



EMERGENCY AND CRISIS MANAGEMENT

Details

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1. Purpose

To establish and maintain systematic plans for handling emergency or crisis scenarios and ensuring the implementation of standardised operating procedures for the employees, students, contractors, visitors, and other stakeholders engaged in managing emergency situations for Taaleem. For the purposes of this document Taaleem means: Taaleem Holdings P.J.S.C., its subsidiaries, branches of its subsidiaries and related entities operating under the Taaleem Group / legal structure (hereafter collectively referred to as “Taaleem” or “Company” or “Organisation”).

2. Scope

Emergency response plans have been formulated to offer direction and instructions for navigating through emergency situations. The following delineates the types of emergencies addressed in this document.

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

3. Definitions

Competent Authority: An organisation that has been legally delegated or has the power to perform a designated function.

Crisis: An emergency resulting in an extremely dangerous or difficult situation.

Crisis Management: The process by which an organisation responds to and mitigates the effects of an emergency.

Cyber Security Incident: Any information systems-related event involving a violation of UAE cyber security legislation or a violation of Taaleem’s Information Security policy. Such an incident may alternatively involve a significant disruption of Taaleem’s production information systems or any information systems related event that seriously jeopardises the security or privacy of Taaleem’s property or interests. An incident might involve the compromise of the well-being of Taaleem’s community, including customers, business partners or other stakeholders through

information systems related vulnerabilities.

Danger: The risk of injury, harm, damage, or loss (inclusive but without limitation).

Emergency: A sudden, urgent, usually unexpected occurrence or occasion requiring immediate action to address a danger.

Emergency Plan: Systematic instructions and procedures that clearly detail what needs to be done, how, when and by whom before, during and after the time an emergency event occurs.

Hard Services: Services that are physically integrated into the building such as electrical supplies, heating, ventilation, and air conditioning (HVAC).

Incident Resolution Group: Group who have been designated as those to act in response to reports of cybersecurity incidents as per the defined escalation matrix (defined below).

4. Escalation Matrix

The urgency and gravity of emergency situations are escalated based on the severity of the incident. It is crucial to understand the flow of communication to efficiently organise appropriate support without delay.

The **School Crisis Management Team** is detailed along with the **Central Office Crisis Management Team** in **Appendix 1**.

The **Taaleem Escalation Matrix**, outlined in **Appendix 2**, delineates the criteria for escalating an incident and specifies the individuals to contact for assistance.

5. Roles and Responsibilities

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

5.1. Principal

- The Principal is responsible for having emergency plans in place for the school as detailed in this document.

5.2. School Head of Business Operations / Operations Manager

- Ensuring there are suitable planned responses in place to deal with emergency situations.
- Preparing budgets for the provision of equipment, training, and implementation of emergency plans.
- Overseeing the implementation of emergency training sessions throughout the academic year.
- In the case of an emergency, coordinating the response to ensure adequate consideration of all relevant parameters based on the nature of the situation.

5.3. Facilities Manager / Operations Manager

- In the case of an emergency, coordinating the response to ensure adequate consideration of all relevant parameters based on the nature of the situation.
- Overseeing the implementation of emergency training sessions throughout the academic year.
- Verifying the implementation of all health and safety procedures within the school.
- Ensuring the school is adequately equipped with the necessary equipment to handle emergency situations.

6. Drill Preparation

The school health and safety calendar outline the specific drills that need to be conducted, along with their frequency. Should assistance be needed, Health and Safety Managers from the Central Office are ready to offer guidance and support on an as need basis but it is not mandatory to involve / inform Central Office staff during a school drill. It is mandatory to fill out drill report forms for every conducted drill, and these reports will undergo review during health and safety visits by Central Office staff. Central Office staff will have visibility of each school's health and safety calendar detailing when drills are planned to take place.

During induction briefings, staff members will be informed of fire evacuation and lockdown procedures. Simultaneously, students will be familiarised with the fire evacuation procedure through conducted drills.

The following steps are required for training drills to be effective:

6.1 Plan the Drill

- Careful planning is essential for effective drills to maximise their benefits and to ensure time is not wasted. While it is crucial to plan drills, it is not necessary to notify all staff in advance, as ensuring that the training remains realistic and elicits responses similar to those in a genuine emergency is important.
- Each drill should be designed to emphasise a single aspect of responding to an emergency, even though every drill should follow the steps that are detailed in the emergency plan, a single drill should not aim to teach all participants everything at once. Focusing on a single aspect during training can increase the chances that this point is remembered in a real emergency.
- The selection of an appropriate location is vital for the emergency scenario to be successful, and the location should vary periodically. For instance, scenarios may include blocked passageways, evacuation chair procedures, or missing persons situations.
- There may be occasions when the school team is required to coordinate with local authorities to help plan and deliver a drill, for example Civil Defence to plan a fire drill. When this is the case, the same fundamentals mentioned above remain relevant.

6.2 Conduct the Drill

- The drill should simulate an actual condition so participants can perform as though it was a real emergency.
- Alarms, equipment, and responses shall be as real as is safely practicable, to ensure the training is of the greatest benefit possible.

6.3 Discussion and Report

- Drills should be concluded with a discussion session involving the Emergency Response Team to identify the immediate lessons learnt which are captured as recommendations on the report.
- Records should be kept for all emergency drills; a template is provided at Appendix 3 and should be used for reporting fire drills and other emergency drills.

7. Emergency Service Liaison

In the event of an emergency at the school site it is crucial to promptly provide emergency services with all pertinent information, so they are best placed to assist. Security personnel must ensure that the access gate is open, and a clear path is available for them to swiftly reach the scene of the incident. The Facilities Manager will coordinate with emergency services upon their arrival, leveraging their comprehensive knowledge of the building layout and the status of essential services in the school. Additionally, having an Arabic speaker on hand, can facilitate effective communication.

8. Appendix Management

Highlighted in yellow are the sections of the appendices that necessitate customisation to suit the specific site and require modifications by the school. The onus lies with the school Operations Manager to ensure the adaption of health and safety documentation to the site's particulars and a copy will be made available for Central Office review. Adherence to this process will be subject to audit during health and safety visits conducted by Central Office staff.

9. Non-Compliance

Non-compliance with any established corporate policies may result in disciplinary action, up to and including termination, as appropriate.

10. References

- OSHAD-SF – Management System Element 6 – Emergency Management – Version 3.1 – March 2017.
- OSHAD-SF Glossary of Terms – Version 3.1 – March 2019

Version Control

Version No.	Date	Details of Changes
1	16 Dec 2024	New Document.
	21 Aug 2025	Review and updated

Appendix 1. Crisis Management Team

School Details	
School Name	Jumeira Bacculaureate School (3320350)
Address	53b Street, Al Wasl, Jumeirah 1, Dubai
Size of Site M²	31,423.52
Site Description	4 main buildings, up to three floors
Occupancy Number	+/- 1800
Emergency Vehicle Access	North Gate & West Gate
Emergency Contact Details	
Police	999
Ambulance	998/999
Fire	997/999

School Crisis Management Team	
Crisis Team Leader – Principal or Vice Principal	- Oversees the entire crisis management team. - Acts as the primary point of contact for communication and decision making. - Coordinates and directs activities of team members. - Principal to be supported by the relevant members of the school education team as required.
Operations Coordinator – HOBO / Operations Manager / Facilities Manager	- Manages the logistical and operational aspects of crisis response. - Ensures the availability of necessary resources and equipment. - Coordinates security measures and liaises with external emergency services when required. - Supports with coordinating evacuation and relocation efforts.
Communications Manager – Marketing and Communications Executive	Liaises with the Principal regarding necessary communications.

	• Manages communication with parents, and the community. • Coordinates with the Central Office Marketing team for direction and guidance when required. • External media communication should not be made without Central Office consultation and approval.
IT Systems Coordinator – IT Support	• Coordinates with the Central Office IT team for direction and guidance.
Medical Response Team – Clinic Team	• Focuses on medical response and first aid efforts. • Coordinates with emergency services as required. • Ensures the availability of medical supplies.
Student and staff Support Coordinator – School Counsellor	• Addresses the emotional and psychological needs of students and staff. • Coordinates counselling services. • Organises debriefing sessions for affected individuals.

Central Office Crisis Management Team	
Crisis Team Leader – CEO or COO (as delegated)	- Oversees the entire crisis management team. - Acts as the primary point of contact for communication and decision making. - Coordinates and directs the activities of team members. - Responsible for updating and briefing the Board of Directors when required.
Operations Coordinator – COO or Group Head of Operations	- Manages the logistical and operational aspects of the crisis response. - Ensures the availability of necessary resources and equipment. - Coordinates security measures and liaises with external emergency services when required. - Supports with coordinating evacuation and relocation efforts.
Government Relations – PRO or Senior HR Manager	- Liaises with local regulatory authorities e.g. DHA, DM, Civil Defence. - Responsible for gaining any relevant approvals.
Education Team Support – Director of Education	Provides support and consultation to the affected Principal(s).
Communications Manager – Group Head of Marketing or Marketing Executive	- Manages communication with the media, parents, and the community. - Ensures accurate and timely information is disseminated. - Coordinates press releases and press conferences. - All communications to confirmed with the Consultant (Press, PR and Communications) and Legal Counsel prior to release.
Personnel Support – Director of HR or Senior HR Manager	- Coordinates staff support and resources. - Addresses staff concerns and questions.
Investor Communications – CFO or Senior Manager Investor Relations	Manages communication with investors following any incident with the potential to have a financial or reputational impact.
IT Systems Coordinator – Group Head of IT or	Manages the use of technology in crisis response.

IT Manager	- Ensures the availability of IT resources. - Manages information system for tracking and reporting.
Legal & Compliance Support – Legal Counsel and Head of Compliance	- Provides legal guidance on crisis response procedures. - Ensures compliance with local laws and regulations. - Advises on legal aspects of crisis communication. - Addresses liability and risk management issues.
On Site Support – Health and Safety Manager and Head of Risk	- Acts as the communication link between the school and the Central Office Crisis Management Team. - Supports with the logistical and operational aspects of crisis response. - Collaborates with law enforcement and emergency services.
Record Keeping – CEOs PA	Take minutes and keeps a record of discussions held by the Central Office Crisis Management Team.

Appendix 2. Escalation Matrix

The escalation matrix outlines the crisis response structure and the reporting hierarchy for effective crisis management at Taaleem sites. While the management of crisis and emergency scenarios is the responsibility of each individual Taaleem school, the matrix delineates the support structure from Taaleem Central Office when managing incidents.

In the event of an incident, the 'School Crisis Management Team' will respond to the incident and the Crisis Team Leader (Principal) holds the authority to determine whether escalation to Level 2 (Central Office Level) is warranted.

All escalations to Level 2 (Central Office Level) should be brought to the attention of the Central Office Health and Safety Team. This ensures that further escalation and support can be coordinated without delay. If an incident is first brought to the attention of the cluster Director of Education this should be subsequently shared with the Central Office Health and Safety Manager.

The Central Office Health and Safety Manager or the Group Head of Operations will facilitate further escalation to Level 3 (Executive Level) if required. It is for Level 3 incidents that a 'Central Office Crisis Management Team' will be formed. Support for all other Level 2 incidents escalated to Central Office will be dealt with on a case-by-case basis and only the relevant individuals will be included to assist in the response. For example, incidents impacting IT services or outputs will involve the Group Head of IT. In the case of incidents involving external media communication the Group Head of Marketing will be involved.

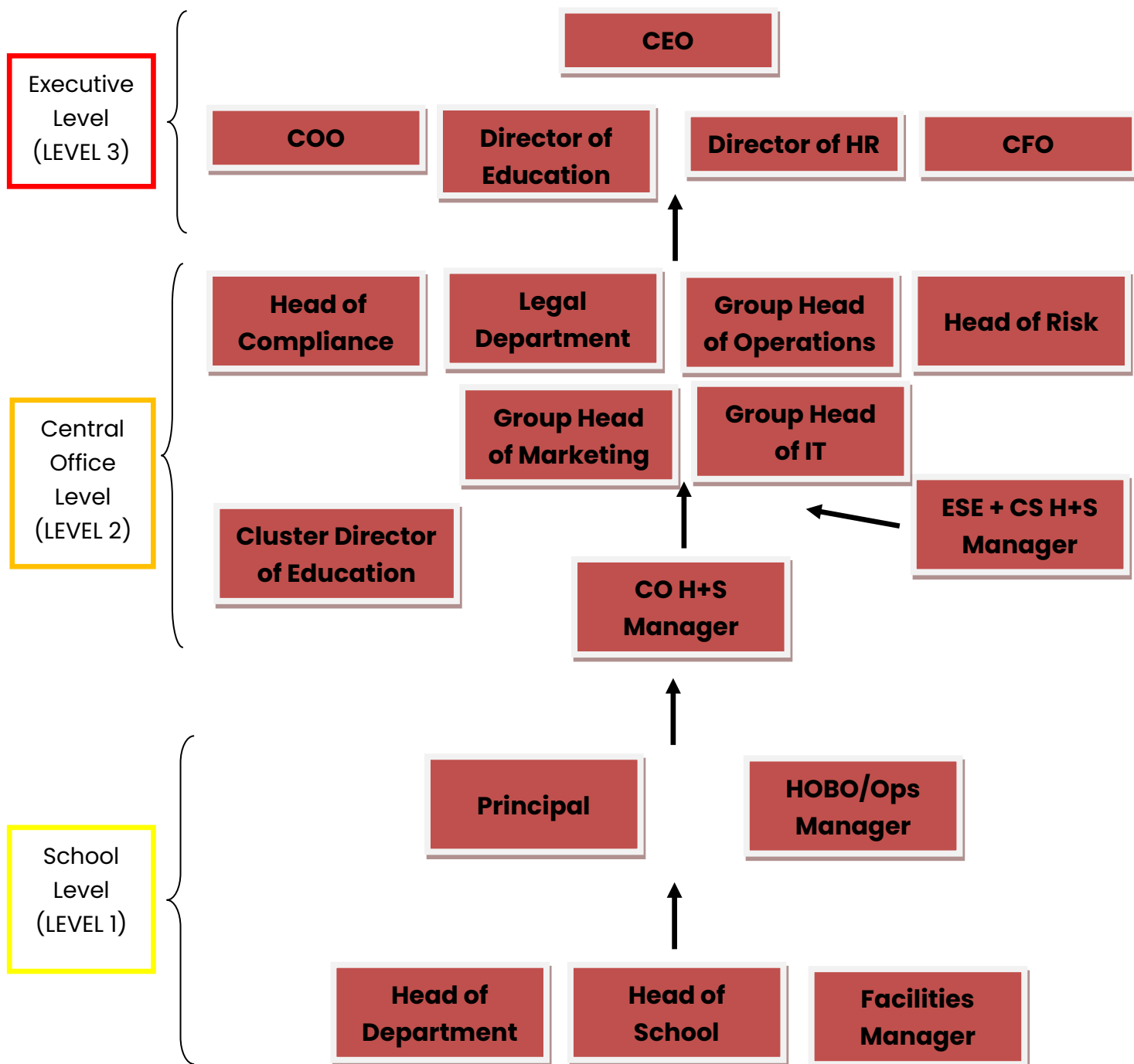
A dedicated MS-Teams group will be established to manage internal communications during the incident, this shall comprise of the relevant individuals from Level 1 (School Level), Level 2 (Central Office Level), and Level 3 (Executive Level). This facilitates the swift dissemination of information and updates.

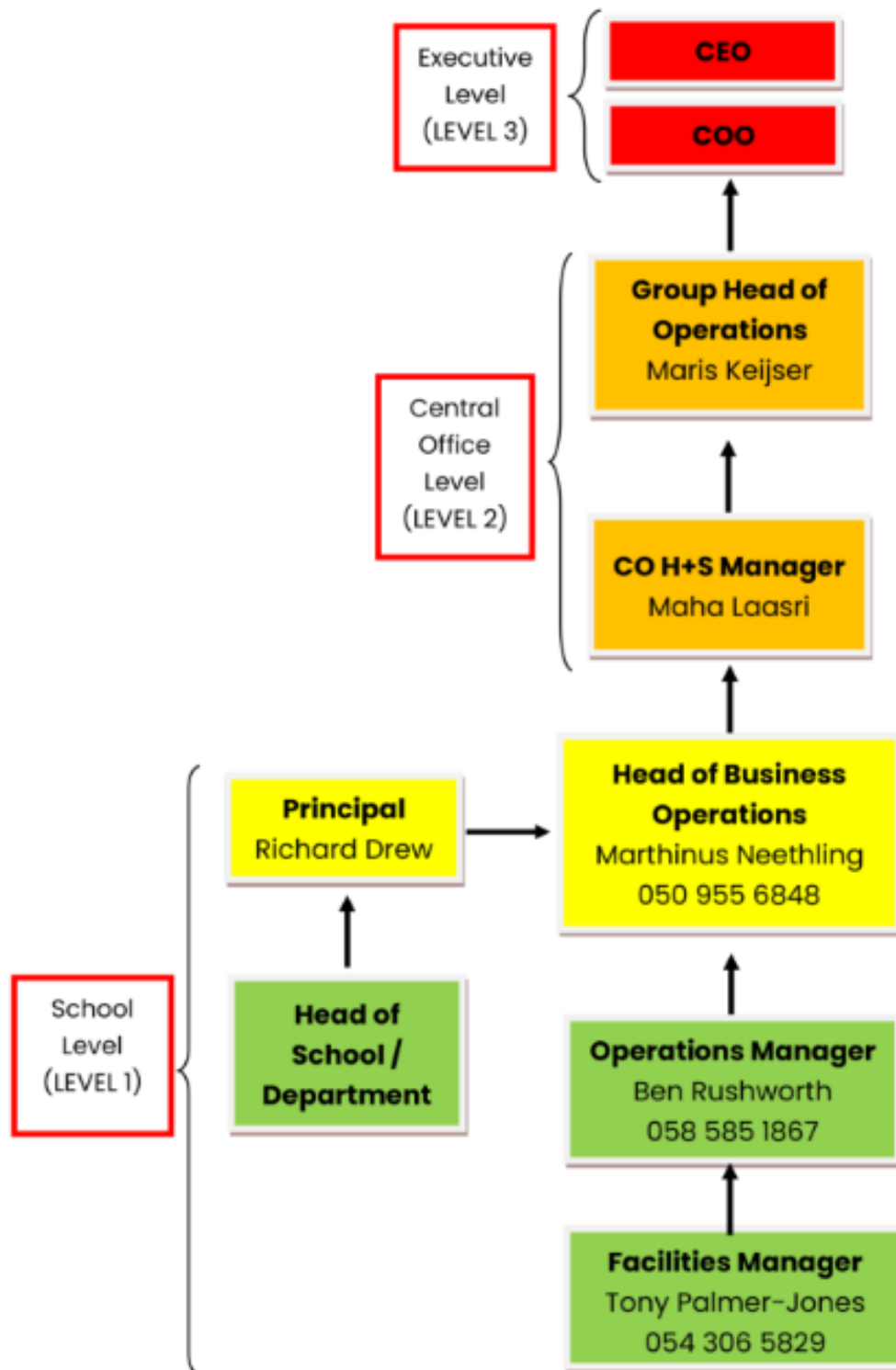
It is important to note that during subsequent incident investigation by government authorities, all forms of communication may undergo official review. Therefore, maintaining a professional tone and an acute awareness of the appropriateness of the content is paramount, irrespective of the communication platform in use.

Escalation Matrix

In emergency and crisis situations, it is important to understand the required communication flow and identify scenarios warranting incident escalation. Properly escalating an incident ensures the prompt organisation of appropriate support without delay.

When faced with uncertainty, opt for elevating the issue to a higher level on the escalation matrix.





Note –

The communication workflow for cybersecurity incidents will vary slightly from the above and will be structured based on the impact of the incident. Please see below a breakdown of the communication flow:

1. No Data Breach Involved

- The incident identifier informs the HOBO (Head of Business Operations) and Principal.
- HOBO and Principal inform the Central Office Health and Safety Manager and the Information Security Manager / Group Head of IT so the incident can be logged, root cause analysis can be carried out and a mitigation plan can be developed.
- The Information Security Manager / Group Head of IT will, in turn, inform the Head of Compliance and Legal Counsel as deemed necessary.

2. Data Breach Involved

- The incident identifier informs the HOBO (Head of Business Operations) and Principal.
- HOBO and Principal inform the Central Office Health and Safety Manager and the Information Security Manager / Group Head of IT so the incident can be logged, root cause analysis can be carried out and a mitigation plan can be developed.
- The Information Security Manager / Group Head of IT takes charge of further escalation.
- The incident is escalated to the Incident Response Group (IRG) which comprises of:
 - CEO (Chief Executive Officer)
 - CFO (Chief Financial Officer)
 - COO (Chief Operating Officer)
 - Legal Counsel
 - Head of Compliance
 - Head of Risk
 - Central Office Data Protection Officer

This escalation ensures that key decision-makers and stakeholders are involved in the incident response process, especially in cases where a data breach has occurred. The IRG brings together expertise from various departments to address the incident comprehensively.

		Incident Overview	HSE and Insurance	Other Descriptors
Executive Level (LEVEL 3)		- Serious accident or significant incident or occurrence with public interest implications or has potential for significant reputational damage. - e.g., Death on site, serious fire, terror/bomb threat, child abduction, lockdown, structural failure, serious bus crash, widespread tech issue.	- Single or multiple fatalities or major injuries requiring hospital treatment and likely resulting in permanent injury or disability. - Contagious disease outbreak. - Likely to have insurance implications.	- Any major security or IT security breach or event. - Any event relating to fraud, corruption, or bribery with financial and reputational impacts. - Police investigation into a senior member of staff. - Incident with media interest.
Central Office Level (LEVEL 2)		- Serious accident or significant incident or occurrence not affecting the public and not resulting in reputational damage. - e.g., Serious injury on site, unplanned closure of the school e.g. power outage, flood or earthquake, cybersecurity breach, prolonged tech issue.	- No fatalities. - Any injury requiring external medical treatment. - Flu or illness outbreak. - The incident may or may not have insurance implications	- Any security breach or event that is serious in nature and involves local authorities. - Any IT security breach. - Any incident with a financial, reputational, or external media interest should be escalated immediately.
School Level (LEVEL 1)		- An incident that could impact students, staff and has the potential to damage the school's reputation if not appropriately managed. - e.g. Minor injury, fighting, incident resulting in building damage, temporary tech issue.	- Minor injury that does not require external medical treatment. - Limited spread illness cases. - No insurance implications.	- Any security breach (not IT) or event that can impact students and staff if not appropriately managed. - May or may not involve local authorities. - No reputational impact.

School Level (LEVEL 1)		• Near miss incident, that could hurt the school or Taaleem brand but did not. • e.g., Minor accident (no injury), bullying by students, inappropriate material, short term utility outage, minor tech issue.	• Unplanned event that had the potential to cause injury but did not. • Isolated illness cases. • No insurance implications.	
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Appendix 3. Drill Report Form

Drill Details			
School Name:			
Drill Date:		Drill Type:	fire/lockdown/other
Drill Time:		Type of Drill:	planned / alarm
Scenario:			
Evaluation			
Was the alarm heard throughout the building?	yes/no comments		
Were all alarm devices operating correctly?	yes/no comments		
Did all employees take part in the drill?	yes/no comments		
Were employees informed in advance?	yes/no comments		
Were external authorities involved?	yes/no comments		
Did everyone go to the correct assembly point?	yes/no comments		
Communication during the drill	good/fair/poor		
Effectiveness of the procedure	good/fair/poor		
Speed of the evacuation	good/fair/poor/N/A		
Time taken to evacuate the building	minutes seconds / N/A		
Building checked clear and all accounted for	minutes seconds / N/A		
Description and Observations During the Drill			
Recommendations			

Appendix 4. Lockdown

4.1 Rationale

The following outlines the lockdown procedure to be enacted in response to a critical situation on the school premises. This procedure is designed to protect the safety of students, staff, and visitors by promptly securing everyone within the school building until the potential threat is eliminated. While typically employed in the presence of a dangerous intruder on school grounds or the presence of a weapon on school grounds it may also be activated in the case of a hazardous event, such as a chemical spill.

4.2 Lockdown Signal

The authorised person responsible for raising the lockdown alarm will be the Principal, if the Principal is not in school another member of the Senior Leadership Team (SLT) shall be nominated to fulfil this role.

The alarm will be raised over the public address (PA) system.

“Lockdown with intruder” lockdown for an internal threat (entrance gates and corridors will not be locked)

“Lockdown with warning” lockdown for an external threat (all entrances and gates will be locked)

4.3 On Hearing the Lockdown Signal

- The Principal or the nominated member of (SLT) serves as the authorised person responsible for calling the emergency services. They should establish and maintain police contact whenever possible ensuring ongoing updates on the current situation.
- All students and staff are to remain calm.
- Staff are to put their mobile phones on silent.
- Students are to turn off their mobile phones.
- Anyone outside or in a corridor should proceed to the nearest building and look for a suitable lockable space.
- Staff should promptly survey the area outside their rooms and guide any students or staff found in the corridors to enter their respective rooms before securing the area by locking the doors.
- Close and lock all windows and doors.
- Under no circumstances should doors be opened once they are locked unless a quick and safe assessment has been made to permit the entry of students or staff.
- It is important to remain in the locked room even if a fire alarm is subsequently raised.
- For a ‘lockdown with warning’ the Facilities Manager and security team will ensure that all entrances and gates are locked.

4.4 Actions to be Taken Inside Classrooms

- When all students and staff are inside the room. Close and lock all doors and windows, block doors when locks are not available.
- No students are allowed to leave the room.
- Lower or close any blinds.
- Turn off all lights.
- Stay quiet and out of sight, students should sit or lay down, look for a safe corner in a non-visible position keeping out of sight of windows and doors.
- Take a register and email 'all present' to the authorised person or 'red' if someone is missing, include the name of any missing students, also include the names of any additional students or staff members that have entered the room during the lockdown period.
- Teachers should monitor their email and phones and await further instructions.
- It is important that that staff remain calm and that children are reassured.

4.5 Other Considerations

- Physical education classes should move into the nearest changing room or lockable space.
- If a class is in the swimming pool, the teacher and lifeguard should immediately empty the pool and move the class to the nearest changing room or lockable space.
- Since the main door in washrooms lacks a locking mechanism, individuals inside washrooms during a lockdown drill are advised to promptly vacate the room and seek refuge in the nearest secure and lockable area.
- As a last resort if staff or students are trapped in a washroom, they should lock themselves in a toilet cubicle and climb on top of the toilet seat.
- In the event of a lockdown coinciding with after school activities, the standard procedure remains unchanged. External providers are responsible for maintaining a register and ensuring the safety of all participants by relocating them to the nearest lockable room. Security personnel will take charge of notifying both the Police and the Principal.
- It is worth noting that some threats such as confirmed fire or intruder within a classroom will lead to the lockdown procedure being overridden.
- Visitors to the school should receive visitor passes, individuals on school grounds without a visitor's pass should be challenged to see if they have a legitimate reason for being on site.

4.6 Giving the All Clear

- Communication during lockdown may be limited, the PA system can be used for any required communications and for updates from emergency services.



- It is important that the lockdown procedure is followed until the 'all clear' signal is communicated by the authorised person.
- The 'all clear' communication will be conveyed by a message over the PA system 'school to insert all clear message here'. Alternatively, it may be passed verbally from police officers, who can declare the clearance of rooms in the presence of the authorised person.

4.7 Parents

In the unlikely event of a real lockdown situation, parents will be informed as soon as it is safe to do so with a communication sent from the school's SLT. Parents should be requested not to come to the school as students will not be released to them during the lockdown and they will not be able to gain entry onto the school grounds.

Parents will also be requested not to call the school as this may tie up emergency lines that must remain open. Students should be asked not to call their parents as the lockdown procedure requires silence to not alert an intruder to the presence of any students and staff within classrooms.

Once the 'all clear' has been given, the Principal will give direction and authorisation with regards to contacting parents. If students stay at the school is extended beyond regular hours owing to a lockdown, parents will receive information about the time when students can be collected.

The school's priority is the safety and wellbeing of students and staff which is the overriding consideration in all circumstances.

Appendix 5. Missing Student

If it is suspected that a student is missing, then the following procedure should be followed:

- The staff member who is notified or identifies the student as missing shall immediately inform the Principal or another member of the Senior Leadership team (SLT).
- The security team should also be notified without delay and are to ensure that the school gates are locked.
- An immediate sweep of the premises must be conducted by the security team and available school staff. Ensure areas such as toilets, clinic, swimming pool and storage areas are checked.
- In parallel, a review of the CCTV shall be conducted to establish the movements of the missing student from their last known location within the school.
- If the missing student is a bus transport student, the bus assistant or transport coordinator shall be contacted to establish if the student arrived on the bus in the morning.
- If the student is not found following an immediate sweep of the premises, the parent/guardian should be notified. It is recommended that no more than 30 minutes is taken to notify parents. At this point the police should also be notified following consultation with the student's parents.
- The escalation matrix at Appendix 2 shall be followed to ensure the correct people are notified and appropriate support can be arranged without delay.
- The school shall provide support to the police during their investigation and provide any information that they require.

Child Abduction

If a student, member of staff, or another individual makes a report of a suspected abduction within or outside of the school the following procedure should be followed:

- The staff member who is notified or who witnesses the suspected abduction shall immediately inform the Principal or another member of SLT.
- The Principal or member of SLT should notify the safeguarding lead within the school and decide on the best course of action, depending on the situation it may be appropriate to initiate a lockdown drill.
- The police should be notified as soon as reasonably practicable. A review of the CCTV shall be conducted so it is ready to be presented to the Police upon their arrival.

Actions Following an Incident

- A carefully constructed communication from the Principal should be sent to parents and other key stakeholders.
- An investigation should be conducted into the circumstances surrounding the student's disappearance.
- Identify students and staff that may require counselling or additional support.
- Review and update existing procedures and risk assessments as appropriate.

Appendix 6. Bomb Threat

The following outlines the procedure to be followed in the event of a bomb threat in the school campus. Bomb threats can be communicated through various channels, and the procedures outlined below provide guidance on how to appropriately respond to such threats.

6.1 Email or Social Media

If a bomb threat is received by email or on social media the following procedure shall be followed:

- The staff member who receives or is notified of the email shall immediately contact the Principal or another member of the Senior Leadership Team (SLT) and provide them with the relevant details.
- The Principal or member of SLT shall contact the police without delay.
- The escalation matrix at Appendix 2 shall be followed to ensure the correct people are notified and appropriate support can be arranged without delay.
- In consultation with the police and based on their recommendation the Principal shall initiate a lockdown or an evacuation of the building.
- Mobile phones and electronic devices should not be used in the vicinity of the threat area as this may trigger an explosive device.
- In the case of an evacuation the main fire assembly point will be the safe haven, the offsite assembly point should also be considered as this may be the most appropriate assembly location.
- On arrival at the safe haven attendance will be taken.
- When the lockdown or evacuation is complete the Principal will contact the police and await further instructions.

6.2 Telephone

In the event of a threatening phone call, it is important to properly handle the call and gather as much information as possible about the caller and their intent. Most bomb threats are received by telephone and are to be treated serious until proven otherwise. It is important to act quickly, remain calm and obtain information on the checklist included below.

The checklist should be kept on reception desks and in other areas that handle large volumes of incoming phone calls. When a bomb threat is received by telephone the following procedure shall be followed:

- Remain calm, keep the caller on the line for as long as possible. Do not hang up even if the caller does.

- Listen carefully, be polite and show interest, try to keep the caller talking to learn more information.
- If possible, write a note to a colleague to call the police or, as soon as the caller hangs up notify the police without delay and inform the Principal or a member of SLT.
- Complete the bomb threat checklist and write down as much detail as possible.
- On completion of the call, the same steps should be followed that are detailed in section 6.1.

Bomb Threat Checklist			
Date		Time	
Time Call Ended		Callers Number	
Ask Caller			
Where is the bomb located?			
When will it go off?			
What does it look like?			
What kind of bomb is it?			
What will make it explode?			
Did you place the bomb?			
Why?			
What is your name?			
Exact Words of Threat			
Information About the Caller			
Location of caller? (Background noise)			
Estimated Age?			
Is the voice familiar?			
Other points:			

Caller's Voice	Background Sounds	Threat Language
☐ Male ☐ Female ☐ Angry ☐ Accent ☐ Calm ☐ Coughing ☐ Deep Breathing ☐ Disguised ☐ Slurred ☐ Soft ☐ Stutter ☐ Slow	☐ Animal noises ☐ Machinery noises ☐ Kitchen noises ☐ Street noises ☐ Booth ☐ PA system ☐ Conversation ☐ Music ☐ Motor noises ☐ Clear ☐ Static	☐ Incoherent ☐ Message Read ☐ Recorded ☐ Irrational ☐ Profane ☐ Well spoken

Appendix 7. Severe Weather

Severe weather conditions pose potential threats to the health safety and wellbeing of both students and staff members. Such conditions encompass extreme cold, heat, rainfall, wind, or other situations deemed generally hazardous. In exceptional circumstances, there may be a justifiable need to temporarily close the school due to adverse weather. In the event of closure, the school should aim to minimise disruptions while prioritising the safety and wellbeing of everyone on the premises.

If there is a requirement to close the school, the final decision rests with the Principal, who should liaise with the respective Director of Education for support and consultation.

7.1 Deciding if a Closure is Required

Considering local conditions is crucial when contemplating a closure, and the Operations team must evaluate the risks associated with remaining open. Decisions should be based on the actions of other schools in the vicinity or those within the Taaleem Group. The school will endeavour to communicate with parents and staff at the earliest possible opportunity. Nevertheless, decisions can only be taken the day before when there are clear indications that conditions are expected to deteriorate overnight.

The following criteria should be considered for a closure:

- Can the school buildings be accessed safely?
- Are pedestrian routes into school safe and accessible?
- Are roads clear and safe to drive on?
- Are parking facilities still tenable?
- Can the school be safely evacuated in the event of an emergency?
- Could emergency services access the school?
- Have local weather forecast in the surrounding area where students and staff may be traveling from been considered?
- Have the school's essential services been affected?

7.2 Reopening Following a Closure

Following a period of temporary closure, the Operations team will conduct a site visit to evaluate the feasibility of reopening the school. The results of this assessment will be communicated to the Principal, who will make the final decision on reopening. Once a decision has been reached, prompt communication with the school community will enable the necessary logistical arrangements to be swiftly made.

The following criteria should be considered prior to reopening:

- Inspect the rooftops of all buildings, ensure drains, pipes and overflows are clear and not damaged.
- Check for areas where sand and other debris accumulates and have it removed.
- Plan for any repairs that are required if there is evidence of water ingress or other damage.
- Check the state of surface drainage and all drains, pipes, overflows, and manholes should be cleared.
- Check that water supplies are not contaminated by oil, gasoline, or raw sewage.
- Clean and disinfect where appropriate, be aware that mud left from floodwater can contain sewage and chemicals.
- Check the building for any structural damage.

7.3 Closure During School Hours

If a school closure becomes necessary during school hours, a communication will be sent to parents, notifying them of the need to pick up their child from the school premises. In cases where a parent cannot be reached or a student cannot be promptly collected, the Principal will take measures to ensure that a sufficient number of staff members remain on site to supervise the remaining students. Early bus departures should also be considered where appropriate.

7.4 Specific School Considerations

When significant weather warnings are announced the below actions are to be carried out:

- During wet conditions the FM will make an informed decision as to where best utilise the submersible pumps.
- During extreme wet conditions, there may be a requirement to isolate power to buildings/rooms.
- When high winds and sandstorms are forecast the banners/flags, and pool side loose items are to be removed/stored to prevent damage.
- When high winds and sandstorms are forecast, gardeners to make an assessment on the safety of the trees, if required, they are to be tied down or felled.

Appendix 8. Earthquakes

Earthquakes are one of the most alarming and destructive natural disasters. Striking abruptly and violently, they can occur without warning, day or night, leading to injuries, fatalities, and substantial property destruction. While there is no absolute assurance of safety in the face of an earthquake, recognising potential hazards beforehand and engaging proactive planning can significantly contribute to a more favourable outcome.

8.1 What to do Before an Earthquake

- Maintain staff awareness.
- Repair deep plaster cracks in ceilings and walls.
- Anchor overhead lighting and fixtures to the ceiling
- Have appropriate supplies, such as first aid kits, torches, and bottled water.
- Maintain accurate registers for all students and staff.

8.2 What to do During an Earthquake

It is important to minimise movement to a few steps to a nearby safe place and to DROP, COVER, HOLD into a self-protecting position.

If indoors:

- Drop to the ground; take cover by getting under a solid table or another piece of furniture and hold on until the shaking stops. If there is no table or desk near you, cover your face and head with your arms and crouch in the corner of an inner wall.
- Stay away from glass, windows, outside doors and walls, and anything that could fall such as lighting fixtures or unsecured furniture.
- Use a doorway for a shelter only if in close proximity to you.
- Stay inside until shaking stops and it is safe to go outside.
- Be aware that electricity supplies may be lost and sprinklers and alarms may inadvertently go off.
- Elevators should not be used.
- If in a laboratory, technology classroom or canteen, try to turn off any equipment or device that is running.

If outdoors:

- Stay outdoors in an open space.
- Move away from buildings, trees, streetlights, and any utility wires.
- Once in the open stay there until the shaking stops. The greatest danger exists directly outside buildings at exits and alongside exterior walls. Ground movement during an earthquake is seldom the direct cause of injury.

If in a School Bus or Another Moving Vehicle:

- Come to a stop as soon as it is safe to do so and remain inside the vehicle. Avoid stopping in close proximity to or beneath buildings, overpasses, and utility wires for safety reasons.
- Proceed safely once the earthquake has stopped, avoid roads and bridges that may have been damaged by the earthquake.

If trapped Under Debris:

- Do not move about or kick up dust.
- Cover your mouth with clothing.
- Tap on a pipe or wall so that rescuers can locate you. Shout as a last resort, shouting can cause you to inhale dangerous amounts of dust.

8.3 What to do After an Earthquake

- Expect aftershocks, these secondary shockwaves are usually less violent than the main tremor but can be strong enough to do additional damage to weakened structures.
- As far as reasonably practicable stay away from areas of damage, hazardous areas should be cordoned off.
- If an evacuation is called for, follow the same procedures as for a fire evacuation drill. If there is the slightest suspicion that the school has suffered structural damage, the affected areas should be evacuated and shall only be reopened following checks from a structural engineer.
- Clinic staff and trained first aiders are to provide medical attention to those that require it.
- Account for all students and staff, identify those that may require counselling or additional support.
- The escalation matrix at Appendix 2 shall be followed to ensure the correct people are notified and appropriate support can be arranged without delay.
- The facilities team shall conduct checks on all utilities and should report any concerning damage.

Appendix 9. Structural Failure

In the event of structural failure or any occurrence raising concerns about the building's integrity, the following procedure must be adhered to:

- Immediately evacuate all individuals from the area of concern and provide first aid care if required.
- Depending upon the severity of the failure a whole school evacuation may be required, the fire evacuation point, or the offsite assembly point can be used for the initial evacuation.
- If there is a requirement to evacuate the whole building, consideration should be given to the safe route out of the building, any amendments to the standard fire evacuation routes should be promulgated over the public address system or by other available means.
- The emergency services should be contacted to provide medical and emergency support as required.
- The escalation matrix at Appendix 2 shall be followed to ensure the correct people are notified and appropriate support can be arranged without delay.
- If there is the slightest suspicion that the school has suffered structural damage, the affected areas should be evacuated and shall only be reopened following checks from a structural engineer.

9.1 Following the incident:

- A carefully constructed communication should be sent to parents and other key stakeholders.
- Identify students and staff that may require counselling or additional support.
- The facilities team shall conduct checks on all utilities and should report any other structural damage.
- An investigation should be conducted to establish the cause of the failure.

Appendix 10. Loss of Essential Services

The loss of critical services may encompass the absence of heating, ventilation, air conditioning (HVAC), water, and electricity, each capable of significantly affecting the school's functionality. In the event of such a failure, the following procedure shall be adhered to:

- The Principal, along with the Senior Leadership Team (SLT) and Head of Business Operations, will assess the impact of the loss on the school's regular operations and determine the appropriate course of action. For instance, a complete loss of HVAC services in the summer might necessitate a temporary closure of the school.
- Plans will be implemented promptly to restore essential services.
- If there is a requirement to close the school, the final decision rests with the Principal, who should liaise with the respective Director of Education for support and consultation
- In the event that a closure is required, a carefully constructed communication should be sent to parents and other key stakeholders from the Principal.
- Arrangements shall be made for students to be collected early if required, suitable staff supervision shall remain in place whilst students remain on site.
- An investigation should be conducted to establish the cause of the failure and to see if a similar issue can be avoided in the future.

Appendix 11. Injury Response

11.1 Accident

In the event of a major physical dispute or an accident involving students, staff, or visitors within school grounds, the following procedure shall be followed:

- Immediate first aid treatment should be administered by a trained first aider or the clinic nurse/doctor who will conduct a primary survey.
- The first responder will assess and stabilise the individual.
- If the individual can walk, they should be escorted to the clinic by staff member. If movement is not possible, and if not already present, the nurse or doctor should be urgently summoned.
- If the injury is deemed serious by attending staff, an ambulance should be called without delay (998/999).
- For all injuries the clinic staff will be able to offer first aid treatment and recommend the best course of action:
 - Call an ambulance (998/999).
 - Recommend a hospital visit.
 - Have a student be collected and taken home.
- For injuries involving students, the nurse or a designated staff member should contact a parent or guardian to explain the injury and the school's actions. Clinic staff should brief all relevant staff responsible for the student's well-being.
- Injured students must remain under continuous supervision as advised by the clinic.

If the accident is serious in nature, there are further factors that must be considered:

- The surrounding area should be cordoned off.
- Staff members may be required to provide support and reassurance to other students who may be distressed.

It is important that all incidents and injuries are appropriately recorded in accordance with the guidance detailed in TG-OSH-12 Incident Reporting and Near Misses.

11.2 Emergency Transfer and Referral Considerations

In the case of an emergency requiring transfer of an individual to a hospital, the following considerations will be taken into account:

- If there is a full or part time doctor working in the school, they shall be the one to fully assess the patient prior to a hospital transfer, otherwise the nurse will take sole responsibility.
- All students taken to hospital should be accompanied by an adult.

- The clinic may need to prepare a referral form that can be presented on arrival in hospital.
- It is recommended to gather the following information, if possible, and ensure it accompanies the individual to the hospital.
 - Name, age, address, and relevant contact numbers.
 - Any known allergies and relevant medical history.
 - Details of any medication or first aid administered by the school.

11.3 Ambulance Arrival Procedure

The following procedure details the actions that must be taken on site when an ambulance is called.

Medical Team

- Administer first aid treatment.
- Stabilise the casualty.
- Contact the student's parents as soon as it is practicable to do so.
- Responsible to inform the Facilities Manager that an ambulance has been called, 054 306 5829.
- Liaise with parents to establish which hospital they would like their child to attend owing to insurance implications.
- If the parent will not arrive at school in time to accompany the student in the ambulance a chaperone should be arranged in liaison with the Senior Leadership Team (SLT).
- Prepare any relevant referral forms containing information on the nature of the injury, treatment given and allergies.

Facilities Manager

- The Facilities Manager should maintain oversight of the ambulance arrival and casualty transfer.
- Responsible to inform security that an ambulance has been called, by ringing 054 757 5927.
- Responsible to inform reception that an ambulance has been called.
- Check that a copy of the students Emirates ID has been provided to the clinic.
- Ensure that the route is clear from the clinic or scene of the incident to the ambulance parking location, barriers or screens should be used if necessary.
- Liaise with the Head of Security to ensure that the site is ready for the arrival of the ambulance.

Reception Staff

- Print the students Emirates ID, this should be taken to the clinic and given to the parent or nominated chaperone for presentation when the ambulance arrives.

Security Staff

- Open West gate and ensure route to clinic is clear.
- The ambulance will park in front of the clinic, security is responsible to ensure that the access and egress is kept clear until the ambulance has departed.
- Security should wait on the 26C Street to guide the ambulance into the appropriate entrance.
- The ambulance should be met by the FM/Security Supervisor and be taken to the clinic or scene of the incident.

Appendix 12. Death of a Student or Staff Member

The following information is intended to offer guidance to Principals when confronted with the challenging situation of a student's or staff members death. The suggestions outlined below are not mandatory actions but rather aim to provide guidance on approaching the situation and addressing key tasks.

Establish the Facts

- Gather the pertinent details, what happened, when and how.

Establish Liaison Between the Family and School

- This point of contact may be a family member or family friend, maintaining contact will allow the school to provide the best support possible.
- Taaleem HR and PRO assistance should be offered if required.

Communicate to Staff

- Principal to distribute an email or deliver a verbal communication to all staff.

Communicate to Wider School Community

- Check the wording with the family liaison contact and receive approval from the family to release the communication to the wider school community.
- Ensure that the proposed communication is also accepted by KHDA.
- Consider arranging a suitable venue for parents to convene at the school following the communication.

Identify the 'Party Line' for Staff to Use with Students and Families

- e.g. There was an accident on Monday involving *Individuals Name*. If parents or students, try to engage in hearsay conversations then they should be referred to this statement.
- If teachers are asked what happens when people die, refer to the fact that people believe different things, and this is something to talk about with their parents.

Assembly with Students

- The purpose is to share a consistent message and to help the students understand how they feel and how we must react and support one another.

Support for Students and Parents

- Determine students who may require counselling support to cope with bereavement. Explore the option of providing access to the school counsellor for parents, if deemed appropriate.

Class Activities

- Considerations to take into account depending on the age group and situation:

- Does the class timetable need to be amended.
- Establish a worry box.
- Where are the student's books?
- Keep any pictures of the student's locker or tray in place.
- Do any class members require any additional support?

Farewell Activities

- Consider getting a framed photo of the individual.
- Set up a condolences book and condolences area in reception.

Internal School Administration

- Ensure no routine communications go to the family, consider external systems the family may be linked to- fees, lunches, transportation.
- Consider the appropriateness of any planned social media communications.
- Lower the school flag to half-mast (not the UAE flag).

HR Administration

- Taaleem's HR and PRO are available to assist the family with administrative tasks and facilitate communication with local authorities.
- In the event of a death, the hospital will provide a death certificate and other necessary documents. A police clearance certificate will also be issued indicating that no further investigation into the death is required.
- HR is responsible for initiating discussions with the medical insurance provider for repatriation and other costs. The relevant embassy should also be informed about the death.

Official Notifications

- Communicate with KHDA to notify them of the death, share the intended parent communication for their approval.

Appendix 13. Cyber Security Incident Response Policy

13.1 Scope of Duties

Note – In the absence of an Information Security Manager, the Group Head of IT will assume responsibility for all their duties mentioned in this Policy.

The below section defines responsibilities of relevant individuals in a cybersecurity incident and acknowledges that a quick, effective, and orderly response is a critical determinant of an incident's outcome. Relevant Taaleem staff are expected to be present and to assist to the best of their abilities with the restoration of normal business activity after an emergency, or if a cybersecurity disaster disrupts Taaleem business activity.

Users must not attempt to deal with cybersecurity incidents, violations, or problems without expert assistance. Responses to cybersecurity incidents, violations, and problems must be handled exclusively by the Taaleem Incident Resolution Group / Taaleem Group Head of IT and / or Information Security Manager, and/or others who have been authorised by the Taaleem Head of IT and / or Information Security Manager.

The Information Security Manager is responsible for preparing, maintaining, and periodically testing response procedures to a variety of cybersecurity incidents that can occur at Taaleem.

13.2 Reporting Incidents to Internal Parties

Every Taaleem community member is obligated to promptly report any cybersecurity incidents, violations, or issues to the Group IT department. This can be done via various means including verbal (phone calls in the case of an emergency) / emails / logging it on the Service Desk [Taaleem ServiceDesk](#). Any verbal reporting will be formalised in a written incident within a specified timeframe.

Verbal reporting, particularly in emergency situations, should be done through phone calls to the designated contact within the Group IT department. This immediate communication allows for timely intervention and containment of the incident.

For non-emergency situations, staff are encouraged to report cybersecurity incidents through written communication, either via emails or by logging the incident on the Taaleem ServiceDesk. Providing detailed information about the incident, including the nature of the violation or issue, and relevant context, will aid in the incident response process.

Please note that it is not the responsibility of non-technical staff to assess or evaluate the severity or, urgency of these incidents / violations. The Information Security Manager, and other members of the IT team as required, will immediately respond to all such reports, and will make this assessment.

It is emphasised that all users within the Taaleem community have a responsibility to promptly report any information security alerts, warnings, or suspected vulnerabilities that they encounter while performing their duties. Such findings should be communicated through the established channels mentioned earlier and will then be directed to the Information Security Manager for further assessment and action.

Importantly, users are strictly prohibited from using Taaleem information systems to share information security-related findings with other users, whether internal or external to Taaleem. This measure is in place to ensure a controlled and secure communication flow, preventing unauthorised dissemination of sensitive information.

In general, any unusual or suspicious information security-related events must be reported promptly. These events include but are not limited to:

- Unusual and troublesome requests for Taaleem internal information from external parties.
- Previously unseen dysfunctional behaviour of information systems.
- Suspected cyber virus infestations.
- Erroneous information system results.
- Information system down conditions.

Additionally, any unauthorised disclosure of sensitive Taaleem information or sensitive information entrusted to Taaleem by a third party must also be reported.

By adhering to these reporting guidelines, the Taaleem community members contribute to the overall security and integrity of the organisation's information systems, fostering a proactive and collaborative approach to cybersecurity.

13. 3 Reporting Incidents to Third Parties

Unless previously approved by authorised individuals within Central Office (CEO and CFO), Taaleem community members must not report cybersecurity incidents, and/or violations to any outside parties. These parties may include news reporters, researchers compiling statistics on cybercrime, independent organisations compiling technical reports about incidents, and/or professional society members.

Likewise, Taaleem community members who discover a weakness or vulnerability in the information security measures used by Taaleem must not discuss these matters with anyone other than the Principal and / or Group Head of IT. Open discussion of these weaknesses or vulnerabilities may lead to their exploitation by unauthorised parties.

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