

**Emergency and Critical Incident Plan**

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**Context**

Sherborne Qatar aims to protect the well-being of its pupils by providing a safe and nurturing environment at all times. Sherborne Qatar recognises a critical incident to be “***an incident or sequence of events that overwhelms the normal coping mechanism of the school and disrupts the normal running of the school.”*** It is important to recognise that although they are rare critical incidents can occur and may involve pupils, staff, the family of schools or the local community.

**This document should be read in conjunction with the Ministry of Education and Higher Education’s (MoEHE) *Emergency and Crises Guide* which can be found at the main Reception at each school site.**

Examples of critical incident might be:

* a serious accident or tragedy in the school community
* a fire incident
* a sudden epidemic or disease breakout
* an act of sabotage / terrorist acts.

See **Types of Incident** on page 9 for a more comprehensive list of examples.

The purpose of this plan is to give those who are faced with a crisis some basis for action. No plan can or should attempt to cover every eventuality. However, it is imperative that we have a framework for action and that is what is provided here. This plan is designed to be generic enough to cover a range of incidents. It forms part of a suite of policies which are designed to ensure the health, safety and wellbeing of all pupils and staff at Sherborne Qatar.

Sherborne Qatar follows the National Curriculum of England (2014), modified for the local setting and provides education for boys and girls from Pre School to Sixth Form (Years 12 and 13). Sherborne Qatar has five schools on four school sites:

* The Boys’ School, Al Rayyan
* The Prep School,Bani Hajer
* The Girls’ School at Al Ebb
* The Prep and Senior School at the Mall of Qatar.
* Sherborne Qetaf which is based at the Bani Hajer site.

The licensed capacity from the Ministry of Education and Higher Education (MoEHE) for each school site is:

* Prep School, Al Rayyan – 1200
* Prep School and Qetaf, Bani Hajer – 1200
* The Girls’ School – 1200
* The Senior School – 1411

**Aim**

When a critical incident occurs the main aim should be to contain the incident and length of any school closure and disruption to the pupils’ education. This plan provides a framework for helping Sherborne Qatar to respond effectively and efficiently should an emergency or a critical incident occur.

**Objectives**

The objectives of this plan are to:

* contain the incident
* work effectively with the emergency services
* retain business continuity
* assist in any investigation
* communicate with parents and key stakeholders
* restore normality as soon as possible
* maintain reputation.

**Priorities**

The priorities of this plan are:

* to ensure that the school is prepared for immediate action
* to ensure that the school acts in a lawful manner
* to have a plan of action for business continuity
* to facilitate effective recovery
* to keep the school community informed
* to take reasonable steps to minimise any adverse publicity and to ensure all external enquiries are handled consistently by nominated personnel
* communicating effectively with all staff so that they know what is expected of them in an emergency or critical situation.

**Decision Making Responsibilities**

* The CEO should activate the plan if he believes that an incident falls within its scope.  He also needs to judge how extensively the plan needs to be activated. For example, an MoEHE announcement to close schools for a sandstorm will only require liaison with the Heads, the Bursar and the Shared Services Manager who, between them, can contact and inform the wider school community and prepare for a post storm clear up.
* If The CEO is absent, then the responsibility will fall to the Assistant Principal.
* The Managing Director should be informed as soon as possible and should nominate a spokesperson for the board.

**Administration**

* This plan will be reviewed annually in September. Each member of the Executive and the Incident Management Team (IMT) will retain a copy off site.

At the time of writing (May 2023) a new set of Health and Safety Guidelines is expected from the MoEHE and a further review will be undertaken on receipt, to take the new guidelines into account.

* The location of the IMT Room depends on the location of the emergency. The default will be the Conference Room at the Bani Hajer site, but meeting rooms are also available at each of the other schools in the Sherborne Qatar family and also at Sharaka Holdings.
* A clear Maintenance Plan should be supported with an appropriate budget. There is a contingency budget held each year for Health and Safety.

**Emergency Contacts**

**Key Outside Contacts**

# Police / Civil Defence – Telephone 999

# Kahramaa Emergency Hotline – Telephone 991

# Emergency Team Hotline, Ministry of Education and Higher Education – Telephone 4404 5999

#### ****Incident Management Team Membership (All Hours)****

CEO Nick Prowse – Telephone 6627-3867

Bursar Ashish Garg – Telephone 3129 9574

Senior School Head Mary Robertson-Barnett – Telephone 5098 6014

Prep School Bani Hajer Head Heidi Berry – Telephone 3379 8719

Boys’School Al Rayyan Head Jane Goldsack – Telephone 33347909

Girls’ School Head Sofia Darr – Telephone

Sherborne Qetaf Head Sam Campion-Gibson – Telephone

DoA&I Assistant Head, Prep MOQ Richard Williams – Telephone 6628 4990

Incident Secretary Emma Keefe – Telephone 3354 0835

Shared Services Manager Christopher Seneviratne – Telephone 5589 1294

Medical Liaison with MoPH Rebecca Baron – Telephone 5030 5569

Liaison with MoEHE Esraa Abdalqader – Telephone 6697 8309

Media Liaison Malini Saldanha – Telephone 6605 3505

PRO Abdel Ghani – Telephone 3311 8154

Finance Manager Vivian Lizardo – Telephone 5501 1429

# Incident Management Team Responsibilities

**The CEO**

* Responsible for effective activation and management of the plan
* Command and manage the IMT and chair IMT meetings
* Manage priorities and de-conflict objectives
* Ensure common understanding of the situation
* Inform and brief the Managing Director, the Chairman and Vice Chairman of Governors on the incident
* Inform holding company Sharaka Holdings CEO (5587 6498) and Legal (3360 1485)
* Nominate a spokesperson

The Assistant Principal will assume these responsibilities in The CEO’s absence.

**The Bursar**

* Assist the team leader
* Co-ordinate arrangements for setting up wider incident team and investigations
* Help to coordinate arrangements between IMT and wider liaison teams
* Supervise investigation liaison
* Ensure the plan is up to date
* Ensure the IMT is properly trained
* Liaise with the AHBH and the Head of Marketing and External Affairs regarding media announcements

**The Incident Secretary *(undertaken by the Executive Assistant)***

* Responsible for maintaining a record of all communications made and decisions and actions taken
* Support the IMT
* Assist with information management
* Clarify decisions made; confirm who said what
* Keep log sheets signed and safe
* Ensure accurate notes are maintained of all meetings / investigations
* Make arrangements for meetings
* Redirection of telephones
* Locate personnel records of affected pupils
* Follow instructions regarding correspondence with all parties

**Medical Liaison *(undertaken by the Lead Nurse)***

* Responsible for the welfare of pupils and staff requiring medical attention
* Access to medical records (staff & pupils)
* Hospital and ambulance services liaison
* Emergency medical supplies
* Isolation Plan
* Allergies, special medical needs
* Liaison with other schools
* Maintain an overview of movements of staff and pupils away from school for medical reasons.
* Liaise with MoPH on medical issues (such as decontamination of kitchens etc.) and advise the Bursar and the Shared Services Manager
* Brief IMT
* Brief staff on medical aspects of the incident
* In liaison with the School Counsellor co-ordinate the provision of welfare assistance in school and to external locations (hospitals etc.)
* Liaise with hospitals, ambulance service etc.

**Assistant Head, MOQ**

* In conjunction with the MoEHE Liaison and the Media Liaison, be responsible for communications with staff, pupils, and families / relatives
* Provide briefing to parents on decisions taken by IMT
* Brief staff on the incident
* Coordination of visits
* Brief affected parents
* Meet & greet parents
* Liaison as necessary with the media team
* Assist the appointed spokesperson in providing fast facts
* Monitor local radio broadcasts and press
* Provide advice to staff and pupils on dealing with the media

**Media Liaison *(undertaken by the Head of Marketing and External Affairs)***

* Responsible for managing the school's dealings with the media during an emergency in order to maintain Brand Protection and Reputational Enhancement
* Arrange press conferences, if the IMT deem them to be necessary (See Annexe F)
* Develop social media in relation to the incident (SM)

**Shared Services Manager**

* Responsible for facilitating all access to the school premises and grounds by external stakeholders in order to ensure prompt and effective response and recovery.
* Maintain maps and diagrams of the estates showing Key Points for water, gas and electricity
* Maintain essential equipment
* Determine emergency purchase authorisation
* Control access to the school (routes in/out)
* Facilitate access for emergency services
* Maintain liaison with Civil Defence, the Police and any other necessary services.
* Liaise with assessors, insurance, regulatory bodies
* Assist IMT
* Liaise with contractors.
* Ensure that the school buildings and grounds are secure.
* Ensure safety of staff and pupils in school grounds.
* Ensure that all visitors to school are met and escorted

**PRO**

* Responsible for the coordination and facilitation of post emergency investigation in order to demonstrate the school's duty of care and mitigate liability
* Determine external compliance requirements
* Establish contact with regulatory bodies
* Liaise with local authorities and relevant regulatory authorities
* Capture lessons identified (See Annexe N)

**Finance Manager**

* Ensure insurance contact telephone numbers are contained within the plan
* Liaise with school insurers, accountants, bank and solicitors (and request their attendance at IMT, if necessary)
* Preserve evidence and prepare for later inquiries (including Log Sheets)
* Take legal record of proceedings (interview witnesses, take photographs, written inventory of damage etc.)
* Facilitate investigations into cause & response
* Lead and/or manage internal investigations
* Organise replacement equipment, and secure storage of salvage
* Account for costs

**MoEHE Liaison**

* Liaise with the MoEHE Emergency Team
* Liaise with Media Officer over communications and Press Releases etc
* Provide cultural advice as necessary
* Advise the IMT on all the above.

Additionally, see all annexes at the end of this document.

Meetings of the full IMT will be chaired by the CEO.

**Types of Incident**

Examples of Critical Incidents and Emergencies might be:

* The death of a member of the school community, through sudden death, accident or illness (Also see the *Bereavement Policy*)
* A serious accident or tragedy in the school community
* A fire incident
* A sudden epidemic or disease breakout
* An act of sabotage or terrorist acts
* A child missing or an abduction
* Serious damage to the school through fire, flooding, etc.
* Mass poisoning
* Workplace violence, including, physical attack on a staff member or pupil
* A mass brawl inside the school
* An intrusion into the school
* Adverse weather conditions

**Adverse Weather Conditions** is the incident most likely to occur at some point during the year. Schools can be forced to close because of severe sandstorms or heavy rain which occur occasionally in Qatar. Every step must be taken to protect the school from damage sustained by bad weather. This means that all areas showing signs of leaks must be repaired and shade netting made as secure as possible to survive strong winds. Regular maintenance will help to protect the premises from such conditions.

If and when such weather occurs during the school day, pupils must be kept inside until a decision is taken by the CEO and Heads about the need to close early. Rain, wind and sandstorms can affect the roads and traffic and this is a vital factor that should be taken into consideration when making a decision. Sometimes it may be safer for pupils to remain in school until the weather and roads improve rather than being collected during a storm. If weather conditions occur outside the school day, the CEO, the Bursar and the relevant Head will liaise with the Shared Services Manager to establish the condition of the building and take any required action. **Ministry of Education and Higher Education approval must be sought before any school closure is enforced.**

**Initial Actions in the Event of an Incident**

**Initial Alert Procedure**

#### During Working Hours

Unless the emergency is an obvious physical incident on the site of the school the initial alert may well be in the form of advice from a member of staff, a press enquiry to the main school number or picked up on social media. This information **must** **be passed onto the CEO immediately.**

#### Out of Working Hours

This will usually be by means of a telephone call to any school number, member of the Executive Team or the IMT. This information **must be passed onto the CEO immediately**.

#### WhatsApp Group

An IMT *WhatsApp* group will be established and used for emergency situations If it is not possible to hold physical meetings. The group will test this facility at the start of every term and updated for personnel changes as necessary.

#### Initial Information Requirements

* The nature of the incident
* The exact location and time of the incident
* The number of any casualties and details of any injuries etc.
* The names and home numbers of those involved
* The emergency services involved
* Any actions taken so far
* The location and telephone number of where the call is being made from
* Any media response
* The name of person who took the initial call, and time the initial information was received

# Grading the Incident

Grading the incident should be done at the first IMT meeting and this judgement shown be based on the information known at the time.

|  |  |
| --- | --- |
| **Category 1 Incident** | Incident forces closure of one or more school sites |
| **Category 2 Incident** | Incident forces partial closure of one or more school sites |
| **Category 3 Incident** | Incident does not require school closure but will have an impact on the whole or part of the school community |

# The grading should be revised as management of the incident develops.

# Incident Management Team (IMT) Meeting Agenda

# See ANNEXE A for the initial meeting agenda and also refer to all other annexes.

# Equipment and Records

The **Red File** should contain a list of facilities required at the IMT meeting room, including access to databases, alternate communications, local and site maps with key locations and telephone numbers. The **Red file** should be kept in the Executive Secretary’s office at all times and duplicated in a designated off site location. See Annexe B below.

**School Closure**

If the school is closed because of adverse weather or any other emergency situation the School Executive may decide to invoke online learning procedures to assist with the pupils’ continuity of education. This decision will be governed by the nature of the incident and its consequences, an estimate of how long the relevant school is likely to be closed, together with any requirements from the MoEHE. The aim should be to physically reopen the school and restore in person learning as soon as possible. Attendance Registers should continue during online learning and all pupils ‘present’ should be recorded as Code B (educated remotely).

Some pupils and staff may experience a variety of emotions in response to a critical incident or an emergency situation. Guidance should be sought from the School Counsellor and individual support programmes put in place as necessary. Similarly, whole forms or year groups may need support from their Form Teachers or Tutors and through PSHE programmes.

There may be disruption to iGCSE, As Level and A Level examinations and contingency plans, in line with the awarding body’s regulations, should be implemented by the relevant Deputy Head Academic. Parents should be informed of any disruption to the examination schedule and the agreed action which is being implemented.

**ANNEXE A**

**IMT First Meeting Agenda**

**Also see Annexe C: *Post Incident Support Check List* and Annexe G: *Contact Telephone Numbers and Key Holders*.**

**The difficulties faced in restoring normality following a traumatic event should not be underestimated. The IMT may well be dealing with their own challenges as well as dealing with the impact on staff, pupils and parents.**

The following acts as a checklist but, depending on the nature of the incident, not all of these items will be relevant.

1. **Situation**
* What happened, when, where, why (if known)
* Identify category of the incident.
* Details of actions presently being taken, including other parties involved
* Names, phone numbers of, injuries, present location of all casualties and details of those not accounted for.
* Total number of people involved and total known to be safe and their present location. (Record all names of personnel involved, including witnesses and obtain contact numbers before sending them home.)
* Details of any visitors or contractors involved.
* An estimate of immediate effect on the school.
* An estimate of obvious weaknesses in the response.
* Details of additional support immediately required.
* Dedicated numbers for communications including mobiles and e-mails.
* Deployment of additional resources to the scene with communication links.
1. **IMT Details**
* Composition of the IMT
* Location of the IMT
* Responsibility of recording details of the incident

**3.  Liaison Requirements**

**Also see Annexe B: *The Red File***

Contact arrangements are required for the following:

* Scene of incident
* Emergency services
* Parents
* Governors
* Media
* Regulatory authorities
* British Embassy
* Hospitals
* Neighbouring premises
* Suppliers / contractors who also may be affected
* Associated schools
1. **Pupils, Parents and Staff**

**Also see Annexe C: *Post Incident Support Checklist*, Annexes D, E and F: *When an Incident Happens* and Annexe I: *Guidelines for Relatives’ Enquiries*.**

* Locate personnel records
* Flow of approved information to all, including relatives
* Accounting for persons who are missing and injured, requesting police assistance to inform next of kin (NOK)
* Informing parents of persons who are safe and collection actions
* Reception, welfare and rehabilitation requirements
* Advice regarding enquiries from the media
* Advice regarding giving evidence
1. **Media Issues**

**See also Annexes D, E and F: *When an Incident Happens***

* Appoint a spokesperson
* What calls go where?
* Formulate media statements and social media posts in co-operation with other parties involved e.g. Emergency services
* Decision on the content of an immediate statement for release to public and media
* Authorisation procedure
* Activity on Social Media
* Prepare Q&A
1. **Other Issues**

**See also Annexes D, E and F: *When an Incident Happens***

* Monitoring of press and media broadcasts.
* Advice to staff, pupils and dependants regarding the handling of media enquiries
* Hosting and escort arrangements for visiting media
* Briefing of other sites to whom enquiries may be directed
* Rehearsal of spokesperson
* Audio recording of interviews, press conferences etc.
1. **School Communications**

**Also see Annexe C: *Post Incident Support Checklist* and Annexe I: *Guidelines for Relatives’ Enquiries.***

* Reception to be briefed on what calls to go where
* Enquiry lines, parents / relatives, media, others and manning requirements
* Mobile communications for liaison personnel
* Email monitoring

**8**. **Financial Issues**

**Also see Annexe O: *Business Continuity Plan***

* Accounting for costs of incident including recovery considerations; nominate an accounting code
* Funding of victims and their dependants' immediate requirements
* Sources of additional funds

**9**. **Insurance Issues**

**Also see Annexe O: *Business Continuity Plan***

* Inform insurers and comply with conditions
* Third party insurers
* Assessor to the scene
* Photographic evidence and written inventory of damage
* Secure storage of salvage / replacement equipment
* Disposal of waste.

**10.**  **Legal issues**

**Also see Annexe O: *Business Continuity Plan***

* Beware of admission of liability or allocation of blame
* Obtain copies of any contracts / trading conditions that may be relevant
* Inquiry considerations
* Preservation of evidence
* Legal record of proceedings
* Interviewing of witnesses
* Statutory reporting requirements under relevant Qatari regulations
* Contact third party legal advisers including dependants who may be affected

**11**.  **Medical Issues**

**Also see Annexe C: *Post Incident Support Checklist***

* Independent advice
* Liaison with the MoPH, the MoI and the MoPH
* Decontamination (kitchens etc.)

**12**.  **Administration**

**Also see Annexe O: *Business Continuity Plan***

* Security of site, meeting rooms, records, salvage and replacement materials (high vulnerability to theft after replacements are made)
* Emergency power and lighting
* Making place safe or cordon off unsafe areas
* Controlled re-occupation
* Alternative accommodation and facilities
* Catering
* Transportation
* Overnight manning
* Off-site storage of records and plans

**13**. **Recovery**

**Also see Annexe L: *Reputation Management*, Annexe N: *Debrief and Lessons Learnt* and Annexe O: *Business Continuity Plan***

Post incident evaluation is essential and time should be set aside to debrief staff and gather feedback from staff, pupils and parents. At an early stage appoint a separate team to look at recovery arrangements, which will include many of the items listed above including:

* Clean-up / disposal of waste (consider evidential requirements)
* Inventory damage
* Prioritise the clean-up / recovery
* Welfare and counselling arrangements
* Funding of victims' or dependants' immediate requirements
* Funeral arrangements

**ANNEXE B**

**The Red File**

**The Red File should contain the following:**

* IMT names and telephone numbers
* Emergency and key services contact details
* Staff contact details
* Governors’ contact details
* MoEHE Emergency Services Contact details
* A copy of the Critical Incident Plan and associated templates
* A draft Media Response
* A draft Parent Response
* A draft Press Briefing
* Meeting Log Books, notepads and other stationary etc.
* Maps of the area
* A list of other items which may need to be procured:
* Flip Charts x 3
* Computer and photocopier
* Mobile Phones chargers
* Transport
* Refreshments
* Site plans for all schools
* Location of utility services cut-off valves and junction boxes
* Details of Hazardous materials and COSHH stores
* Entrances and exits plus parking areas
* Location of hydrants & risers
* Fire equipment points
* Fire assembly points plus alternatives
* Underground pipes and drainage
* Sherborne Qatar Internal Telephone Directory

**ANNEXE C**

**Post Incident Support Checklist**

The health and wellbeing of those involved in, or affected by, the incident is most important.

|  |  |
| --- | --- |
| **Post Incident Support - assistance for pupils, parents and staff** | CompletedSign / time / date |
| Identify pupils, parents and staff who may be particularly affected by the incident |   |
| Consider requesting support from educational professionals and or other organisations  |   |
| Offer pupils and staff the opportunity for psychological support and counselling |   |
| Ensure staff and pupils know that support is available and arrange access to these services as necessary |   |
| Ensure that staff and pupils have access to breakout areas where they can take timeout |   |
| Consider how staff and pupils should be debriefed and by whom |   |
| Provide opportunities for pupils to discuss their experiences. Do not discourage pupils from talking about their experiences. Consider creating a safe space for pupils to record messages and/or utilising IT. |   |
| Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents before doing this |   |
| Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected |   |
| Manage any distress that could be caused by ongoing enquiries, legal proceedings and media attention |   |
| Cancel or rearrange any events which are inappropriate |   |
| Be sensitive about the demands on staff and pupils (e.g. deadlines for coursework, imminent exams, duties and burdens) where appropriate consider deferring or cancelling activities |   |
| Send a communication to debrief parents with information about the nature of the incident, action taken, arrangements for support, what further actions the school is taking and who they can contact to discuss further |   |
| Provide parents with appropriate updates and information |   |
| Do not make public any sensitive / confidential information about individuals |   |
| Consider organising an event for parents to discuss any issues or concerns they might have |   |
| If pupils or staff who were particularly affected by the incident move to another school consider notifying the Head of the new school ensuring confidentiality and sensitivity |   |
| Ensure that new staff and pupils are aware of the incident and how it affected the school community |   |
| Follow return to school procedures to make returning to school as easy as possible |   |
| Ensure that the appropriate support is in place for as long as necessary |   |

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| **Additional consideration should be given to:** |
| Funeral arrangements and religious activities |
| Remembrance activities and memorials, including how it is appropriate to mark anniversaries etc |
| Support families and the local community if affected by the incident (e.g. community events, fund raising). |
| Any media activities |
| Improvements to security and safety in any new buildings |

You should also refer to the Sherborne Qatar *Bereavement Policy.*

**ANNEXE D**

**When an Incident Happens – Media Strategy**

**Talking to the media is not compulsory but doing so may satisfy the media’s demand for information and reduce the number of enquiries received. However, providing information can also lead to more coverage and press interest. Caution should be exercised during ongoing investigations. It should be recognised that the media may use information already in the public domain from the website, Facebook, X (formerly Twitter) and Instagram.**

**If you do wish to talk to the media be clear about what you wish to say and consider questions which maybe asked. Seek legal advice if you think that a sensitive matter will be on the agenda.**

* 1. Do the media already know about the incident?                                                    YES / NO
	2. Has the school been connected with the incident?                                               YES / NO
	3. Is the school likely to be connected with the incident?                                           YES / NO

4.  If the media knows about the incident and have connected it with us, are we likely to be shown in a bad light?

If the answer is YES, then prepare a short statement and use it to reply to any questions.

* Centralise all media enquiries and make sure that only one or two people reply to them.
* Prepare background material to reply to difficult questions and be sure to cover the areas where we may be criticised.

5.    If the media knows about the incident and about our involvement is the whole school unlikely to be criticised and do we emerge from the incident quite well?

If the answer is YES, prepare a short initial statement. It should tactfully and with restraint say what the school has done well (e.g. "The intruder was restrained by members of staff and police were called").

* Should this statement be released proactively?
* Are there any facts which mean we could still be criticised?

6.    Agree three or four positive points.

* Our good record so far
* The care we have taken to try to prevent incidents such as this from occurring
* The speed and quality of our response to the incident
* The care that we are offering to children and parents (e.g. counselling)

**Brief everyone on the positive points. Make the positive points whenever possible. Speaking to the media is largely a matter of repetition. There is no guarantee that the media will report what we say but let's make sure we say it often enough anyway.**

 7.     What are we going to do about pupils and parents who may speak to the media?

* Some parents or pupils may be interviewed in a state of shock shortly after the incident has occurred.  They may say anything in such a condition.  There is little that we can do about this, except possibly imply that, "**W*hilst we fully understand and even to some extent share their sense of anger and grief, they may take a different view when they have heard the full story.***"
* Some parents may be critical of the school.  Therefore, we need to prepare our response and take every opportunity to make it. Try at all times to be sympathetic and understanding.

Spokespersons must make sure that what is said is backed up by facts, respects the feelings of others and does not seem to dismiss the gravity of the situation.

**ANNEXE E**

**When an Incident Happens - Initial Statement**

**The following is an outline for an initial statement.**

1. Express regret. ("I regret to confirm that ....")
2. Briefly describe the incident ("two pupils from XX School were killed today in a climbing incident in Austria.")

NB: do not imply cause or blame. use neutral words like 'incident' or 'accident' wherever possible.

1. Include whatever goods news we can, providing we are certain that it is accurate.  (The remaining 14 pupils in the party are unhurt and are being looked after by school staff in Austria") [Again, don't be too specific in an initial statement.]
2. Say what the school is doing ("We are notifying the parents of the children concerned. Two additional members of staff are flying to Austria to be with the group.")
3. If we haven't done so already, say whether the parents have been notified.
4. Explain why we can't say anymore at the moment. ("Until we have more information ourselves I cannot tell you anymore.  We are busy here trying to make arrangements for the pupils ....")
5. Tell the media where they can reach us. Give names and telephone numbers.

**ANNEXE F**

**When an Incident Happens - Answers to Difficult Questions**

These answers cannot be prepared in advance but the following are points to consider.

**What is the school policy on security**?

* What measures do we have in place?
* Have we taken police / professional advice?
* When did we last assess our security measures?
* Have we ever had a security incident before?
* Are parents aware of our policy and are they happy with it?

**What is the school policy on safety?**

* What measures do we have in place?
* Have we ever taken professional advice?
* When did we last assess our safety measures?
* Have we ever had a safety-related incident before?
* Are parents aware of our policy and are they happy with it?

**What is the school policy on drugs?**

* What do we do to prevent drug abuse?
* Have we had any examples of drug abuse (and what did we do about them)
* Are parents aware of our policy and are they happy with it?

**What is the school policy on bullying / violence?**

* What do we do about bullying / violence?
* Have we had any recent cases? What did we do about them?
* Are parents aware of our policy and do they agree with it?

**What is the school policy on adventure training / outdoor activities?**

* How often do we do this sort of activity and where?
* What national guidelines do we follow?
* What steps do we take to check out the activity provider?
* What training do accompanying staff have?
* Have we ever had problems like this before?
* Are parents aware of our policy and are they happy with it?

**What is the school policy on overseas travel?**

* Do we do this sort of activity? How often and to where?
* What national guidelines do we follow?
* What steps do we take to check out the activity provider?
* What training do accompanying staff have?
* What rules do we have (e.g. about the staff / pupil ratio)
* Have we ever had problems like this before?
* Are parents aware of our policy and are they happy with it?

**What is the school policy on using buses?**

* What steps do we take to vet the bus companies which we use?
* What procedures are in place for pupil safety on the buses?
* Are parents aware of our policy and are they happy with it?

**What are the school's arrangements for contacting parents in an emergency?**

* Do we keep all their names and details centrally?
* How do we ensure that our records are up to date?
* How many people are available to ring around parents?
* Do we have a plan to bring people in out of hours?
* Are there any particular communication problems?

**Any other difficult questions?**

We cannot prepare answers in advance so please remember these are guidelines:

**DO NOT**

* Say anything that could be seen as libellous, that seems to imply blame of anyone else, or that might be held to prejudice a trial or inquiry.
* Admit any liability - this may invalidate our insurance.
* Say anything which identifies individuals, at least until their parents or next of kin have been informed; this applies to staff as well as pupils.
* Appear to speak on behalf of other individuals or organisations, unless you have agreed with them what to say. (To say that "I'm sure that Mrs Bloggins feels very upset but she understands that ...." is simply inviting journalists to play your comments back, and Mrs Bloggins to contradict you.)
* Answer hypothetical questions

**DO**

* Say that full details are not yet available, so you cannot yet say exactly what happened.  (This is usually the case.) Do give details which you are sure of - e.g. the time you were contacted, the actions the school has taken.)
* Monitor the questions you are asked and identify what 'angles' the media are covering (e.g. who are they criticising? Us or someone else? What are they criticising us for? Try to prepare answers to these 'angles').
* Avoid controversy, especially anything which may seem to criticise others. (E.g. if asked when you rang Civil Defence, bear in mind that this may be an attempt to criticise Civil Defence for slow response.)
* Provide factual details to back up our 'positive points'. (Rather than saying "our staff are experienced at leading this sort of trip" it is better to say "the member of staff in charge speaks fluent German and has led three previous trips to this area in Austria....).
* Provide factual details to counter allegations against us. ("The school had its last fire inspection in .... We were only required to undertake limited work, which we did.")
* Remember our positive points. Update or improve them as the situation develops.

S**hould we agree to an interview on TV or radio?**

* It depends on whether we have something we want to say. What is in it for us?
* Who will do the interview? Have they had training? Will they come over well?
* Make sure the interviewee has been properly briefed. Think through the difficult questions in advance that he/she may be asked and prepare the answers.
* For a TV interview, try to resist having a dramatic background.  If the school has just burnt down, the TV crew will want to film the interviewee in front of it.  Is this image we want people to remember?  (Maybe it is, if it wasn't our fault and we are appealing for help to rebuild it. Maybe it isn't, if we forgot to have the fire extinguishers refilled.)

**Should we give a press conference?**

* This is not usually necessary unless the story is very big. Then it gives us the opportunity to get our message across to a lot of media at once; but remember to ask ourselves: what's in it for us? Why are we doing this? What message do we want to get over?
* If we give a conference, or take part in one organised by the Police or a ministry, prepare thoroughly.  Anticipate awkward questions and work out the answers.
* If it is our own press conference, field a team of people. One should chair and control it: his / her job is not to answer questions but to introduce the speakers and give them time to think and some protection. S/he may also allocate questions amongst our team. Others on the team should be a senior person (HM) and one or two people with special experience of the incident or problems that it raises.
* Only let in genuine media (ask to see their press cards or ID).
* Agree ground rules with TV cameras beforehand. If we don't want them coming on the platform, make this clear.
* Ensure the room is tidy and clean and that the background is suitable. Think about our overall image. Dress suitably.
* Let the journalists in by one entrance and have another exit for your own team to leave by. The chairperson should be firm and ensure that the team get away as soon as the conference ends. No 'off the record' private words.

**IF THERE IS A TV CAMERA OR MICROPHONE IN THE ROOM ASSUME IT IS ON AT ALL TIMES!**

**ANNEXE G**

**Contact Telephone Numbers and Key Holders**

The CEO Nick Prowse – Telephone 6627-3867

The Bursar Ashish Garg – Telephone 3129 9574

Senior School Head Mary Robertson-Barnett – Telephone 5098 6014

Prep School, Bani Hajer Head Heidi Berry – Telephone 3379 8719

Boys’ School, Al Rayyan Head Jane Goldsack – Telephone 3334 7909

Girls’ School Head Sofia Darr – Telephone

Sherborne Qetaf Head Sam Campion-Gibson

AH MOQ Richard Williams – Telephone 6628 4990

Incident Secretary Emma Keefe – Telephone 3354 0835

\*Shared Services Manager Christopher Seneviratne – Telephone 5589 1294

Lead Nurse Rebecca Baron - Telephone

PRO Adbel Ghani – Telephone 3311 8154

Finance Manager Vivian Lizardo – Telephone 5501 1429

Marketing Malini Saldanha – Telephone 6605 3505

School Counsellor Jannath Ahmed – Telephone 5552 9820

**\*Key Holder**

**Annexe H**

**Emergency Plan - Log Sheet**

|  |
| --- |
| Action Required: (IMT to clearly describe what action needs to be taken). |
| Responsibility for taking action delegated to: |  |
| Time Frame: |  |
| Report back to: (named IMT member) |  |
| Details of action taken (include dates and times and persons who may have been involved). |

Signed: Received by:

**ANNEXE I**

**Guidelines for Relatives’ Enquiries**

 **The Aims of the Relatives’ Enquiry Team**

* To draw calls away from other locations
* To give assurance to callers
* To ensure that external callers are dealt with in a professional and caring manner
* To control the release of factual and approved information.  The school must speak with one voice and be seen to speak with one voice
* To gather information from relatives
* To provide welfare assistance if required

**General Guidelines in Replying to Phone calls**

* Be considerate and caring
* Be calm and controlled
* Be prepared to listen to concern and do not interrupt
* Ensure that your tone of voice is comforting not patronising
* Treat callers as individual important people

**Do not offer to call people back.  Ask them to ring you in an hour and explain that you are very busy and that there are several relatives who will be waiting to call the team.  BUT, if you do promise to ring back, keep your promise.**

* Avoid direct expressions of sympathy
* Avoid attempts at reassurance (if you don't have confirmed information)
* Be patient and methodical
* Reassure them that the school and the emergency services are doing all they can to respond to the emergency
* Keep a record of all calls, and what was said on the calls
* Ask them to stay on the number that they are on, or suggest that they move to a friend or relatives house for support (if they do, ask them to call in and let you know the new telephone number).

**DOs AND DON'Ts**

**DOs**

* Only give approved confirmed information
* If in any doubt about any caller or your response, consult the Team Leader
* Always try to be helpful
* Be considerate
* Keep calm
* Give your name if asked
* Say that you are an authorised spokesperson if asked
* Assume everything you say will become public knowledge
* Defend the school at all times
* Ensure calls are returned if you have promised to do so
* Take a break if you are feeling over-stressed
* Refer the calls from the media to the media team

**DO NOT**

* Do not lose your temper
* Do not speculate
* Do not give out unofficial information
* Do not withhold any publicly available information

**ANNEXE J**

**Actions in the Event of an Emergency on a School Trip**

**Guidance on Emergency Procedures**

A copy of the following guidelines must be taken by all party leaders and their deputies. This plan is included in the Schools Trips Policy.

* Establish the nature and extent of the emergency
* Make sure that all other members of the party are accounted for and safe.
* If there are injuries, establish their extent and administer first aid (if you have been trained or feel capable - but be aware of consequences that might follow were you to give incorrect treatment).
* Establish names of the injured and call relevant emergency services
* Advise other staff on the trip of the incident and that emergency procedures are in operation.
* Ensure that an adult from the party accompanies casualties to hospital or if on your own you go with the injured pupil(s); the Emergency Services will look after the rest of the party until another member of staff arrives.
* Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base.
* Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for.
* Control access to telephones until contact is made with the relevant Head, the Bursar or the Deputy Head and until they have had time to contact those directly involved. Pass on full details of the incident (name, nature, date and time of incident, location of incident, details of injuries, names and telephone numbers of those involved, action taken so far).
* Telephone numbers for future communication (identify alternate telephone numbers in case telephone lines become jammed).
* The school will arrange to contact the parents of those involved. In serious incidents the parents of all party members should be informed.
* Media:
* A designated person should act as the point of contact with the media to whom all involved should direct questions.
* Under no circumstances should the name of any casualty be divulged to the media.
* The Trip Leader should write down as soon as practicable all relevant details.  A record should be made of any witnesses.  Any associated equipment should be kept in its original condition.
* Legal liability should not be discussed or admitted.
* All accident forms should be completed and insurers should be contacted.
* Inform parents of any delays that will be necessitated.

**ANNEXE K**

**Lockdown Procedures**

**Aim**

To maintain the staff and pupils in a safe environment in the event of a direct threat of violence against any of the Sherborne Qatar family of schools.

**General**

Threats of violence could come from many sources. The most likely would be:

•          A disaffected pupil or parent, past or present

•          The family of a disappointed and unsuccessful applicant to become a pupil

•          Terrorists looking for a 'soft' target or against a specific 'high profile' pupil

•          Direct criminal activity

Threats could be pre-warned but most likely it would be a surprise attack. Therefore, it is prudent to plan for all eventualities and have contingencies for when the school is both open and closed.

**Summary**

It is impossible to predict how the school community will behave under threat. The main thing is for teachers to take care of their pupils to ensure they keep calm and are kept as far away from danger as possible until the authorities arrive. At this point staff should follow any instruction issued by the authorities.

**For greater detail please refer to the Sherborne Qatar Lockdown Policy**

**ANNEXE L**

**Reputation Management**

* Think through a scenario where one day the police turn up in the Head's office stating that they are here to arrest one of your teaching staff for sexual misconduct. This is one of the most extreme reputation management issues you could face and it is used as an example.
* Brief the Sharaka Holdings legal team.
* The Governors have a 'Duty of Care' to members of staff; this can be very difficult to maintain in the face of a police investigation whose priorities are different. Seek legal advice on how best to provide this duty of care.
* Staff should be briefed so that should they find themselves in this unfortunate position they wait for the school legal team and do not accept the duty lawyer at the police station.

**ANNEXE M**

**Pandemic**

**Overview**

Influenza pandemics and other major health threats, such as the one we faced with Covid-19, are a natural phenomenon that have occurred from time to time for centuries - including 3 times during the 20th century. They present a real and daunting challenge to the economic and social wellbeing of any country, as well as a serious risk to the health of its population.

There are important differences between 'ordinary' seasonal flu and pandemic flu and other major viruses. These differences explain why we regard pandemic flu and other major viruses as such a serious threat.

Pandemic influenza and other major viruses are one of the most severe natural challenges likely to affect and threaten our populations, but sensible and proportionate preparation and collective action by the government, essential services, businesses, the media, other public, private and voluntary organisations and communities can help to mitigate their effects.

Inter-pandemic years provide a very important opportunity to develop and strengthen our preparations for the potentially devastating impact of an influenza pandemic and other major viruses, and governments will continue to take every practical step to prepare for and mitigate its health and wider socio-economic effects.

However well developed, plans are unlikely to be successful without the active support of individuals and communities**.** Therefore, a key part of the response will be to encourage everyone to follow government advice and adopt basic hygiene measures to manage or reduce their own risk of catching or spreading the virus. Ensuring that all of us are fully aware of the necessary precautionary and response measures, are prepared to cooperate actively with them and accept responsibility for helping themselves and others must be an integral part of our overall preparedness strategy.

**Cause of Pandemics**

Pandemics emerge as a result of a major new virus which is markedly different from recently circulating strains. Few, if any, people will have any immunity to this new virus thus allowing it to spread easily and to cause more serious illness, as happened with Covid-19. The conditions that allow a new virus to develop and spread continue to exist and some features of modern society, such as air travel, could accelerate the rate of spread, as happened with Covid-19. Experts agree that there is a high probability of another pandemic occurring at some time in the future and it may well be different from previous pandemics, including Covid-19.

**Impact of a Pandemics**

Past pandemics, including Covid-19, have varied in scale, severity and consequence, although in general their impact has been much greater than that of even the most severe winter epidemic.

Each pandemic is different and until the virus starts circulating, it is impossible to predict its full effects. As such, it is impossible to forecast the precise characteristics, spread and impact of a new virus strain. However, as we saw with Covid-19, many millions of people around the world will become infected, with up to 50% becoming ill with symptoms and a variable proportion will die from the disease itself or from complications such as pneumonia.

Again, as we saw with Covid-19, society is also likely to face social and economic disruption, significant threats to the continuity of essential services, lower production levels, shortages and distribution difficulties. Individual organisations may also suffer from the pandemic's impact on business and services.

In conjunction with the MoEHE and the MoPH the school’s IMT will manage such situations taking into account all Government advice that may be received at the time, particularly in relation to school closures.

**ANNEXE N**

**Debrief and Lessons Learned**

It is important to debrief and review the incident as soon as possible and record the findings. This will lead to a review of and, if necessary, an update of procedures.

|  |  |
| --- | --- |
| **During the debrief it is important to identify:** |  |
| What went well? |  |
| What didn't go well? |  |
| What could we do better? |  |

|  |  |
| --- | --- |
| **Debrief and Lessons Learned** | **Completed****Sign / Date** |
| Review the chain of events from start to finish |  |
| Use the Critical Incident and Emergency plan to identify any deviation from the planed response |  |
| Collate specific feedback on each of the following: |  |
| Policies and procedures |  |
| Action plans |  |
| Site information |  |
| Communication |  |
| Finance |  |
| Health and Safety |  |
| Support from 3rd Parties |  |
| Media / public relations |  |
| Wellbeing |  |
| Staff resources and training |  |
| Record all your findings in a *Lessons Learnt* log |  |
| Take any appropriate action to update policies, procedures and plans |  |
| Take any appropriate action to rectify or improve the facilities |  |
| Identify and undertake any further training for staff and pupils |  |

**ANNEXE O**

**Business Continuity Plan – Templates and Checklists**

**Please also see the Red File**

|  |  |  |  |
| --- | --- | --- | --- |
| **Business Continuity Documents** | **Yes/No** | **Owner** | **Action/Comment** |
| Site and building security checklist |   |   |   |
| Site plan |   |   |   |
| Business Continuity plans |   |   |   |
| Communications Plan |   |   |   |
| Short-term loss or shortage of staff or skills plan |   |   |   |
| Premises / facilities |   |   |   |
| Technology |   |   |   |
| Suppliers and Contractors |   |   |   |
| Evacuation plan |   |   |   |
| Bomb Alert plan |   |   |   |
| Shelter (Invacuation) plan |   |   |   |
| Lockdown plan |   |   |   |
| Post Incident Support Checklist |   |   |   |

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| --- | --- |
| **Insurance Providers** | **Contact Information** |
|   |   |
|   |   |
|   |   |

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| --- | --- |
| **Current Suppliers / Contractors** | **Contact Information** |
|  |   |
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| --- | --- |
| **Other Useful Contacts** | **Contact Information** |
|  |   |
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Business Continuity Actions Checklist

|  |  |  |
| --- | --- | --- |
| **Business Continuity Actions** | **Completed (sign date)** | **Comments / Further information** |
| Invoke the relevant emergency action plan, i.e. evacuation and deal with the immediate emergency/incident |   |   |
| Undertake post incident support activities and evaluate the impact of the incident |   |   |
| Consider: |   |   |
| Which school activities are disrupted? |   |   |
| What is the impact of these activities being disrupted? |   |   |
| Are there any critical activities approaching (exams etc)?  |   |   |
| Plan how critical activities will be maintained  |   |   |
| Immediate priorities. |   |   |
| Communication strategies |   |   |
| Deployment of resources |   |   |
| Finance |   |   |
| Monitoring the situation |   |   |
| Reporting |   |   |
| Stakeholder engagement |   |   |
| Log all decisions and actions, including what you decide not to do, and include your decision making rationale |   |   |
| Log all financial expenditure incurred |   |   |
| Complete a *Lessons Learnt* log, what went well? What didn’t? (see Debrief and Lessons learnt) See Annexe N |   |   |
| Complete a post incident review |   |   |
| Implement any improvements or findings, such as: |   |   |
| Do emergency action plans need updating or enhancing? |   |   |
| Do policies need amending? |   |   |
| Are building improvements necessary? |   |   |
| Are there any training and development needs? |   |   |

Continues on the next page

Communication Checklist

Following an incident it may not be possible to gain access to one or more of the school sites and resources may be limited. Consideration should be given to how you will be able to access information remotely and to securely storing copies of information offsite.

|  |  |  |
| --- | --- | --- |
| **Communications Plan Checklist** | **Yes/No** | **Comment** |
| Can you remotely access contact details of: |   |   |
| Staff |   |   |
| Governors |   |   |
| Parents |   |   |
| MoEHE |   |   |
| Utility Companies |   |   |
| Suppliers |   |   |
| Contractors |   |   |
| Insurance companies |  |  |
| Do you have remote access to issue communications? |   |   |
| Update school website |   |   |
| Social Media |   |   |
| Email |   |   |
| Text |   |   |
| Incident Information Line |   |   |

Staffing Checklist

|  |  |  |
| --- | --- | --- |
| **Managing short-term loss or shortage of staff or skills** | **Yes/No** | **Comment/Action** |
| Do you have deputies for all management and incident roles? |   |   |
| Can you multi / cross skill staff? |   |   |
| Consider different ways of working, such as: |   |   |
| Larger class sizes |   |   |
| Use of halls or outside space to accommodate larger numbers of pupils |   |   |
| Remote / online Learning  |   |   |
| Rescheduling of timetable  |   |   |
| Consider alternative resourcing, such as: |   |   |
| redeploying staff from other roles |   |   |
| recruiting temporary staff |   |   |
| volunteers (including school governors) |   |   |
| staff from other schools |   |   |
| Is short-term closure necessary?  |   |   |

Premises / Facilities Checklist & Template

In the event of an incident the CEO and the relevant Head will need to consider if the facilities are safe and fit for purpose, seeking advice from the emergency services and or others. If the premises are considered unsafe then they should be closed and secured until remedial action is complete.

|  |
| --- |
| **Managing Partial Closure** |
| Isolate and secure the affected areas to prevent unauthorised access and display relevant warning signs |
| Consider different ways of working  |
| Consider sourcing additional facilities such as modular buildings, portable toilets, generators, lighting etc |
| Are there pre-agreed arrangements with other schools? |
| If not, can anyone help? |
| Are there pre-agreed arrangements with other premises in the community? |
| If not, can anyone help? |

|  |
| --- |
| **Managing Total Closure** |
| Secure premises to prevent unauthorised access and display relevant warning signs |
| Display details of where people can find information about the closure, advice and contact information  |
| Are there pre-agreed arrangements with other schools and colleges? |
| If not, can anyone help? |
| Are there pre-agreed arrangements with other premises in the community? |
| If not, can anyone help? |

|  |  |  |
| --- | --- | --- |
| **Potential Suppliers** | **Contact details** | **Comments** |
| Modular buildings / Portable toilets |   |   |
| Power generators / Lighting |   |   |
| Boarding / Glazing providers |   |   |
| Security |   |   |
| Catering |   |   |
| Logistics / Transport |   |   |
| Other |  |  |

Technology Checklist

|  |  |
| --- | --- |
| **Network / IT failure** | **Comments /information** |
| Is essential school data backed up off site?  |   |
| Is essential school data kept on paper file?  |   |
| Do you have secure cloud based services? |   |
| Do you have laptops that can work offline? |   |
| Do you have paper contingencies for record keeping, such as registers, accident forms etc? |   |
| Can you revert to paper based activities? |   |
| Do you have a data recovery plan?  |   |
| Can you forward calls to a school mobile? |  |

|  |  |
| --- | --- |
| **IT and Telephony Suppliers** | **Contact information** |
| Line faults |   |
| Network Supplier |   |
| IT support |   |
| Mobile phone |   |
| Other |   |

Suppliers & Contractors Template

|  |  |
| --- | --- |
| **Pre-identified alternative Suppliers / Contractors** | **Contact information** |
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |

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Site and Building Security Checklist

|  |  |  |
| --- | --- | --- |
| **Whole Site Security** | **Yes/No** | **Comment/Action** |
| Is the whole site protected by perimeter fencing? |   |   |
| Can pedestrian access be limited / restricted? i.e. by locking gates |   |   |
| Can vehicular access be limited / restricted? i.e. by locking gates and or with bollards etc |   |   |
| Is there CCTV? |   |   |
|  If so, is it: monitored? |  |  |
|  are notices / warnings clearly displayed? |  |  |
| Do you have any security guards, or staff patrolling the grounds? |  |  |
| Are pupils involved in security – eyes and ears, reporting anything suspicious, challenging visitors etc? |  |  |
| Is the site overlooked? |  |  |
| Is there a process for dealing with a security alert? |  |  |
| Are there arrangements to enhance security if the situation becomes critical? |  |  |

|  |  |  |
| --- | --- | --- |
| **Building security** | **Yes/No** | **Comment/Action** |
| Are access points supervised? |   |   |
| Are access points locked? i.e. can they only be accessed with a key / code? |   |   |
| If so, who has access to key / code? Is this monitored and maintained? |   |   |
| Is there access between public and restricted areas? |   |   |
| Are there any alarm systems (e.g. burglar alarms, panic alarms) |  |  |
| Do all staff wear identification? |   |   |
| Do you have procedures for visitors?  |  |  |
| Are unsupervised visitors / contractors etc signed in and issued with identification? |   |   |
| Are people not wearing identification challenged?  |   |   |
| Is identification carefully checked? |  |  |
| Can windows be fully opened? |   |   |
| Do staff have any other means of raising the alarm? E.g. mobile phones |  |  |
| Is there a process for dealing with a security alert? |  |  |
| Are there arrangements to enhance security if it becomes critical?  |  |  |