recovery and continuity of learning after the incident.

Events covered by this annex

Scenario type	Examples	Likely initial action
External aerial threat	Suspected missile/drone threat, aerial interception, explosion heard nearby	Refuge-in-Place
Debris or facade risk	Broken glass, facade damage, falling fragments, unsafe external zones	Refuge-in-Place / Controlled Evacuation of affected wing
Air-quality concern	Smoke plume, unknown airborne irritant, unusual odor after an incident	Sealed Shelter-in-Place
Authority directive	Police/Civil Defense/KHDA/MOE instruction restricting movement or requiring closure	Protective action per directive
School impact event	Casualty, fire, structural damage or bus incident linked to external event	Level 3 incident management

2. Definitions and Activation Levels

For consistency across the group, all campuses shall use the following activation levels and language when reporting upwards and when logging into the incident.

Level	Trigger description	Campus posture	Examples of decisions
Level 0	Monitoring only. No direct local impact but tension or media reporting exists.	Routine operations with enhanced awareness.	Verify contact lists, inspect refuge spaces, brief SLT.
Level 1	Heightened readiness due to credible escalation, precautionary advisory or rising concern.	Prepared to activate within minutes.	Suspend non-essential outdoor activities, keep radios ready, advise bus vendor to remain alert.
Level 2	Protective action required due to official alert, loud blast, visible aerial event, debris concern or nearby smoke.	Immediate protective movement and controlled communications.	Refuge-in-Place, Sealed Shelter-in-Place, hold dismissal, stop bus departures.
Level 3	Impact event with damage, injury, uncontrolled crowding, fire or emergency services on site.	Full incident management with emergency services coordination.	Evacuate affected areas, activate triage, begin reunification planning, escalate to group crisis team.

Key operational definitions

Term	Meaning in this plan
Refuge-in-Place	Immediate movement indoors and away from windows, entrances and exposed external areas while maintaining calm supervision and attendance control.
Sealed Shelter-in-Place	A higher-control shelter posture where doors and windows are secured, outside-air intake is reduced where feasible, and rooms with lower external exposure are used.
Controlled Evacuation	Movement out of a building or wing only when the building itself becomes unsafe or emergency services instruct evacuation.
Reunification	A controlled process for releasing students to authorized adults after the incident commander approves release.

3. Command and Control Structure

Every school shall operate a simple incident command structure so that responsibilities are clear even under stress. No campus should delay a Level 2 protective action while waiting for multiple approvals if immediate student safety requires action.

Function	Primary role holder	Key responsibilities
Incident Commander	Principal	Activates the plan, decides protective action, coordinates with group leadership and external authorities, approves parent messages.
Deputy Incident Commander	MSO / Principal / Vice Principal	Manages campus control, site checks, logistics, utilities and support to the Principal.
Safety Lead	H&S Officer / MSO	Assesses hazards, confirms safe areas, monitors smoke/debris/glass risks, maintains incident log.
Medical Lead	School Doctor / Nurse	Conducts triage, tracks injured or vulnerable persons, coordinates ambulance request if required.
Student Accountability Lead	Section Heads / Coordinators	Consolidates attendance, missing-person reports and class-location status.
Transport Control Lead	Transport In-charge / G1 PRE	Tracks all buses, holds departures, communicates with drivers and bus attendants.
Communications Lead	Front Office / designated admin	Issues approved messages, answers parent enquiries using a controlled script, records outbound updates.
Security & Access Lead	MSO / Asst. Facilities Manager / Admin Officer / Security Supervisor	Controls gates, prevent crowding, guides emergency responders, secures affected zones.

Escalation principle

If a campus hears or sees a potentially significant aerial event and the external environment is uncertain, the principal or next available incident lead should immediately initiate Refuge-in-Place first and then refine the response once more information becomes available.

4. Protective Action Framework

4.1 Refuge-in-Place

Use this protective action when the threat is primarily external and the building remains safe for occupancy.

- Move all people indoors immediately.
- Keep everyone away from glazing, doors, atriums, canopies, open courtyards and exposed corridors.
- Use interior classrooms, corridors, libraries, halls or other spaces identified on the campus annex.
- Seat students low, calm and supervised until further notice.
- Stop PE, dispersal, gate movement and bus boarding.

4.2 Sealed Shelter-in-Place

Use this when there is concern about smoke, dust, air contamination, or where official instructions indicate the need to restrict outside air ingress.

- Implement all Refuge-in-Place measures.
- Close and secure windows and doors.
- Reduce outside-air intake and switch off fresh-air systems where feasible and safe to do so.
- Use rooms with the least external exposure and maintain medical observation for respiratory distress.
- Do not open gates for routine pickup until specifically authorized.

4.3 Controlled Evacuation

Use only when the building or an affected wing becomes unsafe due to fire, heavy smoke ingress, major glazing failure, structural instability, or direct emergency-service instruction.

- Evacuate away from the damaged side of the campus.
- Use the safest available route, not necessarily the normal fire assembly route if that route is exposed.
- Move to a protected holding point or secondary refuge area.
- Prepare immediately for relocation or reunification if the site cannot safely resume occupancy.

5. Campus Response Procedures

5.1 First 1–3 minutes

1. Incident Commander announces: "Aerial Emergency Protocol – Refuge in Place."
2. Teachers and support staff move all students indoors or to the nearest internal refuge area.
3. Security controls all gates and directs any visitor indoors.
4. Transport team suspends departures and advises drivers to hold position safely.
5. Nurse prepares for triage; MSO checks for damage, smoke and glazing failure.

5.2 First 5–10 minutes

6. Attendance is taken in every room/holding area.
7. Missing people, injuries or significant distress are escalated immediately.
8. One short holding message is issued to parents.
9. The campus reports activation level and situation summary to the group crisis team.
10. Decision is made whether to remain in Refuge-in-Place or move to Sealed Shelter-in-Place.

5.3 First 10–30 minutes

11. A formal decision is recorded: remain sheltered, evacuate affected wings, relocate or prepare for reunification.
12. Medical cases are reviewed, first aid is provided and emergency services are called where required.
13. Transport fleet status is verified for all active routes and off-campus buses.
14. Staff manage hydration, restroom access and calm reassurance for students.
15. No ad hoc dismissal or gate release takes place.

5.4 Campus safe-area requirements

Required designation	What each school must identify	Notes
Primary internal refuge areas	Interior spaces away from glass and exposed facades	Mark on campus map and brief all staff.
Secondary sealed shelter rooms	Rooms with fewer openings and better control of outside air	Useful for smoke or air-quality concerns.
Damage-side exclusion zones	Facades, skylights, atriums or rooflight areas with higher glazing exposure	Do not use for assembly during this type of incident.
Medical support points	Nurse station plus one backup first-aid room	Maintain emergency grab supplies.
Reunification zone	Controlled, traffic-manageable area outside or semi-covered	Use only after release approval.

6. Transport and School Bus Protocol

This annex applies equally to school-managed and outsourced transport operations. No driver, bus attendant or transport coordinator may independently release students or make unapproved route changes in the middle of an incident except where immediate life safety requires movement away from a hazard.

Situation	Driver / bus attendant action	Transport control action
Bus on active route	Keep students seated, remain calm, close windows if smoke/debris risk exists, avoid exposed high-risk stopping points, proceed to the nearest safe holding point if instructed.	Track exact location, maintain phone/radio contact, coordinate whether bus should return to campus, hold at safe point or continue only if authorized.
Bus at school about to depart	Hold departure and keep students under supervision.	Suspend release until campus command authorizes movement.
Students disembarking when incident occurs	Move students to the nearest safe covered/internal area rather than continuing open-area dispersal.	Advise campus command and re-account for all students.
Bus damaged or medical emergency onboard	Stop safely, activate emergency assistance, provide first aid within competence, do not abandon students.	Call emergency services, notify school leadership and parents through approved communication chain.

Bus kit requirements

Every bus should carry an updated student list, first-aid kit, emergency contact list, charged communication device and a laminated quick-response card summarising the actions above.

6. Communications and Parent Messaging

Aerial emergency scenarios can escalate anxiety very quickly. Communications must therefore be centrally controlled, factual and calm. The school should aim to communicate early but not speculate.

Communication rules

- Use one approved source of truth per campus.
- Do not circulate unverified videos, voice notes or assumptions.
- All external media enquiries must be referred to an authorized spokesperson only.
- Messages should clearly state whether students are sheltered, evacuated, relocated or in controlled reunification.
- Only approved staff should answer parent calls during the live incident.

Template type	Approved wording
Initial holding message	Dear Parents, as a precaution the school has activated its emergency protective protocol. All students and staff are safe and under supervision inside the campus. Please do not come to the school until further instructions are issued, as gate congestion can affect emergency management. A further update will follow shortly.
Reunification message	Dear Parents, authorities and the school incident team have permitted the next stage of our emergency procedure. Controlled student release will begin at [time] from [location]. Please bring identification. Students will not be released to unauthorized persons.
Remote-learning continuity message	Dear Parents, due to the prevailing situation and in line with official guidance, onsite operations will remain suspended for [period]. Teaching and administrative updates will continue through the school communication platforms. A separate academic continuity schedule will follow.

8. Support for Early Years, Students of Determination and Medical Needs

Each campus must maintain a vulnerable-person support register to ensure that those requiring additional physical, emotional, sensory or medical support can be assisted without delay during sheltering, evacuation or reunification.

- Identify early years classes requiring additional adult escort ratios.
- Maintain a named list of students requiring mobility support or medical devices.
- Prepare a distress-reduction approach for students likely to panic during loud sounds or sudden movement restrictions.
- Ensure essential medication access can be maintained during shelter periods.
- Nominate backup staff for any student whose usual support adult is absent.

9. Reunification, Continuity and Recovery

9.1 Reunification principles

- No ad hoc student release.
- Release only after route and site conditions are assessed and the Incident Commander authorizes the process.
- Verify the identity and authorization of the receiving adult.
- Separate parent check-in, student holding, medical holding and media exclusion areas where practicable.

9.2 Continuity triggers

The Principal and group leadership should assess whether the event requires delayed opening, remote learning, partial campus closure, temporary relocation, cancellation of evening activities, or suspension of transport routes.

9.3 Recovery actions

16. Complete attendance reconciliation for students, staff, visitors and buses.
17. Inspect buildings, facades, glazing and critical systems before resuming normal occupancy.
18. Issue a fact-based parent communication and internal staff debrief.
19. Offer counselling and wellbeing support to affected students and staff.
20. Conduct an incident review and update this annex with lessons learned.
- 21.

Training, Drill Schedule and Compliance Requirements

Requirement	Minimum frequency	Owner
Tabletop exercise for SLT, Ops, H&S, nurse and transport	Quarterly	Principal / Group H&S
Live refuge / shelter drill	Once per term	Campus incident team
Bus emergency drill and briefing	Once per term	Transport In-charge / G1 PRE
Parent communication simulation	Each term	Communications lead
Campus map review and annex update	Biannually and after any incident	MSO / H&S Officer

Minimum implementation requirement

Each school should issue a campus-specific annex within 10 working days of adopting this policy, including maps, safe rooms, exclusion zones, bus holding points, contact tree and reunification area.

Appendix A. Immediate Action Checklist for Principals and Campus Incident Teams

Time window	Action	Done	Remarks
0–3 min	Announce protective protocol and move all persons indoors / to refuge areas		
0–3 min	Secure gates and stop dismissal, PE and bus departure		
0–5 min	Check for visible damage, smoke, broken glazing or injury		
5–10 min	Take attendance and report missing/injured persons		
5–10 min	Issue initial parent holding message		
10–30 min	Confirm ongoing protective action and transport status		
10–30 min	Prepare for reunification, relocation or continuity decision if required		

Appendix B. Campus Annex Template

Each campus should complete the following fields and attach the completed annex to this policy before implementation.

School name	
Principal	
MSO	
Primary refuge areas	
Secondary sealed shelter rooms	
Damage-side exclusion zones	
Medical support point(s)	
Reunification area	
Transport holding point(s)	
Emergency contact tree reference	

Appendix C. Staff Briefing Script

Use this exact announcement where practical

Attention all staff. We are activating the Aerial Emergency Protocol. Move students immediately to the designated

internal refuge area. Keep everyone away from windows and external doors. Take attendance and wait for further instructions. Do not dismiss students or move outdoors unless specifically directed.

Appendix D. External Emergency Contacts

Service	Contact number / note
Police	999
Ambulance	998
Civil Defence / Fire	997
School to complete	KHDA / regulator contact, bus vendor control room, building maintenance escalation, group crisis management contacts

Regards,



Prarthana Kale

Principal