

# Emergency Response and Critical incident Management Plan

## 1. Introduction & aims

This document outlines Berlitz Manchester 's Emergency Response & Crisis Management Plan relation to an Emergency and/ or Critical Incident; either on-site off-site.

This document should be considered alongside Berlitz Manchester Emergency Response & Critical Incident Policy and Risk Assessment documents.

## 2. Definition of 'emergency'

An Emergency is defined as :

A. An incident where a student / staff member / anyone connected to the school has:

- suffered a life-threatening injury or fatality
- is at serious risk of the above
- has gone missing for a significant and unacceptable period, particularly if linked to the above\*

B. An incident that is beyond the normal coping mechanisms of the team leading an off-site visit.

## 3. Off-site Emergency Response

### 3.1 Planning

All planning for Berlitz Manchester Excursions and activities organised off-site should consider the following:

- ï Have alternatives
- ï Pre-check venues and Travel Plans and Complete Risk Assessment
- ï Identify safe refuge near venue(s)
- ï Safer travel plans and alternatives
- ï Medical preparation. Check nearest A&E / Medical Kits
- ï Safer staffing
- ï Ensure Group Leader has all participants contact details/ Whats app group Safer communication

### 3.2 Responding to an emergency – off site procedures

#### 3.2.1 Immediate action

- ï leader assumes control or, if not able to (e.g. due to injury), next person in chain takes role; group members will be waiting to be told what to do.
- ï make sure all members of group are
- ï accounted for
- ï safe
- ï adequately supervised (if children)
- ï know what to do to remain safe

- ï if anyone is injured, establish extent of injuries and administer first aid that will preserve life / prevent condition worsening / aid recovery, i.e. treat for shock (keep warm and reassure)
- ï refer to Emergency Procedures bullet point list ( part of visit pack information)

### 3.2.2 Communication

Contact relevant emergency services. They will want to know:

- leader name and group name (i.e. organisation and any other identifier)
- location
- type of emergency and number of injured
- action so far
- contact organisation's main office / control centre (if no mobile signal, go into shop, business, house, to access landline; and work together with them to manage incident)
- control communication by everyone in group; how far this is done will depend on situation.

### 3.2.3 Subsequent action

- ï move group away from scene of emergency to pre-identified or any safer location / refuge), or
- ï move uninjured group members away from immediate vicinity of any casualties and to safer place
- ï in both instances, ensure group (or parts thereof)
- ï is adequately supervised (for children)
- ï is in a safe / safer place
- ï is reassured (attitude of all staff very important for this)
- ï is protected from elements
- ï start keeping records as close to 'real time' as possible and using prepared form
- ï gather witness details and take statements (if appropriate to type of emergency)
- ï maintain contact with control centre with frequent updates; they need to know the details of **everything** as it is happening, control centre and visit leader work together
- ï maintain contact with emergency services as appropriate
- ï if casualties are going to hospital, ensure adult accompanies them, taking full medical information and any medication. Inform control centre when this happens
- ï leader to keep monitoring and reviewing situation to see if any changes are needed to keep group secure, reassured and cared for
- ï depending on severity of emergency, aim is usually to return group to base as soon as is practical

### 3.2.4 Legal (if accident) and media

- ï do not admit to anything or sign anything
- ï do not discuss legal liability
- ï ensure accurate records kept (with support photos if appropriate)
- ï do not talk to media; refer them to control centre

## 3.3 Responding to an emergency – control centre procedures

### 3.3.1 Immediate action

- ï open emergency procedures file and follow steps
- ï leader assumes control or, if not able, next person in chain takes role
- ï clear control space and alert other members of the emergency response support team (4.1)
- ï assess situation based on information given by visit leader; exactly what has happened and extent of problem
- ï check key information about all members of group; are they
  - ï accounted for
  - ï safe
  - ï adequately supervised (for children)
- ï if anyone is injured, establish extent of injuries
- ï which (if any) emergency services been called?
- ï immediately open log of events using prepared form
- ï inform most senior person in organisation, if not leader of emergency response

### 3.3.2 Following and ongoing action

- ï while visit leader is dealing with immediate concerns at site of emergency, control centre to support by dealing with other matters
  - ï what, if any, support is needed at scene of emergency? Are more staff required to accompany casualties to hospital / replace injured staff? How practical is it to get them there quickly? Could another closer ELT organisation provide help?
  - ï go online to find and continually monitor information and help available in area of emergency, for example the offers of beds, food, shelter, support provided by locals following Manchester and London attacks. (This task might be usefully done by members of support team – reporting to leader as they gather more information)
- ï many tasks exist to do with communication (see section 6)
- ï alerting already identified additional support staff they will may be needed later if emergency is ongoing
- ï ensuring everyone (at emergency site and in control centre) has enough sustenance to keep going
- ï other tasks that are situation dependant; accurate and ongoing communication is one of the most important

### 3.3.3 Recording

- ï have real-time log of all events, including all communications, **everything**, showing time, names of those involved, actions taken (see 7.1.3)
- ï log to be controlled by leader and support team; as they issue instructions to staff and others, these should be recorded, and when tasks completed, those reported back and completion time logged
- ï all incoming calls about the emergency should be logged and response recorded

### 3.3.4 Preparing for return of students

- ï what needs to be done to support group members once they return to base?
- ï how will they get to homestays if it is too late for buses / usual transport?
- ï will they need food / drink / quick access to medication?
- ï consider emotional needs of everyone involved and arrange for counseling (not necessarily immediate) if appropriate
- ï advise staff at base on their reaction; supportive and caring rather than questioning; ready to listen if group members (staff and students) want/need to talk.
- ï better to focus on the many acts of human kindness that happened during / after an emergency rather than

the unpleasant / dreadful / horrific aspects of the emergency

### 3.3.5 Post emergency

- ï ensure ongoing emotional support is available
- ï collect all records and compile in coherent way
- ï do RIDDOR need to be informed <http://www.hse.gov.uk/riddor/reportable-incidents.htm>
- ï issue positive and reassuring bulletin to all stakeholders (e.g. day following emergency)
- ï when talking about the emergency, focus on the many acts of human kindness that happened during / after an emergency rather than the unpleasant / dreadful / horrific aspects of the emergency
- ï review emergency procedure; e.g. how effective was the response, compare logs kept at both locations, what lessons can be learnt, did those involved feel they had sufficient information and support, are there training implications?

### 3.4 Responding to an emergency – on-site procedures

You should have a plan in place for implementing lockdowns (partial or full/dynamic) on your premises. Evacuation, shelter and lockdown procedures all outline the initial actions that should be taken to safeguard customers and staff, both from internal and external hazards. Lockdown Procedures should be tested annually to ensure staff and customers know what to do.

On-site emergencies will generally fall into the following categories:

- Accidents affecting a small number of customers or staff (usually one) in which **emergency medical treatment** is required
- Incidents on-site such as a fire or gas leak which requires **quick evacuation from the building** (eg. fire evacuation)
- Incidents which could impact staff or customers safety occurring outside or near your premises which restricts exit from the premises (eg. bomb threat, infrastructure collapse, freak weather conditions, civil unrest/protest) which necessitates a **partial lockdown**
- Incidents involving security breaches in which one or more persons seek and/or gain access to your premises with the intention of causing harm to those inside, necessitating a **full or dynamic lockdown**

#### 3.4.1 Identify safe refuge points - Creche

#### 3.4.2 Safer communication – whatsapp

- ï On-site, consider using a public address system
- ï Pre-install “pop ups” on employees’ computers for notifications
- ï Have a dedicated “lockdown” alarm tone **not the fire alarm** as this may initiate evacuation!
  - ï Consider advice to be given to those outside the secure lockdown perimeter once lockdown has been initiated.
  - ï Prepare a plan to include a checklist of staff, customers and visitors who will be outside the perimeter, and ways of communicating with them. For example, groups on excursions or staff at meetings elsewhere should not return to the premises during the incident, and this should be communicated to them if possible.
  - ï Ensure your plan includes instructions for calling the crisis management team and where they should congregate
  - ï Prepare a checklist for considering the ongoing threat in conjunction with the police
  - ï Coordinate your response with other businesses and organisations you share premises with so that

- communication during an incident is clear and effective
- ï Identify sources of information which would lead to a stand-down and identify who is responsible for communicating lockdown reversal
- ï Follow the instructions of emergency services where possible

### 3.4.3 Partial Lockdown

Partial lockdown is restricted access and egress from a building but free/partially restricted movement within the building, due to an incident occurring outside or in the vicinity of your premises. This could include bomb threats, serious traffic accidents, civil disorder, etc, or other incidents occurring in the vicinity of the centre which would put the welfare of staff or customers at risk.

- ï In the event of an incident occurring outside the building, staff and customers are to move away from the windows.
- ï Access/egress points should be secured if possible
- ï Elevators should be disabled if possible
- ï Close windows and doors
- ï Blinds should be drawn.
- ï Time should not be taken to collect personal belongings.
- ï A register of all staff and customers present should be taken.
- ï Staff and customers should gather within a suitable area - give consideration to the location of the incident and whether those inside need to be moved to the opposite side of the building (eg. during a bomb threat).
  - ï Move towards pre-selected areas - rooms access to a phone, with toilet access is useful, large storage cupboards/utility rooms/meeting rooms, a gym without exterior windows
  - ï Exit from the building should be discouraged, but any staff member or customer, should they wish to leave after being advised otherwise by centre staff, should have this marked on a register.
- ï Any customers and staff on excursions or generally off-site are to be contacted and told not to return to the centre until advised otherwise
- ï In the event of a chemical emergency, turn off heating, ventilation and air conditioning
- ï Do not leave the assembly area, but wait for further instructions. Centre staff should use only reliable sources as identified above before deciding on further courses of action.
- ï Wait for the all clear to be given by a credible source.

### 3.4.4 Dynamic Lockdown

Dynamic lockdown is the ability to rapidly restrict access and egress to a site or building, or part of a site or building. This would be through physical measures in response to a threat which could be external or internal. This could be a security breach in which an intruder(s) have gained access to your building in which case movement is restricted)

The aim of lockdown is to prevent people moving into danger areas. This prevents or frustrates the attackers access to a site (or part of it). Bear in mind that lockdown may not be possible in some sites. However, having a plan in place can frustrate and delay any intruders during an attack, thereby reducing the number of casualties, and also giving the emergency services time to respond.

### 3.4.5 Procedure in the event of a security breach

In the event of a security breach by someone who intends to cause harm, assembling the crisis management response team may be impossible and/or undesirable. In this case you should implement the following:

- ï Access/egress points should be secured if possible
- ï Elevators should be disabled if possible
- ï Bear in mind the 'Stay Safe' principles of 'Run-hide-tell':
  1. **Run:** escape if you can, using the safest route without exposing yourself to danger
  2. **Hide:** if it is not possible to run, cover should be sought, staff should remain quiet and if necessary barricade yourself in
  3. **Tell:** call 999 and provide the police with as much information as possible about the situation (location, descriptions, etc)
- ï Otherwise, office/classroom doors should be locked
- ï Any windows in doors should be covered (to prevent an intruder seeing in)
- ï Lights should be turned off (so the room appears to be empty/unused)
- ï Mobile phones should be turned off/set to silent to avoid revealing your position
- ï Everyone should be as quiet as possible, preferably silent
- ï Consider hiding in storage cupboards, behind desks and under tables
- ï If you can see the attacker, they may be able to see you
- ï Cover from view doesn't imply safety - bullets travel through glass, brick, metal, wood etc.
- ï Stay alert and do not assume the incident is over. Use reliable sources of information - primarily the emergency services - to determine whether an incident is over before initiating lockdown reversal.

### 3.4.6 Recovery and Lockdown Reversal

Once an incident is over, recovery of the premises and lockdown reversal should occur. However consider carefully the sources of information which would initiate lockdown reversal (eg. police).

- ï The person responsible for declaring lockdown reversal should consider information carefully before declaring a reversal. Follow the advice of emergency services before initiating lockdown reversal.
- ï Once the decision has been given to stand down, this should be communicated to all relevant parties
- ï Unlocking of access and egress points should be done in a priority order, opening key doors first.
- ï Any barriers used should be removed in order of risk/priority
- ï Staff should provide reassurance to customers during this phase
- ï Any resolved/unresolved situations will need to be addressed

## 4. Communication

Communication has many strands and may require more staff support to ensure all those who need to be are contacted quickly

### 4.1 Internal Staff

- inform most senior person in organisation, if not leader of emergency response (see 6.1)
- quick email to all staff giving need-to-know information; e.g. that emergency procedures are in operation due to xxx incident; that they may be called on to cover; reminding them not to talk to anyone outside

organisation, especially not media. Tell them they will be updated as more news becomes available; important to keep them informed, so issue regular updates

- issue reassuring factual statement (based on what is appropriate to share from current available information on the emergency) for those answering the phone to outside callers

## 4.2 External

- prepare factual, honest and reassuring (if possible) statements to be communicated to the following;
- next of kin / agents of any serious casualties; people may want to make immediate travel plans to come and see them
- next of kin / agents of non-serious casualty group members
- contact for these usually done by phone; must know that message has got through and be ready to answer questions from all next of kin / agents. Helpful to know language of next of kin for such situations – and to know which staff speak which languages.

## 4.3 Students

### 6.3.1 Parents hearing their child's voice

- any emergency will worry parents, even if their child was not one of those directly involved. As soon as it is practical and safe, make sure every young student (up to age deemed appropriate) call their parents and talk for a few minutes, to allow the parents to be 100% sure that their child is OK. Don't just tell students to do this, watch as they do it and keep log to show every child has done it

## 6.4 Who else needs to know?

Make checklist.

- travel operators re: visit; will alternative routes / means of transport be required
- homestays (is another telephone tree / app or Facebook group required?) – might need to be ongoing bulletins as scenario develops, e.g. different travel plans, late arrival
- residential catering
- legal support (depending on nature of emergency / accident)

## 6.5 Media

### 6.6 Ongoing communication

Once you have told internal and external stakeholders about emergency, you need then to keep them updated; it reassures them

- issue regular updates as more news arrives, appropriate to each stakeholder, e.g. group are now on journey back to base with some staff remaining at hospital with injured
- group safely arrived back
- following an incident, anywhere in UK, even if not close to ELT organisation's location, agents and parents need reassurance and to know that the organisation is responsible and caring. Wording of communication to show that organisation has measures in place to (a) minimise chance of students being affected (b) is constantly alert to ongoing events and will make changes if necessary (c) possibly also offer options (for example, particularly to visiting London) Tone to be factual yet positive.

## 5. Documents and recording

Various records are needed for off-site visits and for responding to emergencies

## 5.1 Emergency Procedures

This title covers all documents needed to evidence that coping with emergencies has been planned for. It covers a range of documents and is probably a file (both hard copy and online) and may include the following

### 7.1.1 Document explaining Emergency Procedures

Keep prose minimal; information delivered in bullet points is easier to follow. Information to include

- context of school and type of off-site visits that happen
- define an emergency and stress the importance of being properly prepared
- if emergency happens, response is required in at least two places; at the emergency and at the main school/control centre
- response procedure at main school, for example
- X location becomes the control centre (current occupants to move to B)
- Y person assume leadership role, or if Y absent, Z person, supported by G & H.
- Y person will ensure that following are covered in response to the emergency, and list / adapt points from section 5.3 and section 6 that are relevant to your situation
- response procedure at the emergency; list / adapt points from section 5.2 (see 7.1.4)
- if emergency is ongoing, longer than x hours, state arrangements for additional staffing
- add any additional information relevant to your situation
- include information on training schedule (see section 8)

Information should be detailed and try to cover range of possible emergency outcomes. Document to be reviewed (a) if emergency happens or (b) annually

### 7.1.2 Pre-visit documents

All these are evidence that trip was properly and safely planned

- risk assessment for visit
- visit information packs for staff including
- names of everyone on visit
- phone numbers for everyone
- medical information for those with conditions or taking medication
- nearest A&E hospital name, address and phone number
- itinerary + route map
- emergency response page + laminated key points (7.1.4)
- safe refuge locations for venue(s) / tourist sites / transport hubs on itinerary
- log template (just for emergencies – or for every trip?)



### 7.1.3 Log template and recording

- *time, location, what happened, names (of those involved/affected), action taken (including communication),*
- log should be kept by both leader (or another staff) at emergency and also by control centre.

### 7.1.4 Emergency response document for off-site staff

When an emergency happens, instinct and adrenalin kick in, which can make clear thinking harder. Being able to refer to written guidance helps everyone react more effectively and not miss any crucial steps. Therefore, Information in section 5.2 should be used to prepare a response document for staff taking off-site visits and should be part of every pre-visit information pack (7.1.2).

- use information in section 5.2 to prepare a response document for staff taking off-site visits
- make it part of every pre-visit information pack (7.1.2).
- this level of detail primarily needed by visit leader; however, all staff should have access to it, in case leader unable to respond
- key points (probably 5.2.1 and communicate with emergency services and main office) to be turned into small, ideally pocket sized, laminated document with large print, simple reduced instructions.
- all staff to have this and keep it close at all times. In event of emergency, they can easily refer to it and be able to read it

## VERSION CONTROL

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