Emergencies

PLANNING FOR AND MANAGING

A GOOD PRACTICE GUIDE FOR **HIGHER EDUCATION INSTITUTIONS**

THE ASSOCIATION OF
UNIVERSITY CHIEF SECURITY OFFICERS

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Professor David Eastwood

from the Higher Education Funding Council for England

The effects of a major incident on a higher education institution are personally destabilising for students and staff. Not only are there financial consequences, but reputation can be damaged and litigation may lead to loss of business. It is important for us to learn lessons from such incidents, of which there have been a number in the past few years. This good practice guide about emergency management on campus will help institutions to raise their level of preparedness. So I am grateful to the Association of University Chief Security Officers and the higher education (HE) institutions involved for identifying this issue and disseminating the good practice. Their work will be of great value across the sector in what is becoming an increasingly challenging environment.

We see our Leadership, Governance and Management Fund, which funded the project, as means of investing in the HE sector to enable the sector to develop solutions to the challenges it faces. By engaging with the issues and sharing solutions, managers will be more confident when preparing plans and dealing with emergencies. They will be able to make speedier decisions, putting plans into practice without delaying response.

Looking to the future, London will be hosting the Olympics in 2012. This major event will increase the number of international visitors to the country, and the potential for a major incident will also be increased. As a result of work on this guide, HE institutions in London and elsewhere will be better prepared to participate in their communities' response. I welcome robust emergency plans and trained staff within the sector as another example of HE's contribution to society as a whole.

Professor David Eastwood
Chief Executive
Higher Education Funding Council for England
March 2008

Foreword

Foreword

Professor Julius Weinberg

FFPHM, FRCP, MSC, DM
Chair of the Project Steering Group

It is salutary to hear that there is a major fire raging in your University, that no one is certain how much damage has been done and that it might prove difficult for the University to carry out its basic business. Exams scheduled for the morning are under threat, lecture rooms may no longer be accessible, research data has vanished. It is also heartening to find out that colleagues rally round and how the University community finds innovative solutions to problems.

At City University we survived a major fire. The damage to our ability to function as a University was minimised by the extraordinary efforts of our staff, by some effective planning and by luck. One of the key lessons that we learned was that although you cannot foresee all the emergencies that might arise, you can organise and plan so as to minimise your dependence on luck and maximise the benefit that you get from the extraordinary effort that people will make when faced with a challenge.

This Guide aims to help HEIs to reduce their dependence on luck. It is not a recipe for how to produce an emergency response strategy that will fulfill a management objective and sit, another fire hazard, on a shelf. Reducing dependence on luck also requires people; people who are trained, and are prepared for the complex response that may be required. The guide provides information, advice and resources to help those with responsibilities in developing an emergency response which should involve the wider institution.

Emergency planning is about identifying risks and developing procedures that will mitigate the effects of an emergency, save lives and avoid injury. As part of an integrated response this leads to business continuity management which seeks to protect buildings and reputations and support the institution in carrying on its business. Therefore emergency planning should be the interest of all, and especially senior management teams. The guide is intended to support that wider engagement.

This guide has largely been written by those with an estates and security point of view; I have found it a privilege to chair the group and discover that these often unsung members of the University Community think deeply

about their responsibilities and the challenges of maintaining the core functions of the institution in the face of potential disaster. Their efforts are well worth reading.

Although I would not wish a fire, flood or other disaster on any reader, use of this guide will mean that you are better prepared, should such an event befall your institution.

Finally we intend maintaining the guide and an associated web site with up to date materials. We hope that the sector will engage with this as sharing good practice can only benefit all of us.

Julius Weinberg
Deputy Vice Chancellor, City University
March 2008

Emergencies

PLANNING FOR AND MANAGING

AIM OF THE GUIDE

This Guide provides information on good practice in emergency management with specific reference to Higher Education Institutions (HEIs) in the UK.

The aim of the Guide is to assist HEIs in developing their ability to respond to emergencies.

In particular the document seeks to assist those involved in emergency management activities in developing and reviewing their emergency plans, provide further information and access to resources (including research, local networks and additional guidance in this field) and consolidate understanding among Higher Education (HE) managers.

A further key objective is to link emergency planning within HEIs into national emergency planning frameworks with the Cabinet Office Emergency Planning College being a crucial partner in this development.

As part of a broader HEFCE-funded initiative, the longer term aim of this project is to enable risk assessment and emergency planning processes to become embedded as an integral part of each institution's business planning.

The intention is that this Guide will be fully reviewed five years after its publication with interim revisions of the guide published on the internet and disseminated through professional associations and networks. This is in keeping with the principles and philosophy underpinning emergency planning which focuses on dynamic and continuous processes and the status of emergency plans and associated guidance as 'living' documents.

WHO THIS GUIDE IS FOR

The Guide offers practical guidance for anyone tasked with writing or revising emergency plans in HEIs. Additionally it will have a much broader appeal to anyone with an interest and involvement in emergency planning and response activities. It should be disseminated widely to those contributing to strategic and operational emergency planning processes within a HE environment.

The main impetus for the development of the Guide came from AUCSO which was a security and estates-based focus. However the key messages and implications presented here are relevant to everyone within an HEI, from Vice Chancellors and senior management through to operational staff at departmental level.

HOW TO USE THE MATERIAL

The Guide has been designed so that readers may use various sections according to their particular needs and interests. The loose leaf format enables readers to add details of their own plans and arrangements in appropriate sections.

Throughout the Guide the following layout has been adopted:-

Grey shaded boxed sections
Detailing key definitions and examples.

Grey shaded text
Illustrating case study examples involving HEIs.

Top Tips
Summarising Top Tips in planning, training and response.

Key actions
An opportunity for you to explore appropriate arrangements for your own institution.

Good Practice Examples
Longer case studies and examples from plans are arranged at the end of the Guide and cross-referenced at relevant points in the main text.

Full details of sources, a glossary and list of acronyms are included at the end of the Guide.

The focus of the Guide is on generic principles and general information which readers will wish to interpret and adapt in relation to their own institutional arrangements and circumstances. In designing the contents the guide acknowledges that every university and college has its own culture, policy framework and operational procedures.

Disclaimer
The material within this Guide should be used as information and points of reference. For emergency planning to be truly embedded and effectively implemented each higher education institution will need to follow trained and exercised procedures that should be developed in a style that meets their organisational requirements. The authors of this Guide cannot take responsibility for the actions of any individual institution.

Emergencies and Emergency Planning

The Nature and Impact of Emergencies

The emergency services' definition of a 'major incident' below reflects the scale and impact of such an event and the practical implications for collective response across differing organisations:

> **'A Major Incident is an emergency that requires the implementation of special arrangements by one or all of the emergency services for:**
>
> **The rescue and transport of a large number of casualties.**
>
> **The involvement, either directly or indirectly, of large numbers of people.**
>
> **The handling of a large number of enquiries, usually to the police, from the public and the news media.**
>
> **Any incident that requires the combined resources of the three emergency services on a large scale.**
>
> **The mobilisation and organisation of the emergency services and supporting organisations e.g. Local Authorities, to cater for the threat of death, serious injury or homelessness to a large number of people.**[1]

Civil Contingencies Act 2004

The Civil Contingencies Act 2004 delivers a single framework for civil protection in the United Kingdom and is aimed at meeting the emergency man-

[1] ACPO, 1999

agement challenges of the twenty-first century. It establishes a clear set of roles and responsibilities for those involved in emergency preparation and response at the local level which HEIs should be aware of and liaise with in developing their own emergency plans.

The Act divides local responders into two categories, imposing a different set of duties on each. Those in Category 1 are those organisations at the core of the response to most emergencies (for example the emergency services, local authorities and NHS bodies). Category 1 responders are required to:

Assess the risk of emergencies occurring and use this to inform contingency planning.

Put in place emergency plans

Put in place Business Continuity Management arrangements

Put in place arrangements to make information available to the public about civil protection matters and maintain arrangements to warn, inform and advise the public in the event of an emergency

Share information with other local responders to enhance co-ordination

Co-operate with other local responders to enhance co-ordination and efficiency, and

Provide advice and assistance to businesses and voluntary organisations about business continuity management (Local Authorities only).

Category 2 organisations include the Health and Safety Executive, transport and utility companies. These 'co-operating bodies' are less likely to be involved in the heart of planning work but will be heavily involved in incidents that affect their sector. Category 2 responders have a lesser set of duties - co-operating and sharing relevant information with other Category 1 and 2 responders.

HEI planners should ensure that they continue to review updates in relation to this legislation as it is undergoing review and HEIs may be specifically mentioned in future publications (although it is unlikely they would be given any statutory duties).

WHAT IS EMERGENCY PLANNING?

Key Principles in Emergency Planning

Emergency planning (also known as civil protection or emergency preparedness) is a relatively new and evolving area of professional practice. A key concept within emergency planning is resilience – the ability to recover quickly from disruptions affecting organisations and individuals within such communities.

HEIs are not alone in seeking to develop plans to enhance their resilience and preparedness for dealing with emergencies and can learn much from other organisations engaged in similar kinds of activities.

Aims & Objectives of Emergency Planning

Some common aims underpin the HEI planning processes.
These are:

where possible to prevent emergencies occurring

when they do occur, to reduce, control or mitigate the effects of the emergency, thus minimising their impact on people

to put appropriate arrangements and procedures in place that will enable organisations to respond and manage an emergency

to enable HEIs to liaise effectively with the Emergency Services, Voluntary Agencies, and other groups or organisations in responding to an emergency

to enable HEIs to continue to provide normal services as far as is possible (this refers to the link to business continuity)

to put in place processes for systematic and ongoing review which will allow for lessons to be learnt and arrangements updated and reviewed as circumstances change.

The Emergency Planning Cycle

'The emergency planning cycle involves a continuous process of assessing the risk of and preparing for emergencies supported by procedures to keep staff in readiness and validate plans. Plans should also be reviewed and, if necessary, revised when they have been activated in response to an emergency'[2]

2 Emergency Preparedness Glossary p218 available at **www.ukresilience.info**

The better prepared an HEI is for dealing with emergencies, the more effective and efficient a response is likely to be. This is one of the key reasons why it is important for HEIs to engage in emergency planning activities.
Training and exercising is a key part of the planning process, encouraging effective evaluation, review and updating of plans as part of the cycle of continuous improvement, awareness and readiness to respond. This process can contribute significantly to the overall resilience of the plans and those tasked with responding to and managing the incident.

EMERGENCIES AND HIGHER EDUCATION INSTITUTIONS

Key Definitions

In this Guide the term 'emergency' is used to refer to:

'An event or situation that threatens serious damage to staff and student welfare or to the HEI environment. To constitute an emergency this situation must require the implementation of special arrangements by the HEI.'

This definition borrows from other approaches which focus on the response implications arising from levels of seriousness in terms of activating extraordinary or 'special' arrangements.

Distinguishing between Emergency Planning and Business Continuity

There is often confusion over the distinction between Emergency Planning and Business Continuity activities within HEIs. It is important that these two differing spheres of activity are clearly distinguished and function as complementary processes within any institution's planning and response procedures.

The most common approach adopted by HEIs is to have one central "major incident" approach encompassing a pool of resources and skilled personnel. The requirements of the emergency will be assessed and separate business continuity and emergency planning functions can then be assigned to different teams.

Why is this distinction important?

The two response streams have different priorities and require different resources:

EMERGENCY PLANNING can be described as having an external focus which responds to community based events (in this case, the HEI is the

community). Emergency Planning and Management will involve a focus on an initial response, liaison with many agencies and responding to the requirements of those affected by the emergency. (This Guide is focussed on emergency planning scenarios).

BUSINESS CONTINUITY is concerned with maintaining internal operations in an organisation even in the middle of an emergency. There will be some crossover but the two work streams have very different priorities and are designed to deliver results. Examples of business continuity priorities include liaising with insurers and loss adjusters and maintaining/ returning IT networks and other core services. Further links on Business Continuity can be found in the Resources section.[3]

Unique Challenges and Opportunities for HEIs

'Firefighters tackle campus blaze'

'Meningitis alert at university'

'Counselling brought in after student deaths'

'Animal rights website publishes addresses of University staff'

'Tragedy and tears after university violence'

These kinds of headlines demonstrate that HEIs are not immune from the risks, impacts and aftermath of various types of emergencies, both small and large scale. Such events highlight the importance of being prepared, particularly for those critical events which may occur without warning and for which the costs of inaction or failing to plan can be very high.

3 These definitions are adapted from Zurich Municipal Guidance, News and Views, Autumn 2006

When it comes to addressing risks and emergencies, HEIs face some of the same challenges as other organisations. At the same time however they have quite unique populations, facilities and organisational structures meaning different approaches to emergency planning are called for even compared to other organisations within the education sector itself such as schools.

HEIs face challenging situations on a frequent basis and have proved themselves to have resilience and strong management structures in place. Sometimes the fact that there are numerous "mini-emergencies" on an almost daily basis can mean that senior management feel they do not need to engage in more detailed planning as they have already proved they can cope. However the major incidents that we have discussed are likely to have longer term implications that should be considered.

Particular challenges for HEIs include:

HEIs are a complex community and therefore may be affected by things that affect the parts of the HEI community and the way those parts react.

HEIs are very often both the victim and the responder.

Their own students may be activated to support the wider community in an emergency e.g. student nurses, doctors and police officers.

Reliance on the IT infrastructure and loss of information posing a threat to the delivery of academic work, scientific, commercial & social interests.

The presence of high hazard materials e.g. at specialist laboratories and research facilities, and the need to address risks and integrate emergency plans associated with these.

HEIs are often custodians of material of particular scientific and historic significance.

The unique status of students who have different freedoms from staff on an employment contract, with implications for engaging them in emergency procedures.

Particular vulnerabilities such as health risks; many students are away from home/their country for the first time and are often still in the transition phase into adulthood.

Transient populations in terms of students and contractors has implications for updating contact lists, building resilience and familiarity with the organisation's administrative structures, geography and emergency plans .

International emergencies (such as the 2004 Indian Ocean Tsunami) may impact on an HEI as more staff and students travel. There will also be implications for international students studying in the UK.

An open campus environment means that there is generally free access to buildings, in addition HEIs regularly invite visitors on site to use facilities and attend courses or other public events.

Complex organisational arrangements, often unique to the particular institution make it difficult to generalise or use generic plans. Examples include the contrast between collegiate and non-collegiate structures, centralised vs. split-site campuses and rural vs. city-centre based HEIs

These challenges also highlight the special requirements and opportunities for HEIs to engage in emergency planning. For example there are opportunities to build on existing risk assessment procedures and heath and safety procedures associated with managing high hazard facilities in liaising with external agencies such as the emergency services.

HEIs offer excellent facilities with opportunities for local authorities to develop their resilience networks and mutually beneficial emergency plans. Local planners may be keen to discuss the potential use of residential facilities in their plans and may even be keen to engage students in emergency planning exercises!

Additionally the knowledge and expertise available among staff and students engaged in research and practice can be an especially valuable asset during emergency planning and response phases. For example, medical and other emergency response skills among HEI staff can be called upon during emergencies, while the growing academic disciplines associated with emergency planning and disaster management mean a growing number of HEIs have specialist knowledge and expertise already available within their walls.

10 Reasons Why HEIs Should Engage in Emergency Planning

Those tasked with developing plans may encounter resistance and challenges from colleagues who suggest that "it won't happen here" or cite other pressures and priorities as reasons for being unwilling or unable to engage in emergency planning processes.

A number of arguments may be useful to bear in mind in addressing such misconceptions and concerns and reflect the following reasons why it is important for HEIs to engage in emergency planning:

1 **Routine arrangements for dealing with smaller scale or less complex incidents are unlikely to be sufficient to deal with emergencies which require additional measures, resources and protocols to be put in place ahead of time.**

2 **Having plans and procedures in place means people are more likely to know what to do in an emergency, especially those with specific roles and responsibilities. This may mitigate negative impacts such as multiple deaths and injuries as well as financial, social and reputational losses.**

3 **Staff training enables people to feel more effective when dealing with emergency situations. People make better judgments and decisions when they have been prepared through training or exercises, which can aid response during an emergency and may reduce the risks associated with longer term emotional impacts and recovery.**

4 **Public, media and political expectations are high when it comes to managing emergencies. A shifting culture in favour of the development of systematic and well rehearsed emergency procedures means that any HEIs failing to take emergency planning seriously will fall short of such expectations, with significant reputation and other consequences.**

5 **Communicating emergency plans promotes risk and safety awareness across the institution, thereby contributing to a more proactive safety culture in general. Emergency planning processes can overlap with health and safety, business continuity and risk management processes, bringing mutual benefit to all of these functions in terms of related plans and protocols becoming integrated, complementary, reinforced and well communicated.**

6 **The process of developing emergency plans may highlight previously unrecognised hazardous conditions that would aggravate an emergency situation, enabling measures to be taken to eliminate or control them. This process may also bring to light deficiencies such as the lack of resources (equipment, trained personnel, supplies), or conditions that can be rectified before an emergency occurs.**

7 **Adopting emergency plans and procedures may lead to lower insurance premiums for the institution. Also HEIs are often centres of specific scientific and historic interest containing irreplaceable items that no insurance can protect.**

8 **Developing and communicating emergency plans demonstrates the institution's commitment to the safety of staff, students and other personnel and shows that the HEI is taking its legal and moral responsibilities seriously as well as providing reassurance.**

9 **Developing emergency plans makes good business sense. Emergencies disrupt the business of the HEI, affecting critical operations. This is bad for all the institution's stakeholders - employees, customers and communities. Robust plans for managing emergencies make a difference in helping to ensure that the impact of these emergencies is minimised.**

10 **The institution does have a number of legal responsibilities as set out below.**

Further information is also available in the resources section.

HEIs and the Law

Although HEIs do not have statutory duties under the Civil Contingencies Act 2004, there are many reasons why they should consider their legal position in relation to Emergency Management.

These Include:

A duty to all people using or visiting their premises under Section 3 of the Health and Safety at Work Act 1974 and a specific duty of care to all staff under Section 2 of the Health and Safety Act 1974 (see www.hse.gov.uk for further information).

In the Civil Courts the University could be found negligent in regard to its emergency planning arrangements and a breach of their duty of care.

They could be held vicariously liable (responsible) for the actions of their staff.
There could also be criminal charges brought against a university in the event of deaths using new corporate manslaughter legislation (April 2008).

Students may have a case for breach of contract especially as many universities now state explicitly (e.g. in student charters) that they will provide particular safeguards.

There is legislation allowing greater disclosure of information so Universities may be asked to provide examples of their emergency plans.

The Human Rights Act 1998 could be used as the University is a public body. This would be relevant if the University had not acted in accordance with a number of enshrined rights identified in the European Convention for the Protection of Human Rights and Fundamental Freedoms.

Top Tips

Bringing colleagues on board

Tackle resistance head on; table a discussion on ‘emergency management’ on meeting agendas which asks people to identify the pros and cons of engaging in emergency planning within their department/school/institution. It is easier to promote the arguments for and tackle the arguments against once these have been named and made explicit.

Hold a workshop to harness dedicated staff who could take on a role as advisers and champions within and across different departments who can endorse and support your efforts.

Engage both academic and administrative colleagues. Remember that there are many institutions offering programmes in risk management, business continuity and emergency planning - these departments could be a good place to find further guidance and colleagues who are already aware of the importance of these issues.

Top Tips

Cite this project and examples of experiences detailed in this Guide to illustrate the sort of experiences, initiatives and proactive measures other institutions are putting in place in this area.

Remind colleagues that one of the most common lessons shared by those with first hand experience of emergencies is the realisation that emergency planning and training is essential for preparedness in dealing with the physical, psychological, social and business impacts of emergencies. In the aftermath of emergencies many people regret not having given this area fuller attention before.

Use models that have already been tried and tested in your institution for engaging all staff such as health and safety and diversity policies. If emergency planning is not addressed separately use health and safety mechanisms to put it on to meeting agendas, training calendars and work priorities.

Make contact with your local authority Emergency Planning Officer who will provide support and further information.

Section 2

Risk Assessment and Emergencies

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Risk Assessment Emergency Planning

RISK ASSESSMENT IS THE FIRST STEP IN THE EMERGENCY PLANNING PROCESS.

What is Risk Assessment?

The terminology relating to risk assessment can vary between institutions so this Guide uses the definitions that accompany the Civil Contingencies Act 2004.

What is Risk?

The Cabinet Office offers the following definition of risk:

'In the context of emergency preparedness, risks are those hazards (i.e. non-malicious events such as flooding) or threats (i.e. malicious events such as terrorist attacks) which could adversely affect an organisation and its ability to carry out its functions. Risk is a function of the likelihood and impact of a given hazard or threat. This reflects, on the one hand the possibility of an emergency occurring which could adversely affect the organisation (e.g. flooding or nuclear accident). And on the other hand, the extent to which the event impacts upon the organisation (e.g. lack of staff, disruption to power supply, damage to facilities)'.[1]

[1] Cabinet Office - Emergency Preparedness – UK Resilience:- **http://www.ukresilience.info/preparedness/risk.aspx**

Further information on risk assessment is also available in the guidance document Emergency Planning and Preparedness which is displayed on the home page of www.ukresilience.info

Please note that risk assessing an emergency from a Health and Safety perspective is covered in other parts of this Guide (see "When the call comes in.")

The Risk Management Process

Your risk management process should incorporate the following steps:-

Understand your risks e.g. in the context of Higher Education

Identify risks in relation to your local context and area (see CRRs)

Describe risks e.g. through producing an internal risk register

Score your risk, e.g. using a matrix approach

Decide how you will manage your risks

Understanding your Risks

It is important that you use your local and national risk profile to build a picture that informs your emergency planning.

Your institution is likely to have produced strategic risk registers in line with HEFCE's Guide on Risk Management in Higher Education[2]. If this is an area that you have not been involved in it may be worth establishing links with colleagues who are preparing these. Another useful contact will be your institution's insurance officer who may be able to provide specific information about the points raised below.

COMMUNITY RISK REGISTERS (CRR)

The requirement for Community Risk Registers (CRR) to be produced is set out under the Civil Contingencies Act 2004. They are developed by Local Resilience Forums and will provide you with an assessment of the risks in your local area. This is another good reason to make contact with your LRF but be aware that they are also published for public access (this is usually an edited version for security and data protection reasons). CRRs can be downloaded from county council and police authority websites.

[2] HEFCE (2005)- Risk Management in Higher Education: A guide to good practice, prepared for HEFCE by PricewaterhouseCoopers - **http://www.hefce.ac.uk/pubs/hefce/2005/05_11/**

An Example of a Community Risk Register

Risk Ref	Hazard or threat category	Sub category	Outcome Description	Likelihood	Impact	Risk Rating	Capability Required	Controls in place	Additional Risk treatment	Risk Priority	Lead Resp	Review Date
SW1	Severe Weather	Flooding (main river)	River W.. Flooding 10 Sq miles	Probable	Significant	Very High	Flood Incident Plans -1 Strategic stocks – sandbags Flood warden scheme	Maj EmPlan Maj Flood Incident Plan	Major Flood ex every 2 years	2	To be determined	Sep 08
T1	Transport Accident	Accident on M6	Up to 10 fatalaties 7 20 Hospital Closure of lanes for up to 1 week	Possible	Significant	Very high	Motorway Incident plan Heavy lifting & Earth Moving Equpt	Maj Incident plans Highways Agency Plans	Multi agency co-ord Ex every 2 Years	3	Fire Service Highways Agency	July 08

From this example you will see that as well as assessing and prioritising the risks, a CRR will also outline the action plan that will be taken to plan for it.

PRODUCING INTERNAL RISK REGISTERS

Producing an internal risk register is the first phase of your emergency planning process. If this has not been done it can be worth capturing as part of your emergency planning project objectives (see Section Two: Getting Started).

Internal risk registers are relatively easy to produce and there is guidance available to support you. Often a good way to get the session started is through a workshop with your emergency management team (and possibly other key staff such as Safety and/or Fire Officer, HR, Legal).

A risk register should be manageable and realistic. In developing an internal risk register consider factors such as:

Your Geographical Location – eg Urban, Campus, City, Flood Plain?

Your Research Areas – eg hazardous activities, radiation? (You may also want to look at areas of specific scientific and cultural interest so that contingency plans can be in place).

Your Student Populations - Halls of residence-based or commuting? Postgraduate or brand new 'freshers'?

Riskier times of year – eg during clearing or exams periods? (You might want to think about additional support in your plans to deal with these).

Critical Functions - This helps you to establish which functions can be high, medium and low priority in an emergency; link into your business continuity planning here.

A Reminder: Beware of cutting and pasting from a neighbour's risk register. One public sector organisation did this and produced a risk register including reference to a coast line they did not have!

Managing Your Risks

Once you have identified and evaluated your risks, you will need to develop strategies and plans for managing those risks.

Example: Scoring Risks on a Matrix

It is useful to plot your risks on a matrix. In this example the "red" risks will require urgent action. Be aware that there will always be some subjectivity to the final scoring.

IMPACT						
	5 Catastrophic					
	4 Major					
	3 Serious					
	2 Moderate					
	1 Minor					
	General Risk Assessment Matrix	**1** Rare	**2** Possible	**3** Likely	**4** Very Likely	**5** Almost Certain
		LIKELIHOOD (*within next 5 years*)				

Having an up to date risk register will mean that your emergency planning is more accurate and informed.

However it is important that your planning is also consequence-dependent rather than scenario-dependent so that you can manage any type of event.

The Cabinet Office

gives the following guidance on generic plans and specific plans:-

'Generic plans are the core plan which enables the organisation to respond to, and recover from a wide range of possible emergencies. They should hence include procedures which would be used in all instances for e.g. ensuring the welfare of staff and the provision of sufficient resources for responding to the emergency.

Specific plans relate either to a particular emergency or kind of emergency, or to a specific site or location. Specific plans are a detailed set of arrangements designed to go beyond the generic arrangements when they are likely to prove insufficient in a particular case. A specific plan usually relies on a generic plan. For example, organisations which deal with hazardous materials may need specific plans for responding to a chemical spillage. Some organisations may have specific plans for conducting specific functions in response to an emergency. For instance, the emergency services

will have plans for mass evacuation of an urban area and mass decontamination. Organisations should use their risk assessments to decide whether specific plans are necessary or desirable.'[3]

[3]CabinetOffice-EmergencyPlanning–UKResilience:-**http://www.ukresilience.info/preparedness/emergencyplanning.aspx**

The Four "Ts" of Risk Management

Risk Management Strategy	Description and Example
Transfer	The most common method of risk transfer is an insurance policy. Remember that you cannot rely on insurance to cover all your costs (e.g. staff overtime) and check your policy for certain exclusions e.g. terrorism cover, academics' books etc.
Tolerate	There may be some risks that you live with. These may include the fact that the campus is located near to a busy industrial site that you have little control over; but you can plan to mitigate the consequences of an emergency using an emergency planning process.
Terminate	There may be some risks that you can get rid of altogether e.g. replacing an asbestos roof with safer materials.
Treat	Risk treatment options would be measures that you put in place to help lessen the severity or likelihood of the risk such as buying personal protective equipment or fitting a sprinkler system in a high risk area.

Specific Risks

More information about specific concerns is included in the planning section.

One particular risk that many HEIs are concerned about is the loss of their Halls of Residences….

Loss of Halls of Residence **Plan**

The following extracts are from one HEI's plan for managing this particular risk:-

AIM

In the event of a loss or substantial loss of a whole or part of a Hall of Residence, Estates & Facilities will take the necessary action to ensure the health, safety and welfare of occupants and to ensure the continuity of service provision as effectively and as soon as possible.

TWO PHASED PLAN

The Estates & Facilities action plan approach is divided into two phases:

[a] Control Phase:
up to 24 hours (detailed procedures are listed including evacuation, shelter and catering, contact and transport arrangements)

[b] Recovery Phase:
24 hours to 1 week (including allocation of alternative accommodation, transportation, clothing and vacation arrangements)

This particular plan is linked to the following other contingency plans within the HEI:-

Communications & PR

Complete Loss of a Building

Crisis Operational Plan & Escalation Procedures

Student Services Contingency Plans

Key Personnel Contact Information Policy

(**Local) Council Contingency Plans**
(Accommodation, Media Management, Welfare & Counselling etc)

Key Actions

What we need to do	Who is leading	Timescale/ Date	Completed ✔

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The Planning Process

Planning for the 'Emergency':

Distinguishing between routine incidents and emergencies in HEIs

In this Guide the term 'emergency' is used to refer to:

'An event or situation that threatens serious damage to staff and student welfare or to the HEI environment. To constitute an emergency this situation must require the implementation of special arrangements by the HEI.'

There are many different terms used to describe emergency situations and it is important to be clear about the types of events included in this Guide. Definitions reflect differences in terms of cause, scale and impact of events, and also differing perspectives and approaches to responding to and managing them. This is important because those fulfilling the range of strategic and operational roles and responsibilities in the aftermath of incidents might have very different (and sometimes even conflicting) roles, interests and priorities.

Organisations may differ in the extent to which they might consider and respond to an incident routinely and/or as an emergency. For example HEIs handle many incidents using routine procedures which other kinds of organisation would experience as out of the norm and would be addressed using special arrangements. These include power failures, individual deaths of staff or students and/or small scale disease outbreaks.

One HEI has provided a list of the type of things they are planning for:

This definition will cover a wide range of possible incidents, including: accidents, fatalities, natural disasters, fires, bomb threats, sabotage,

threats to personal safety, health alerts, epidemics, hazardous incidents, public order incidents, student occupations, criminal activity and serious misconduct or impropriety.

Events which are major emergencies or 'major incidents' on a larger scale will probably require the resources from across a number of departments or organisations, and assistance from agencies outside of an area may be needed.

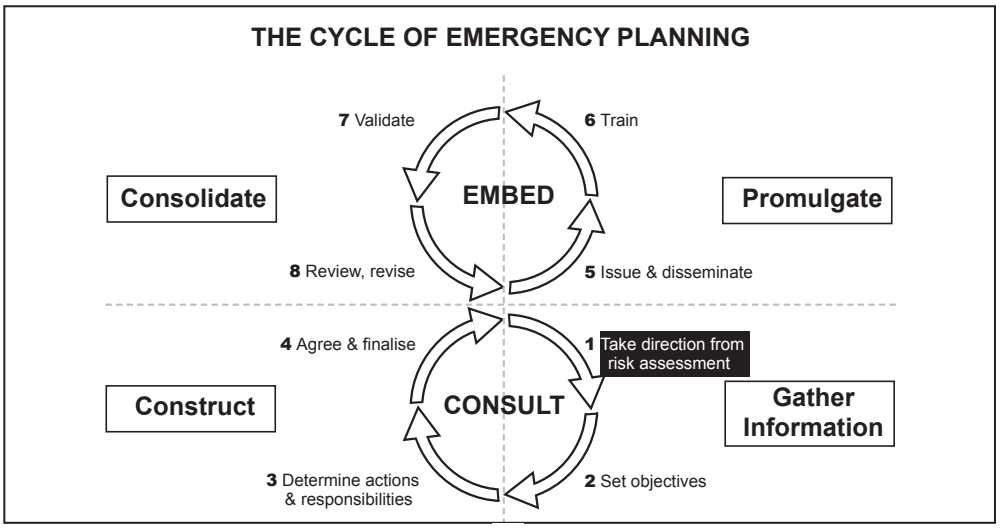
Organisations after disaster often find themselves wearing a number of hats; they are a responder to the incident but are also affected by it. They might be managing the response while also being investigated for their role in causing the emergency e.g. by the police and Health and Safety Executive. This must be factored in as it will affect the way in which you manage the response.

Integrated Emergency Management

The principle of Integrated Emergency Management (IEM) is central to effective emergency planning and refers to the integration of all planning phases. It refers to emergency plans within individual HEIs being internally integrated, i.e. consistent, coordinated and communicated across the organisation (similar to H&S).

> **This means that all those likely to be involved in responding to an emergency should be included in the planning process, be familiar with how to activate the plans when necessary and be included in training, testing and plan review processes.**

An integrated approach also refers to the importance of arrangements being integrated across all responding organisations (including for example the emergency services as well as the HEI itself). The nature of emergencies means that many organisations have to work together in responding to their impact and aftermath. It is therefore imperative that the plans of individual HEIs link to those of other organisations (*see section eight for further information).*



Command Structures

There is an agreed national framework for managing the local multi-agency response to, and recovery from, emergencies. Three management tiers have been identified that comprise the framework and equate to strategic ('gold'), tactical ('silver') and operational ('bronze') levels of response.

This common approach to command structures helps the emergency services and other organisations to communicate with each other and understand each other's functions and authority.

HEIs will also find it helpful to understand these command structures in planning and responding to emergencies involving liaison with external agencies. You might also want to structure your own response on this model.

Gold

Your Strategic Team

Might be made up of senior managers/Chancellery

Silver

Tactical Team

Heads of Security, Safety, Residences, Facilities

Bronze

Operational Team

Operational managers on the ground

You may also want to have key advisors on call such as your legal, health and finance team.

Also do not forget to include the Press Office (see the Crisis Communications section for further details of this).

External Agencies

It is crucial that HEIs understand the role played by many external agencies in the event of an emergency. This does not just include emergency responders but also organisations like the Fire and Rescue Service, health bodies and the Health and Safety Executive and the local authority (*see Section Eight*).

Internal Roles and Responsibilities

Emergency planning concerns everybody and while some staff members in HEIs will be tasked with specific responsibilities it is also important to consider ways in which all staff and students can be engaged.

A key consideration is to have clear command structures for all locations. A number of universities have found that engaging 'Departmental Ambassadors' have proved very effective as they can help to co-ordinate liaison.

A common challenge when an emergency happens is that one senior manager will try and take over the response and make their own decisions. This can be frustrating for those who have worked hard to ensure an integrated approach; ways to tackle this include training exercises and awareness raising sessions.

Who is in your Emergency Management Team?

Membership of your response teams should be role based and resilient (i.e. personnel/standbys are available 24/7) rather than identifying or relying on specific or named individuals.

This has been a particular concern for some HEI environments where emergency planning has tended to fall to a small number of named individuals. It may be difficult to achieve but it is extremely risky to place all responsibilities and knowledge in the hands of just a couple of people.

Some HEIs have developed similar types of command structures to the emergency services (see above) in their emergency plans covering operational, tactical and strategic functions. This includes emergency plans identifying teams which, in the case of a full emergency, will be assembled as soon as possible to strategically manage the emergency.

These should have the authority to be able to co-ordinate the HEI's response to an incident and its aftermath and should include representation of key staff from across the HEI's core functions.

Contact your Local Authority

Top Tips

Category 1 and 2 organisations come together to form Local Resilience Forums (LRFs) which promote co-ordination and co-operation between responders at the local level. HEIs will find the LRF a useful forum for engaging with organisations in relation to current planning, training and exercising arrangements.

Most LRFs are based on local police areas and you should be able to contact these either direct or through your local authority emergency planning officer (contact details can be found through local council websites). There may be many opportunities for mutual aid.

The LRFs also produce community risk registers which are very useful resources for HEIs. They should illustrate the risk picture in your local area and ensure that planning is not undertaken in a vacuum. Your LRF may also want to include local HEIs on the register. Details can also be found through local authority websites.

Examples of Emergency Management Teams

One HEI has identified the following structures for managing emergencies:

Strategic Emergency Management (HEI Senior Management Team);

Emergency Management Team (EMT) – pan-University co-ordination team providing leadership and management in an emergency;

Incident Response Team (IRT) providing immediate response.

The plan details roles and responsibilities within these teams.

Another HEI details responsibilities and relationships between the following roles within their plan:- Emergency Officer, University Safety Officer, Learning Facilities Manager/Co-ordinator (Satellite Campuses), Security Operations Manager (out of normal working hours referred to as Duty Security Manager/Duty Security Officer, Campus Superintendent/Campus Supervisor (Satellite Campuses), Safety Managers (or their Departmental Safety Co-ordinators), Technical Officers / Technicians, Fire Marshals, Estates Services Maintenance Manager, Security Officers, Communications.

This shows there is no ideal blueprint. The planning process is a way for you to identify what will work best within your own structure and arrangements.

When to Activate the Plan

When developing and reviewing your emergency plans one of the first things to do is ensure that there is a practical distinction between types/levels of emergency and the nature and level of institutional responses. It is important to strike the right balance between flexibility and having clear and consistent procedures in place for responding to various types of incident. As the incident emerges it is useful to assess the likely SCALE, DURATION AND IMPACT.

It is usually more effective to activate a response early on and then be able to scale it down later, than to wait too long.

Top Tips

Don't Forget the 'Admin'!

One CEO missed their own emergency press conference because there was so much going on in the incident room! You need an administrator to keep track of paperwork, logs, key decisions and timings.

An administrator is also crucial for plan development to keep on top of things like updating the key details and version control.

We also look at the importance of keeping a decision making log in the section – 'When The Call Comes In'.

Explore what an 'Emergency' is in your HEI

It is useful in developing plans and training to ask colleagues to discuss their understanding of the difference between routine incidents and major emergencies and their expectations of when routine or additional help is needed.

Triggering the Strategic Management Team

One university details how their arrangements for providing an immediate and informed response to any incident includes ways of triggering an escalation in the levels of the management of the response depending on the scale, duration and impact of the emergency:

'Where the scale, duration and impact of a major emergency indicates a serious threat to the critical functions of the University, a pan-University strategic management strategy can be invoked depending on whether an incident is to be declared an emergency; a part or the whole of the team may be convened under such circumstances….'

Emergency roles should be made clear in plans and staff should be informed of their expected role. Ideally this should also be detailed in job descriptions.

There may be different expectations across different categories of staff about what they should do in an emergency (e.g. in one case reception and attendant staff were expected to stay/return the next day but some academic staff went home and did not come in next day).

Getting Started: Emergency Management as a 'Project'

Emergency Planning and Management is an ongoing activity which should become embedded in everyday procedures. However if this is a new process for your institution it can be useful to define a short term project to get things off the ground. A first step to help you clarify the way forward is to set objectives for this project and also objectives for the emergency planning process. You could also assign timescales, key activities and responsible persons.

Next you should consider risk assessment and populate your plan using a local risk picture; it is effective to focus on possible consequences rather than exact scenarios. Consequences may include injuries and deaths, denial of access, loss of IT, loss of property and possessions and long term evacuation.

Example: Employing a Full Time Emergency Planning Officer

Two universities have brought in full time emergency planning officers. Their role includes raising the profile and embedding emergency planning across the university, developing and updating emergency plans, and managing tests and exercises as part of an ongoing integrated approach

Structuring and Writing the Plan

The structure of any plan will depend on the way in which your HEI works but it is important that it is clear and logical.

One HEI has provided the following sections within their plan:-

CONTENTS

Section One – Emergency Management Plan

1. Introduction
2. Definition of an Emergency
3. Immediate Action in the Event of an Emergency
4. Emergency Incident Managers (EIMs)
5. Responsibilities of all Emergency Incident Managers
6. Responsibilities of the Emergency Incident Manager in an Emergency
7. Emergency Management Team
8. Key Issues for Emergency Incident Managers and the Emergency Management Team

Section Two - Guidance Notes

1. Communications with the Student Community and All Members of Staff
2. Obtaining Information about Individual Students and their Families
3. Communications with Students' Families Collectively
4. Communication with Individual Staff and their Next of Kin
5. How to Establish an Emergency Helpline
6. Guidelines for Making Alternative Accommodation Available
7. Communications with the Media

Section Three - Working Documents

1. Emergency Incident Reporting Proforma
2. Contact list of Key University Personnel
3. Contact List of Key Agencies

Section Four - Established Guidelines and Procedures

1. The Management of Major Incidents
2. Infectious Diseases
3. When a Student Dies
4. Student Occupations and Sit-ins
5. Health and Safety Incidents

Campus Guide

There should be no mystery in making sense of a plan and you should always remember the mantra of 'keeping it simple' so that people can easily understand and respond to it in stressful circumstances.

There may be instances where particular individuals or teams have helped to develop the plan but have no formal role within the activated emergency team (although they may become a "tactical advisor" during an emergency). This will affect how you prepare the plan and it is also crucial that these individuals/teams have an input and participate in training (*see the Section on Training and Exercises*).

Writing Emergency Plans

Top Tips

Make it clear-readable font, double spaced, divided sections with clear labeling

Give it to someone to read through away from your team to see how it flows and whether it makes sense

Produce additional support material such as a laminated phone tree but make sure you keep it updated.

Assume that the people who know the plan best will be on holiday when it is activated and write it accordingly. It is unrealistic to assume that everyone will be available to respond

Don't just cut and paste from a colleague's plan: it won't fit your organisation as snugly as it should. Instead learn from their suggestions and copy where appropriate but apply some thought about how it will work

Remember that the tougher it is to understand the less likely it is to be used

Consider separating out strategy and operational material. Put administrative and additional guidance at the back and key checklists and agendas at the front

Remember that adrenaline will affect the way that the brain works: you might not think you will need aide memoires, checklists and meeting agendas but they can be very useful (*see examples in this Guide*)

Top Tips

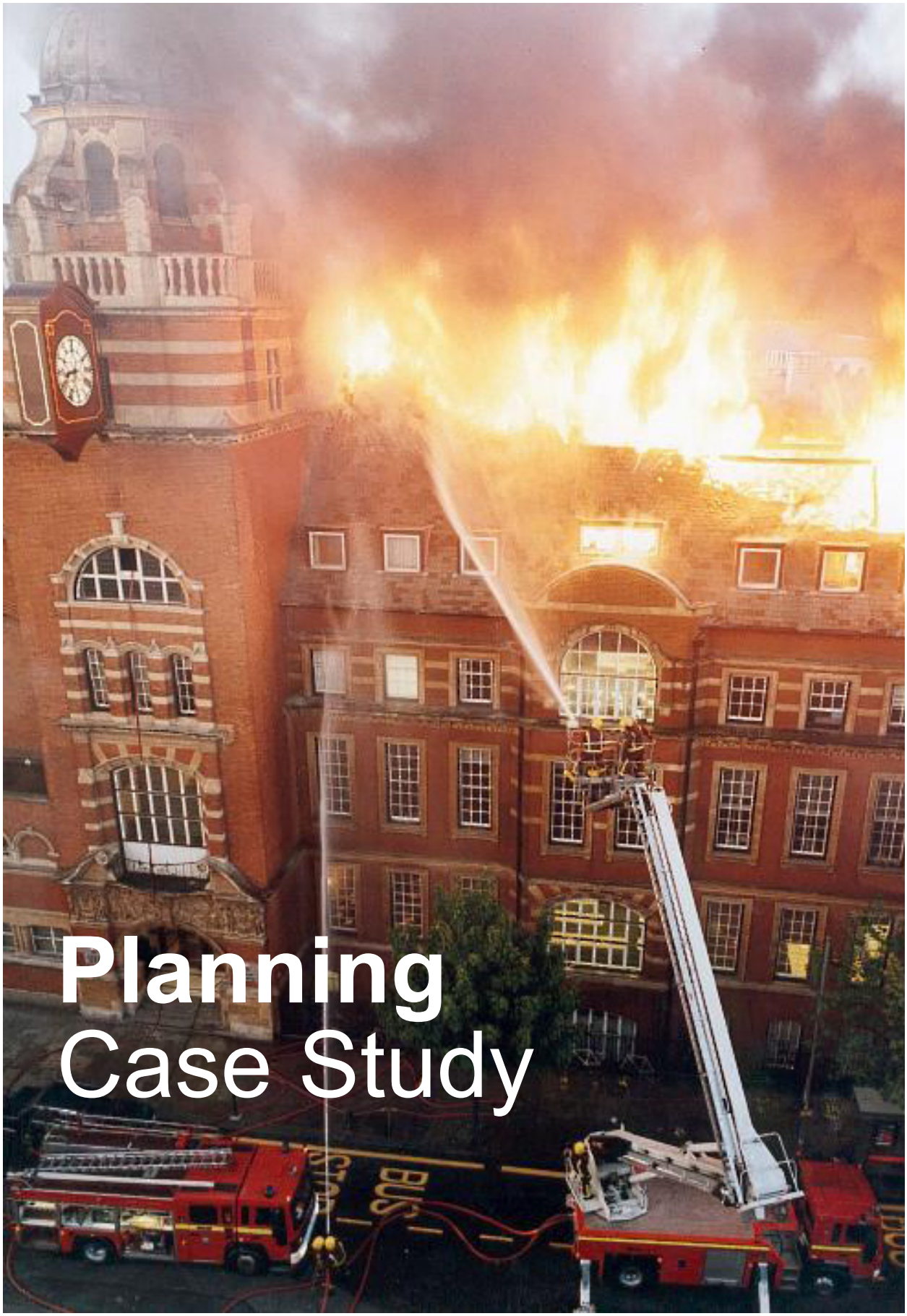
Activation-who? Don't miss out on identifying key roles (rather than people)

Using a phone tree can be useful and is something easy to test

Make the main plan role-dependent rather than person-dependent i.e. avoid "Susan - phone electricity company"

Ensure that personal details are held in accordance with Data Protection legislation

Remember that you may not have access to mobile networks and internet systems in a major emergency-test your 'low-tech' response in an exercise



Planning
Case Study

Fire at City University London

Planning Case Study

On the evening of 21 May 2001, a fire ripped through the top floor of one wing of City University's College building, destroying the roof and most of the top floor. All occupants were safely evacuated and no-one was injured. It took 60 fire fighters three hours to extinguish the fire and the water used resulted in major damage right through to the lower ground floor of the building.

The initial recovery lasted 6 months but it took a further 5 years to fully re-open the building. The Loss Adjuster originally estimated the total loss to be c£6m but the final figure was £10m (£8m of this was covered by the insurers).

There were lessons learned, both positive and negative, which were shared within the HE sector and which contributed to the growing interest in emergency management within the sector and ultimately to this project.

Lessons Learned –
And Putting Them into Practice!

- Test fire alarm systems weekly at varying times, so people know what the alarm sounds like and to check that it works everywhere.
- Ensure all clocks or timers on security, telecommunications, IT and fire systems are accurate and checked regularly.
- Ensure security teams are trained in fire alarm response and basic safety procedures (warn them about smoke/fire hidden above suspended ceilings).

- Ensure the security team members carry essential equipment with them when responding to emergencies - master keys, radio, HV jacket/vest, torch, notebook/pen etc.

Train staff to use radios and/or mobile phones effectively.

- Use PA systems or have handheld loudhailers available to communicate to large groups of people who have evacuated.
- Building floor plans/lay-outs, the locations of dry risers, power, oil and gas cut-off switches etc may be required by the emergency services and should be readily available – or who is available on site with that knowledge?
- Keep emergency stores with torches, rubber boots, HV vests, hard hats etc.
- A detailed log of all events should be kept in view of subsequent investigations.

Emergency Management Team (EMT)

- Have a duty manager or senior supervisor available on site 24/7 to coordinate initial emergency response.
- Have a pre-designated and trained Emergency Management Team
- Maintenance, facilities, fire wardens and other staff may be called on to provide additional assistance. They will find it helpful and will be more effective if they have been previously trained and briefed on possible emergency roles - who and where to report to, what equipment to take with them, what their expected roles may be.

- Access to buildings may be limited, so mobile phones and/ or radios are essential for key staff.
- Have an up to date contact list, containing home and mobile numbers of the University emergency management team, their deputies and other key staff.
- Have a duty Press Officer to deal with the media quickly and effectively.
- Use the TV and radio stations to get information out.
- Train relevant staff in dealing with the media/press interviews.

Supporting the EMT

- Have pre-designated rooms available for use by the EMT/ emergency services. Include digital TV, several telephone/ data extensions, a computer or laptop with email & internet access, access to a photocopier, fax machine and stationery.
- Have separate venues for press and staff briefings.
- The University emergency plan should be available and include generic checklists for each team member with a reminder of what they need to do.
- Keep a log and minutes of meetings to record actions and decisions.

Reviewing the Plan

Ensure there is a timetable in place for the regular review and updating of plans.

Reviewing and Updating Your Plan

Top Tips

Ensure that you manage the updating of new versions carefully so that all of your team are on the same page; in some HEIs this is done on the same day of each month

Print this year's version on different coloured card so that people know which one is the latest!

To make updating easier keep areas with key details to clear sections so that an administrator can update them frequently rather than peppering names and numbers throughout the plan

This is also an issue when embracing new technology; if you have your plan in multiple formats and on numerous memory sticks, mobile phones etc remember to include a method/plan for updating these. It is also good to have a hard copy plan in a folder.

It is not advisable to audit your own plan as you are too close to it. Strengthen partnerships with local HEIs; swap plans with your counterparts for their views but be prepared to accept their feedback

(*This can be tricky when it has been your life's work for the last two years but is essential for the strength of the plan*).

SPECIAL CONSIDERATIONS

1
Police Cordons in Emergencies: Implications for HEIs

The police may through cordons, seal off an extensive area surrounding an emergency site, thus restricting for some time, access to surrounding buildings and traffic routes.

Cordons may be established around scenes of emergencies for various reasons including guarding the scene, protecting the public, controlling sightseers, preventing unauthorised interference with an investigation and facilitating the operations of the emergency services and other agencies.

HEIs should consider the impact of such emergency response on their own incident response plans and business continuity arrangements.

Planning for Evacuation

Emergencies such as the attacks of September 11th 2001 have illustrated the importance of effective evacuation. Evacuation drills are also a very good way of reminding people about the need for emergency planning and testing out various scenarios. It is suggested that evacuation (or invacuation) drills take place throughout the academic year.

Plan and train with external agencies. Build your plans around advice from the emergency services on when it is safe to evacuate or not. Liaise on what they need from you in your plan and in addressing things like hoax calls.

Check if you have a procedure for keeping people inside a building (invacuation) if there is an external threat such as a suspect vehicle.

If you have to keep people inside, consider how you will communicate with them to keep people away from potential danger such as shattered windows.

Link into your local evacuation plans by contacting your local authority; some cities have developed large scale evacuation plans - what have they got planned for you and what support can you mutually offer in terms of shelter and other support?

Top Tips

Considering the Effects of Cordons in Your Exercises

The use of cordons may also mean that your site may be impacted by other emergencies within your local area (*who are your neighbours*?). Practising for cordons and their implications can be a very useful scenario for your exercises.

Carry out evacuation drills for all buildings twice a year. Afterwards ensure that you undertake a debrief to pick up any issues and vary the nature of the drill e.g. block off a particular route. Empower department representatives with training responsibilities in this area.

Make sure that staff and students take the drill seriously.

Capture the attention of transient visitors with posters and information leaflets.

Where are your assembly points? Incident perimeters can be 250m or more and evidence from the insurance industry suggests that police cordons continue to expand. This means that you may have to evacuate because of another organisation's emergency and the idea of all evacuees gathering just outside a building is unrealistic.

Once evacuated, where do you put people? Consider your other campus buildings or have a mutual aid agreement with neighbours. What facilities are readily available?

It is common for evacuees to make their own way home or conversely want to stay close to the incident to maintain contact; factor in both possibilities to your plans. Plan for how you will reconvene and how you will get messages through to staff and students? (Consider using the University intranet or SMS messaging). Planning for dispersal can sometimes be a safer option.

If advising personnel to go home, remind them to consider building security before leaving (In one HEI after an evacuation, many windows and doors were left open with no alarms set meaning security patrols had to be doubled).

Highlight in planning, training and exercising the importance of obtaining the names and departments of those evacuated before they leave site – useful later for welfare, return of possessions and investigations.

Ensure your plans include arrangements for evacuating those with special needs e.g. use of evacuation chairs.

'Lock Down' - Is it Possible?

During the development of this Guide there have been a number of discussions amongst professional organisations about 'lock down'. This is the concept of being able to hold staff and students in their current position while a situation is dealt with (e.g. a gun crime on campus). Lock down has been attempted during campus emergencies in the USA with varying degrees of success and is a controversial subject.

Some universities have procured text messaging systems to inform students about an emergency and this will be highlighted (*see the communications section of this Guide*).

'Lock down' is not a regularly used procedure in UK HEIs and is therefore a difficult topic to advise on: Regular liaison with your local police force will enable clear communication channels for them to direct you during an emergency.

2
Multiple Fatalities

The Role of the Coroner

The Coroner investigates the why, where, how and when a sudden or violent death occurred and after an emergency involving mass fatalities the Coroner will be a key figure. Only the Identification Commission headed by the Coroner can confirm that a person was indeed killed by the incident. **It is important that information about any death is not released prematurely and the HEI should not speculate on the cause of the death.**

The Role of the Police

In emergencies involving mass fatalities, the police process casualty information through the Casualty Bureau. This is a mechanism for providing a central contact and information point for all records and data relating to persons who have, or are believed to have been, involved in an incident.

If Casualty Bureau is set up a telephone number will be released via the media which people are asked to call if they believe someone they know is directly involved. As part of this mechanism the police will record details of survivors, evacuees, the injured and deceased, including their whereabouts.

This mechanism assists the police in reconciling missing people, formally identifying those who have been killed and officially informing Next of Kin. In the case of deaths involving a police investigation, the police are likely to deploy family liaison officers to assist in communicating with families and aiding identification and investigative processes.

Procedures in HEIs after Fatalities

HEI emergency plans should take account of the fact that formal responsibility for informing Next of Kin after the death of a loved one lies with the police.

Some HEIs have developed procedures for responding to the death of a student including internal communications, sample messages to staff and students and procedures for making contact with families to offer ongoing support. It is crucial that these communications are handled sensitively and in accordance with procedures; guidance from the police should also be sought at the earliest opportunity.

Such procedures highlight the importance of ensuring that methods of dealing with such incidents are effective and avoid further distress to families, fellow students and others.

HEIs should plan for the fact that in mass fatality events the police may ask to search student records. Ways of facilitating this should be prepared as part of the planning process, especially if such records are not centralised (as is the case for example in collegiate systems). There is information and a reference to the latest government guidance on data sharing later in this Guide.

It is crucial that information about casualties should not be issued without first ensuring its reliability, for example via police sources.

Media Management following Fatalities

In emergencies involving mass fatalities, which are likely to quickly attract high profile media attention, it is especially important that appropriate procedures are in place to ensure communications are carefully and sensitively handled. This includes, for example, ensuring that the names of those involved are not released by representatives of the HEI to the media until there is official confirmation of their identities.

3
Health Emergencies

HEIs may have in place policies and procedures for dealing with medical emergencies and alerting staff, students and others about issues such as first aid, reporting of accidents and liaising with ambulance services.

Some HEIs have developed specific plans for specific types of medical emergencies. There have been outbreaks of meningitis, mumps and TBs in HEIs in recent years. So it is important to have plans in place for these and other potentially large scale health emergencies

Example:
Planning for Meningitis & Medical Emergencies

One HEI works with the local health service to ensure that its community has access to the best possible advice, guidance and appropriate medical intervention in the event of the outbreak of a notifiable disease. These include meningitis, mumps & TB. Its approach includes health education and a framework for responding to an outbreak of a notifiable infectious disease amongst its community

1 Health Education

The HEI informs its community about the symptoms and sources of infection of the most common notifiable diseases through the following:

Student handbook

[HEI] website

Pre enrolment pack, which includes advice on appropriate vaccinations

Campaigns run by the Students' Union

Information campaigns run in conjunction with the Health Protection Agency

2 Outbreak of an Infectious Disease

If a student is diagnosed with meningitis, mumps, TB or another infectious disease, the policy states that the HEI and the Health Protection Agency will work together. At that stage the HEI's Emergency Procedures will be invoked and the incident managed by a small team, headed by a member of the Directorate.

Planning for the Pandemic

A flu pandemic is considered to be a serious risk by the UK Government and planning for it is high organisational priority.

A pandemic would have a number of implications for HEIs; it should not just be considered as a health risk but also has many links to student and staff welfare planning and is also an example of when each organisation will need to ensure robust business continuity arrangements and possible mutual aid with other organisations.

Some HEIs have already prepared specific pandemic plans and have liaised closely with their local authority and local health emergency planners.

Further resources to assist with planning for this are included in section 10.

Key Actions

What we need to do	Who is leading	Timescale/ Date	Completed ✔

Section 4

When the Call Comes in

Health and Safety in Emergencies

Key Actions

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When the Call Comes In

IF IT DOES....

A lot of people assume that they will be alerted to an emergency with a single phone call telling them the information they need to know and asking them to respond. Experience shows the reality is often very different! Instead the true nature of an unfolding emergency situation may take much longer to reveal itself. This is something to try and tackle through training and discussions about your activation strategy.

Emergencies are not always "big bangs" but may arise from a situation that initially seems to be in hand or may result from a "slow burn" type of event like a disease outbreak.

One of the common characteristics of the first stage of an emergency is that the information sent through to you may be confused and unclear. In a debrief this stage is regularly cited as a source of frustration as people often forget or disregard the fact that there is a plan, often only remembering it several hours in.

Again the best way to tackle this is through training and awareness-raising.

See the Planning Section for discussions on Incident Activation and the key roles within your team.

As discussed earlier it is important that you keep your planning simple. In these initial phases people may be feeling uncertain or they may be feeling the effects of adrenaline and other stress-related reactions. For these reasons the types of forms/checklists and meeting agendas included in this section are needed to help people to focus their attention.

Emergency Management Team Issues

Considerations for your Emergency Management Teams (EMT)

Have a duty manager (or senior supervisor) available on site 24/7 to coordinate emergency response.

Have a pre-designated and trained Emergency Management Team

Maintenance, facilities, fire wardens and other staff may be called on to provide additional assistance. They will find it helpful and will be more effective if they have been previously trained and briefed on possible emergency roles i.e who and where to report to, what equipment to take with them, and what their roles may be.

Access to buildings may be limited, so mobile phones and/or radios are essential for key staff. If mobile networks are disrupted you may need staff to convey messages on foot.

Have an up to date contact list, containing home and mobile numbers of the University emergency management team and other key staff.

Have a duty Press Officer to deal with the media quickly and effectively (see the Crisis Communications section for further advice.)

Use the TV and radio stations to get information out.
Train relevant staff in dealing with the media/press interviews.

Supporting the EMT

Have a pre-designated room(s) available for use by the EMT/emergency services. Basic items for the room could include a digital TV, several telephone/data extensions, a computer or laptop with email and internet access, access to a photocopier, fax machine and stationery.

This location of this will need to be flexible as you may lose access to several buildings.

Ensure that your team have the right security clearance and ID badges to gain access to where they want to be.

Pre-plan arrangements for refreshments and also ensure there is easy access to lavatory facilities and ideally showers.

Have a separate venue for press and staff briefings.

Establish and train the EMT and their deputies on what they may be required to do in an emergency.

The University emergency plan should be available; include generic checklists for each team member with a reminder of what they need to do.

Have easy access to equipment at more than one location (see the discussion on battle boxes below) which may include tabards, torches and personal protective equipment.

Keep a log and minutes of meetings to record actions and decisions; an administrator can be useful here but they should have been previously trained for this role.

If you do decide to record the situation using digital cameras and camcorders (which can be very useful) make sure you control this and incorporate this into your training. The leaking of highly sensitive images after emergencies is a common problem.

When the EMT convenes make sure that your administrator is trained to capture their own Next of Kin contact details (see the example in Section Nine.) This is so that your families can be kept informed and also so that you can contact them in the event of a further emergency e.g. there have been past examples of EMT members being taken ill.

Example
Team welfare Guidance

The Team Leader will monitor team members and raise welfare as a standing item on meeting agendas.

Rest and refreshment facilities for the team will be provided .

Risk Assessments for team health and safety will be undertaken. Please wear all Personal Protective Equipment that is advised.

All team members who deploy to the Centre will be asked to provide a contact name and number for a family member so that they can be contacted in the event of severe delays, emergencies, other situations.

If you need to stand-down please inform the Team Leader as soon as possible so that alternative arrangements can be made.

If you are asked to stand-down by the Team Leader please accept

their decision and perform any hand-over duties. The Team will only function well if it is properly rested and refreshed so please do not push yourself, however dramatic the situation.

Checklist for Team members activated from home

Tell a friend/ family member your plans

Arrange any childcare required

Make arrangements for any pets

Take your house and car keys and lock up property

Remember your Go Bag

'Go Bags'

This is the bag that your emergency management team member keeps in an easily accessible place. You may want to consider having bags at both home and office.

They would contain copies of the plan (as hard copy? On memory stick? Factor this in to your printing and updating plans), identification and a fluorescent tabard (which may include a badge such as University EMT)
They would also contain more personal items such as bank cards, spare glasses, headache tablets, mints for fresh breath etc!

Encouraging people to maintain a Go Bag is also a good way of maintaining momentum and enthusiasm

'Battle Boxes'

These are secure boxes held at various sites that will include key information such as emergency plans and site maps. They may also include equipment such as torches, personal protective equipment and tabards. The logic behind them is that you will have access to key material even if you cannot get into a number of your buildings. They have fallen out of favour in some institutions because it is labour -intensive to keep updating them. Premises Information Boxes (discussed below) may be able to serve a similar purpose with regard to information storage.

Battle Boxes are a good way of engaging your departments/ other sites/ other campuses to get involved in emergency planning

Site Issues

Ensure that relevant sites are secured. As part of your training ensure that staff are aware of the roles and responsibilities of the other agencies on site (see section eight and also **www.ukresilience.info** and also ensure that these staff are included in support and debrief programmes as this may not be easy work.)

Meetings

Once the team convenes you are likely to want a meeting. You will need to be flexible about the agenda as it will depend on the nature of the emergency but some ideas for an agenda are included in Section Nine. The EMT will then need to meet regularly and may want to broaden out these meetings to include other key personnel, e.g. a legal advisor, as the situation develops.

Mutual Aid

As part of your planning process it is useful to explore the possibility of mutual aid with other HEIs in your vicinity. HEIs have provided us with many case studies where this support has been forthcoming e.g. one institution allowed another to use their facilities during the exams period.

Standing Down the Team

When you develop your plan make sure that you also discuss who will make a decision about standing down the team. Discuss this in your training.

Health and Safety in Emergencies

It is very important that you capture this aspect in your training and planning. It is good practice to include health and safety as a specific section within your plan along with all the necessary contact details outlined below.

Remember that you have a duty of care to your employees and other users of your environment, and an emergency is likely to present a number of hazardous situations.

Regulations such as those relating to dangerous chemicals and building risk assessments will all be relevant here.

Engage your institutional and departmental safety advisors in the emergency planning process from the outset.

The emergency services will undertake for their own purposes a dynamic risk assessment which means that they capture the risks within a changing picture. You will be asked to provide information to them.

Members of your response team should be able to document your own risk assessment of what you are being asked to do.

A number of your team should also be trained as first aiders (and at least one should be operating on that shift).

Remember that the emergency services may hand over buildings to you when they have completed fire-fighting, initial investigations etc but this does not mean that the building is safe for you. There may still be many risks for you to consider such as potentially carcinogenic fumes, asbestos and unsafe structures.

In your plans make sure that you have the contact details for key site personnel such as: your Biological Specialist(s) from Schools including Biological

Safety Officers/Advisers, Chemical Specialist(s), Radiation Specialist(s) including Radiation Protection Adviser(s)/Supervisors, and Fire Safety Advisers.

When asking staff to wear personal protective equipment remember that this is something that needs preparation; training should include issues such as face fit testing, cleaning, contamination and disposal. Again you should seek specialist advice.

Universities Safety and Health Association

Organisations such as the Universities Safety and Health Association may also be able to provide specialist information in this area.

They will be able to advise on issues such as:

Liaising with your insurance company to see what support they can offer

Identifying specialist contractors to deal with hazardous spillages or other issues such as asbestos and legionella

Exploring issues relating to the installation of Premises Information Boxes at key locations. These are fire-proof boxes that can be accessed by the emergency services and can be used to store vital information about the hazards within the building.

Heath and Safety Executive

Also visit www.hse.gov.uk for further guidance material, good practice and regulations relating to Health and Safety at Work and Risk Assessment.

Key Actions

What we need to do	Who is leading	Timescale/ Date	Completed ✔

Section 5

Crisis Communications

Internal

External

Key Actions

Section 5

Crisis Communications 91

Internal 91

External 92

Key Actions 99

Communicating in a Crisis

Communication issues are repeatedly raised as a major challenge in emergencies.

It is important to ensure that communication methods and their management are a crucial part of your planning process. This is an area where specialist input is recommended, ensuring that plans and strategies are tailored to your organisation.

Communication in emergencies involves many elements:

the technology of communication, communicating within your emergency response team, communicating with staff, students and others affected by the emergency and communicating with the wider public through the media.

INTERNAL COMMUNICATIONS

The potential problems with internal communications can often be addressed in advance by effectively training and exercising, and most importantly the engagement of all your staff. You may allocate many resources to just a few people but then find your response may undermined by one person's actions. During an emergency ensure that staff such as security officers, receptionists and switchboard operators are trained to only give out information you want them to and know how to refer callers on to the correct internal and external contacts.

Communication issues should be considered also in relation to minor incidents or incidents occurring at another location. Sometimes monitoring media attention will be a way of gauging whether a slow-burn incident is becoming more serious.

Issues to consider when communicating with students and staff include:

The key message

Use of the HEI website

Use of the intranet

Communication and Technology

A number of HEIs have been exploring text message and internet services to support them in this area. Associations such as AUCSO and HEBCON (see resources) may be able to provide updates on the various trials in this area going on across the country.

Do be aware however that there may be significant mobile phone and internet disruption during an emergency so it is also important to practice for a low-tech response e.g. using paper copies of your plans, using landline numbers and asking people to act as message runners.

Ensure that radios are available for key personnel, check that these are functional and make sure everyone who needs to use them knows how to.

EXTERNAL COMMUNICATIONS

The Media and Your Emergency

Many recent experiences have taught us that the media may be aware of an emergency extremely quickly. This may include both national and world media attention. They are often broadcasting the initial situation before those directly involved have had a chance to inform their key personnel. It is important to remember that it may be very difficult to retrieve in the situation in the long term if it has been handled badly to begin with.

Some early questions that you may wish to consider in your planning are:

Are the media aware? If yes, are they at the scene and / or other HEI building already?

Has any statement been made or press release issued to the media already?

Have we activated a phone line that we can direct all callers to?

Do we have trained personnel ready to give interviews when required?

Top Tips

Make sure that you engage your human resource department and press office in this process. Also provide specialist crisis communications training for key staff.

Ensure that you have team members ready to liaise with the emergency services' communications team.

The emergency services in a major incident will co-ordinate the issuing of formal press statements and are likely to co-ordinate a joint press conference. This reiterates the importance of liaison with them. Depending on the incident, they may also be working closely with central government at this point.

In a smaller incident it may fall to you to lead on media liaison and it is vital to liaise with your press office. Train with them in advance and as part of this training consider these issues:-

Prepare to put out a holding statement with the details you agreed to release at the briefing e.g. outline of what has happened, what is involved, if anyone is hurt etc. Give only facts - do not speculate. If in doubt, leave it out. Do NOT release personal details.

Should you not be able to use electronic equipment, it is better to send out a clearly hand-written statement than no statement at all.

Tell journalists in this press release where they can get information e.g. 'all of the press releases issued today will be published on our website' or 'we will keep you updated as the situation develops'.

Give out the emergency press office telephone numbers on all press releases issued (make sure you have one!).

Keep communicating throughout the incident

Keep the media up-to-date. Aim to be giving information out at least every two to three hours. This sounds slow but in the midst of an incident the time flies past and this will be a tall order.

Press conferences

Be aware that the emergency services are likely to hold regular press conferences (possibly every 12 hours in the initial stages) and you may be in a position to do a joint one if it is appropriate. Press Conferences are used to:

give out new information

save time by giving all media the same information in one session

allow spokespeople to be filmed by the media during the conference giving television footage for the reports

provide TV footage where one-to-one interviews are not available

If you are asked to provide the venue think about the location, seating and lighting arrangements, parking and refreshments. You also need to look pro-

fessional; ideally dress smartly and ensure backdrops are appropriate and sensitive.

Keep a record of who comes to the press conference. Get them to give you their details in writing. It is important to keep a precise record of when the press conference was held and who attended.

Switchboards

Expect switchboards to be inundated and plan accordingly, e.g. an emergency information line could be set up for people calling in. Experience has taught us that many people may try and get information from this kind of information line e.g. the media, worried parents, future students worried if their course will run next year etc. It is advisable to seek specialist advice on the setting up and running of information lines and also ensure that operatives are trained, carefully briefed and well managed in order to help them deal with the type of stressful and distressing calls they may be exposed to.
Also be prepared (e.g. test it in an exercise) for people to call any number that they can find at your institution e.g. through an internet search, in order to gain information. This can be very difficult to control.

Casualty Bureau: "The Emergency Number"

In a major incident the police will activate a Casualty Bureau. This will include issuing an "emergency number", the type that you may have seen read out by newsreaders after emergencies. People are asked to phone this number to give details of friends and relatives they think may be involved and are worried about and this will be then matched to details gathered from the emergency eg from hospitals, mortuaries and other locations.

The operatives on Casualty Bureau will not give out information on missing persons over the phone but will instead liaise with Police Family Liaison Coordinators who may deploy Police Family Liaison Officers. (These are specially trained officers who provide a link between the family and the investigation and assist with identifying those who have died in disasters).

It is important that your own arrangements run parallel to such operations run by the police but do not hinder them. Plan with this in mind and remember, as discussed before, you should not give out details about casualties.

Use of the Internet

Liaise with your IT department about their part in any emergency response. This may include setting up a system to handle the large amount of emails you might receive and also arrangements for putting up a 'web banner' with details of where to go for further information about an incident.

Students

It may be useful to engage student newspapers, radio stations and the Student Union during the planning process so that they are aware of the likely arrangements for communication in emergencies. If a serious incident occurs which impacts on the student community it is important to remember that this will be 'their' emergency too and they are likely to want a say in response and recovery processes. If you have a student population made up of more 'commuters' than students who live in, they may need a different focus to the information you issue such as how to get home. Case studies we have reviewed suggest that students will often make their own accommodation arrangements during the initial phases of an emergency but will still seek and expect information about what is happening.

When corporate emergency plans are developed managers often seek to exert control over employees in terms of the nature and content of information given to the media. Remember students are not in the same sort of relationship with the HEI and cannot be controlled in this way. They will often choose to give interviews and these may not be positive. You may have little control of this but it is important to liaise with your Press Office in such difficult circumstances.

"New Media"

The use of sites such as FaceBook and My Space illustrate how important the internet is becoming as a communication tool for students and others. After recent emergencies we have seen these forms used as a way of sharing experiences of an emergency, capturing online remembrance messages and as a way of running virtual support groups.

Students are not always aware of how the media might use their online profiles- for good or ill - in the event of them being involved in an emergency and this could be something to address jointly with student reps.

The use of mobile phones to capture images and recordings is also something you might want to factor into your training in terms of addressing implication of this for both students and staff.

Ongoing Communication

Often exercises and training focus on just the first few hours of an incident but it is also important to discuss the longer term aspects. Communicating throughout the 'recovery' phase of an emergency will help people to feel engaged and supported.

The media may also want to revisit your institution to record issues with your rebuilding, to report on anniversary services etc.

COMMUNICATING TO THE WIDER COMMUNITY

"Connecting in a Crisis"

This is a BBC initiative to help communicate emergency information to the public at both local and national levels. More information is available at **www.bbc.co.uk/connectinacrisis**

It also provides contact details for your local newsroom.

Information and Data Sharing

There has been concern in recent years and some high profile examples of agencies refusing to share information at the time of an emergency, or sharing too much information and breaching legislation.

Institutions will need to comply with the Data Protection Act 1998 and the Freedom of Information Act 2000 as well as other legislation in this area. Students, employees and others may also be able to bring a civil case for harm caused if information is wrongly released. This can seem a daunting task so in 2006 the Government issued additional Guidance on Data Protection and Sharing in Emergencies. The guidance provides clear and understandable explanations on the law surrounding personal data so that responders may know what can and cannot be done when handling personal data.

Key principles enshrined in this Guidance are as follows:-

Data protection legislation does not prohibit the collection and sharing of personal data; it provides a framework where personal data can be used with confidence that individuals' privacy rights are respected.

Emergency responders' starting point should be to consider the risks and the potential harm that may arise if they do not share information.

Emergency responders should balance the potential damage to the individual (and where appropriate the public interest of keeping the information confidential) against the public interest in sharing the information.

In emergencies, the public interest test will generally be easier to meet than during day-to-day business.

To download this Guidance visit http://www.ukresilience.info/preparedness/informationsharing

Example:
Media Scenarios that can be used in Training

Exercise Gainsborough (*see later training section*)

It is now 5 days after the explosion. The media continues to carry stories of the victims and aftermath of the incident. The University's role in the emergency has come under much public scrutiny. One national newspaper carries an interview with some angry students who are reporting that the events were foreseeable (the allegation is that the explosion was deliberately caused by an aggrieved student).

Images of the University and the incident have been posted on You Tube and there are several student blogs which are condemning the University as negligent in not preventing the incident and criticising the way it responds generally to emergencies. The strategic management group are meeting again this morning. The media are asking for interviews about the University's risk and emergency management procedures.

Key Actions

What we need to do	Who is leading	Timescale/ Date	Completed ✔

Section 6

The Needs of People

Key Actions

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The Needs of People 105

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The Needs of People in Emergencies

Emergency Planning should have people as its main focus. Think about who your people are:- these include staff, students and their families and friends, contractors, third parties and other stakeholders. Develop your plans based on what people are likely to think, feel, need and want during and after an emergency strikes. Consider who else might be affected by an emergency striking your institution and plan for how your community might be impacted by emergencies outside of but impacting on your community.

Additional support arrangements should be integrated into other aspects of HEIs' emergency planning, training, testing and review procedures. When working on these parts of the planning process it is useful to review existing welfare arrangements and ensure that the Students' Union and those tasked with supporting students (including Dean of Students, Head of Support Services and others) are thoroughly engaged with these processes and any additional procedures established in your plans.

There is a range of guidance available on this issue and a list is included in the resources section.

In the early phases of the emergency response the priority of the emergency services will be to save lives and to meet the immediate needs of bereaved people and survivors, but it is also important that your planning process picks up the medium and longer term needs of all those affected. (This is separate from business continuity issues).

Addressing Practical and Emotional Needs

You should plan to address the following key needs which may arise particularly, but not exclusively, in the first 24 hours:-

SAFETY - providing shelter, triage, welfare and other basic practical and emotional support

Top Tips

Liaise with your Local Authority

We have already mentioned the importance of making contact with your local authority. They have responsibility for welfare in emergencies and should have well developed plans for rest centres, reception centres and other forms of emergency support. Do not develop duplicate plans when assistance is on your doorstep.

INFORMATION - capturing and collating names and addresses of those involved. Liaise with and share this information appropriately with other agencies and those affected[1]

COMMUNICATION – establishing central points of contact for those seeking information. Plan for good coordination internally and externally with agencies such as the Police, local authorities and the media.

Case Study

Ripple Effects of Emergencies

After the September 11 attacks of 2001, the staff therapist at New York University observed that students presenting for support included: those who were missing friends or family; those who had been in danger and fled the site; those who'd been evacuated from their homes; those who had been eyewitnesses to the attacks, though from a distance; and those, like most of us, who'd seen the attacks on television and were shaken and afraid. The degree of exposure did not necessarily predict degree of distress. For example, some students not directly exposed to the attacks nonetheless suffered terribly because a previous trauma had been activated.'[2]

Other Things to Consider

The importance of addressing additional demands made on staff managing phone lines in emergencies

Including specific focus on the psychological and social impacts and consequences of emergencies in training, exercising and plan reviews

The need for and management of rituals such as flowers, tributes, commemorative services and permanent memorials

Liaison with other authorities over VIP Visits

The careful management of the return of personal effects to families and survivors

Maintaining sensitivity around a return to business, particularly after a death/deaths

[1]'September 11 2001: New York City Perspectives', PA Grayson & M C Commerford, Journal of College Student Psychotherapy, Vol17 (2) 2002, Haworth Press

[2]A Eyre (2006) Identifying People's Needs in Major Emergencies and Best Practice in Humanitarian Response, DCMS - http://www.ukresilience.info/upload/assets/www.ukresilience.info/ha_literature_review.pdf

The Virginia Tech Shootings 2007: How the University Responded

In the days and weeks after the tragedy the University publicised resources available on and around the campus during the first week to support the community in dealing personally and collectively with the impact of the events. These included counsellors being available at various student centres and available to meet with departments and workgroups at their offices or other convenient locations. This included out of hours and weekend support.

Other responses included:- a university-wide moment of silence a week after the shootings; sensitive management of the resumption of classes; the founding of memorial fund in response to thousands of spontaneous donations that came to the University; a dedicated memorial page on its website, and the organisation of a memorial ceremony.

Plan for Longer Term Support

Plans should acknowledge and prepare for the fact that emergencies may impact and affect HEI communities in many ways. Opportunities for briefings, debriefings, and follow-up support should be offered to all those involved in emergencies. Guidance on best practice suggests psychological and social support following emergencies should be proactively planned for and offered, including providing information and support through helplines, leaflets, counselling and access to other specialist support where appropriate.
The further resources section of this Guide includes examples of leaflets on coping after a traumatic event and other guidance on meeting people's needs after emergencies. Local authorities and others may establish helplines and/or may also be able to provide you with resources such as leaflets and details of useful support organisations.

Acknowledging and thanking people for the additional response and support efforts likely to be made by all those involved is important. There are various ways of expressing this -verbally (eg through announcements, public statements/press releases, internal memos or meetings), personally by writing 'thank you' letters and in kind (eg through staff leave and/or additional payments).

Preparing and Supporting Staff

The success or failure in implementing any plan in the face of a sudden, unexpected emergency will depend on human factors such as responding staff's levels of stress, resilience, knowledge, understanding, communication skills and coping strategies.

Regular training and testing of procedures can make a key difference in levels of confidence and competence among those tasked with responding to emergency situations. Preparing for the worst case scenario helps in preparing realistically for the experience of the unexpected.

In responding to emergencies take proactive steps to conserve staff energy and morale, even though this may be easier said than done. Consider teams working in shifts and ensure they know their tasks and timescales. Even the finest of staff start feeling burnt out when too much is asked of them for too long. Address concerns and expectations of staff during planning, training and exercising.
In reviewing emergencies managers should acknowledge staff's sacrifices and be expected to explain their decisions. Resilient organisations in emergencies are those that distribute workloads fairly, provide downtime whenever possible and encourage sharing of support.

Managing Emergencies Away from Campus: Training Tips

Incidents away from site may still require the activation of certain elements of your emergency plan. Consider the implications of the following hypothetical scenarios for your emergency plans. They can also provide a focus for training and exercises testing emergency response and welfare plans within your institution as well as your liaison with external agencies:-

A minibus from your student rock climbing society is involved in a major accident over a bank holiday weekend resulting in fatalities and serious injuries. You find out when the media discovers the connection and contacts your institution for comment before you have had time to formally respond

Students and staff on a geography field trip are caught up in an earthquake abroad. Communications are likely to be down in the affected areas for some time and details of casualties are vague at first

A terrorist attack in your closest major city results in mass fatalities and injuries. Your switchboard is undated with calls from across the UK and abroad. It later transpires that not only have there been fatalities among staff and students, but one of the terrorists had studied at your institution.

Key Actions

What we need to do	Who is leading	Timescale/ Date	Completed ✔

Section 7

Training and Exercises

Debriefing

Key Actions

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Training, Exercising and Debriefing

Promoting a culture of preparedness and planning before emergencies provides people with the practical information they need in responding to an emergency efficiently and effectively and may also enhance their sense of safety and security, confidence and control.

Training and Exercises are separate things. It is a waste of resources to expect an untrained and inexperienced team to get the most out of an expensive large scale exercise; prior training can be very beneficial. Training can take many forms from formal programmes and external courses to lunchtime information workshops. Exercises can also be big or small; having different options is advantageous when resources are limited-see the examples below.

Example:
One HEI's planning, training and exercise timetable

Once the plans are agreed all the key staff identified in the plans will be sent copies and talked through their role.

All Heads of Department will be sent the plans and asked to review and/or develop their own departmental arrangements by the end of (date). To date approximately 50% of departments have completed Departmental Plan Risk Assessments.

Two Lunchtime Seminars have been arranged for Semester 2. They will be led by the xxx Manager and the Health & Safety Adviser.

In the Spring (date), a Desktop Exercise "Talk Through" will be run as identified in the Plan and in the summer recess a Full Exercise "Walk Through" will be run involving all key strategic and operational staff.

Both Exercises will be regularly run - the "Talk Through" half yearly and the "Walk Through" annually. All Exercises will be thoroughly reviewed and the Plans will be amended accordingly.

The Emergency Management Team will also attend a Local Resilience Forum event in the summer.

Both Plans, as well as Departmental arrangements, will be fully reviewed annually.

Training your Emergency Management Team

It is important that you train your staff to respond effectively from the very start of an activation. You will need to train people not to self-deploy if they hear about an incident but are not formally called out or jam phone lines with calls asking whether they are needed. Instead when you train them explain that they will be deployed in shifts in relation to their availability and suitability.

Work through the "When the Call Comes In" section with your trainees and ensure that they are familiar with what you are asking them to do and ways to keep themselves healthy and safe.

A common complaint in debriefs is that the plan was not opened until too late. Tackling this is an important aspect of the training process.

Opening up your training

Training is important for everyone: the emergency management team, the senior management team, press, security and reception staff. Some institutions have also included chaplains, student union staff and even the sports centre manager (who may assist with providing accommodation in an emergency).

Top Tips

Hold a plan quiz where people have to answer questions and fill in forms and remember to include your administrators in this too.

Include emergency plans, roles and responsibilities in your organisational Health & Safety annual training.

Getting students involved

Students are stakeholders in your emergency response and it is important to engage them in this process. Some institutions have initially raised awareness and engagement through articles in student newsletters and then gone on to stage full scale exercises with student participation.

Maintaining Momentum

As you hope that a major emergency will never happen in your institution it can be difficult to maintain the planning and training momentum. Therefore it is important to schedule regular events and vary the themes. There are plenty of resources at your disposal to help with this and regular local and national events that will be of great benefit to your team (for example have a look at the Emergency Planning Society website - **http://www.the-eps.org**). You may also identify specific training needs for your team and the Cabinet Office Emergency Planning College has a range of courses including a specific training course for Emergency Management in HEIs. See http://www.epcollege.gov.uk

Exercises

A comprehensive guidance document is available for emergency planners. The Exercise Planners Guide is available at **www.ukresilience.info**. This contains a description of the many different types of exercises available to the emergency planner and strategies for staging them.

It reminds emergency planners that the choice of exercise is important; any exercise should provide the most appropriate and cost-effective way of achieving its aim and objectives.

This documents states that there are basically four types of exercise, although there are variations on the theme of each of these:

SEMINAR - also known as workshops or discussion based exercises;

TABLE TOP - also known as floor plan exercises;

CONTROL POST - also known as training without troops; and

LIVE - also known as practical, operational or field exercises.

New plans or players would normally be involved in seminar or table top exercises before a control post or live exercise was planned.

Seminar Exercises

Seminar exercises are generally low cost activities and inform participants about the organisation and procedures which would be invoked to respond to an incident. The emphasis is on problem identification and solution finding rather than decision making. Those involved can be either new to the job or established personnel. This type of event will bring staff together to inform them of current developments and thinking. These events may take place within the framework of a seminar and include panel discussions and are primarily designed to focus on one particular aspect of the response.

Table Top Exercises

Table top exercises are a very cost effective and efficient method of testing plans, procedures and people. They are difficult to run with large numbers, but those players who are involved are provided with an excellent opportunity to interact with and understand the roles and responsibilities of other agencies taking part. They can engage players imaginatively and generate high levels of realism. Participants will get to know realistic key procedures along with the people with whom they may be working in an emergency. Those who have exercised together and know each other will provide a much more effective response than those who come together for the first time when a disaster occurs.

An element of media awareness can be introduced under controlled conditions such as the preparation of press releases at the tactical level, or the use of trainee journalists, under the direction of their tutor, to play news-hungry reporters.

Control Post Exercises

In control post exercises the team leaders (and communications teams) from each participating organisation are positioned at the control posts they would use during an actual incident or live exercise. This tests communication arrangements and, more importantly, information flows between remotely positioned team leaders from participating organisations or departments. By not involving front line staff, these exercises are cost effective and efficient in testing plans, procedures and key people.

Live Exercises

Live exercises range from a small scale test of one component of the response, like evacuation - ranging from a building or "incident" site to an affected community - through to a full scale test of the whole organisation's response to an incident. Live exercises provide the best means of confirming the satisfactory operation of emergency communications, and the use of 'casualties' can add to the realism. Live exercises provide the only means of testing fully the crucial arrangements for handling the media. A live exercise should not normally be undertaken until you have confidence in those involved.

Big and Small Options

As this illustrates exercises do not always have to be resource-intensive, large scale events. You may wish to put together a training timetable that starts with some smaller tests such as testing your phone tree. .

Debriefing: Exercises, Near Misses and the Real Thing

However minor the incident, if your emergency team has been activated an 'issues' debrief should be arranged. This should take place as soon as possible after 'stand down' and should be a facilitated, no-blame discussion which can be used to improve both the plan and future responses.
It may be appropriate for someone who was not involved in the response to facilitate this and where necessary there are a number of external organisations who can provide this service.

If the incident has been of a more serious nature it is advisable to arrange a separate debrief and follow up opportunities dealing with the emotional effects of the team's and individuals' involvement and professional advice may need to be sought on further aftercare. Either a group exercise or individual sessions may be appropriate.

Reviewing and Reissuing the Plan

After you have identified the lessons learned from your exercises it is vital that your plans are reviewed, updated and reissued. Remember this is a key aspect of integrated emergency management discussed earlier.

Example of an Exercise Scenario for a desktop workshop

Exercise "Gainsborough"

Aim is to extract as many learning points for your own planning as possible

Don't worry too much about the specifics: how many fire appliances etc

It can be useful to plan a worst case scenario when you get back; best way to tease out the bigger issues

Scenario

You are the emergency management team at Gainsborough University. It is 11.30am on Tuesday.

There is a graduation ceremony underway in the Grand Hall.

There has been a large explosion on the first floor of the science building which is adjacent to the Grand Hall. There are numerous casualties; some serious injuries (at least 40) and reports from the scene of at least 12 fatalities.

The emergency services are on scene.

Put some notes together and report back

Team A

Who are the University “users” at this point?

How will you manage them?

What needs to be in you EMERGENCY PLAN to help with this?

Team B

What will you set up to facilitate liaison with the emergency services?

What do they need from you?

What do you need from them?

What needs to be in you EMERGENCY PLAN to help with this?

Team C

A Sky news executive was in the Grand Hall for his daughter's graduation. The media are already on site.

Draft a press statement

What would you not say?

What other media arrangements would you make?

What needs to be in you EMERGENCY PLAN to help with this?

Team D

What is an "emergency management" issue and what is a "business continuity" issue at this point?

How would you manage any overlap?

What needs to be in you EMERGENCY PLAN to help with this?

Case Studies

Case Studies are a useful way to stimulate discussion with your trainees.

We are very grateful to all the HEIs who have provided us with anonymised examples of their recent experiences which offer many lessons for other institutions.

Example

An HEI's Liaison with the Fire Service during an Emergency

One university's emergency responders worked closely with the fire service in managing the risks caused by a flooding emergency. The flood affected a basement housing potential contaminants including chemicals and poisons. Efficient and effective liaison with the fire service's hazardous substances officer and the Environment Agency enabled the contamination risk to be identified and minimised. One lesson learned however was the importance of keeping the chemical store inventory complete; some hazardous chemicals had not been listed.

Seeking Emergency Shelter: A University's Experience

When a University's residential buildings caught fire the emergency services asked the University to evacuate 200 of its students inside one of its residences due to the presence of acetylene cylinder. Although the University emergency planning group believed that a large scale evacuation would be handled by the emergency services, in the event University staff found themselves managing much of the situation.

The city council sent their emergency planning manager who offered the civic centre as shelter and sleeping bags, but there was still a great deal more to be done. The University's emergency plan had identified the Students Union as an emergency shelter

but on the night in question there was an event on until 2a.m. and the big hall was not available and there was no suitable back up in the plan. Alternative emergency shelter venues have been identified and included in the reviewed plan which still includes the local civic centre, local Territorial Army barracks and the University sports centre.

The Virginia Tech Shootings: How the University Responded

On April 16, 2007, a student opened fire at the Virginia Tech campus in Virginia in the United States. The perpetrator, Seung-Hui Cho, killed 32 people - 5 faculty members and 27 fellow students - and wounded 17 other people. 6 more were injured when they jumped from second-storey windows to escape the shootings which occurred in two separate attacks about two hours apart. Cho committed suicide after the shootings. This was the deadliest school shooting in U.S. history.

The university remained closed on Tuesday, April 17. Essential personnel reported for work while classes were cancelled. The university assisted in organising a convocation ceremony for that day. Over 10,000 people filled a local coliseum which provided an opportunity for the Virginia Tech community to come together for the first time to share their collective sorrow. An area was reserved for families of the victims wishing to attend the service privately. President George Bush, First Lady Laura Bush and the local Governor were among those attending and sharing messages of condolence. The Bushes met with approximately 50 family members prior to doing a series of interviews.

In the days and weeks after the tragedy the University:

Publicised resources available on and around the campus during the first week to support the community in dealing personally and collectively with the impact of the events. These included counsellors being available at various student centres and available to meet with departments and workgroups at their offices or other convenient locations. This included out of hours and weekend support

Organised a university-wide moment of silence a week after the shootings, followed by the chiming of 32 bell tolls in memory of each victim and the release of 32 white balloons. A release of 1,000 orange and maroon balloons signifying Hokie unity and spirit followed

Managed the resumption of classes on April 23. The first day of class involved broad-ranging discussions of the events from various perspectives. There was also discussion of the options available to students concerning their completion of the semester. This was accompanied by an explanatory letter from the University Provost and Vice President for Academic Affairs.

Founded a Hokie Spirit Memorial Fund in response to thousands of spontaneous donations that came to the University. When this closed in Dec 07 more than 21,000 groups, companies, and individuals had contributed in excess of $8.5 million. Plans were made to distribute the funds to those most profoundly affected by the tragedy

Set up a dedicated page on its website – 'We Remember' – which includes: biographies of those who died, details of various campus memorials and links to counselling and other services, including telephone support and a police tip line

Organised a memorial ceremony which took place on August 19, 2007. During the ceremony the university dedicated a semi-circle of 32 engraved Hokie Stones in memory of the members of the Hokie family who lost their lives.

Provided a facility through a dedicated Office of Recovery and Support for cards, letters, poems, pictures, posters etc to be forwarded to the families of the fallen Hokies

Set up an April 16 Memorial website. More than 36,000 individuals and families from around the world shared condolences, thoughts, and prayers with the university.

Provided links on its 'We Remember' webpage showing how Colleges and universities across the country and around the world have lent their support and expressed condolences via their websites. For more information see: http://www.vt.edu/remember/

See Section Nine for examples of sample team training checklists

Key Actions

What we need to do	Who is leading	Timescale/ Date	Completed ✔

Section 8

Further Information

The Development of UK Emergency Planning

External Roles and Responsibilities

Business Continuity in HEIs

Introduction to HEBCON

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Further Information

The Development of UK Emergency Planning

While recent legislation has placed emergency planning and business continuity on a statutory footing for organisations such as the emergency services and local authorities in the UK, its historical origins lie in wartime civil defence and public protection measures established in the face of the threat of nuclear attack during the Cold War. Peacetime emergency planning in the UK has evolved to reflect the nature and experience of UK disasters.

Efforts to formalise emergency procedures within organisations like the emergency services and local authorities developed impetus following a series of emergencies involving mass fatalities during the 1980s which became known as the 'decade of disaster' amongst professionals in this field. A further series of transport-related emergencies during the following years and, more recently, increased threats from international terrorism and other crises such as flooding have served to consolidate plans and been the impetus for the further development of more systematic and integrated approaches to emergency management in the UK.

Parallel to this has been the gradual evolution towards the professionalisation of emergency planning as a discipline and the growth of disaster management as a multidisciplinary field of academic research and practice. A number of UK HEIs now offer degree programmes in disaster management and staff on these programmes may be useful contacts for those preparing internal emergency plans.

Roles and Responsibilities in an Emergency

The information in this next section is partly adapted from the UK Government guidance on Emergency Response & Recovery
www.ukresilience.info/response/respondingagencies

A number of agencies are likely to become engaged in the response to and recovery from emergencies at the local level. It is important that those involved

in emergency planning and response within HEIs have a clear understanding of the roles and responsibilities of such agencies and actively liaise with them during planning and response phases. This is a key to success in emergency planning and management.

In our research for this guide we discovered that many HEI emergency plans had the institution doing too much! It is crucial to engage with your local authority at the earliest opportunity so that you can discuss ways in which you can link into their existing welfare plans.

Police Services

The police will normally co-ordinate the activities of those responding at and around the scene of a land-based sudden impact emergency.

The key priority is the saving and protection of life but care will also be taken to safeguard evidence for subsequent enquiries and, possibly, criminal proceedings.

Where practical, the police, in consultation with other responders, establish and maintain cordons to facilitate the work of the responding agencies in the saving of life, the protection of the public and property and the care of survivors.

If terrorist action the police will take additional measures to protect the scene (which will be treated as the scene of a crime) and will assume overall control of the incident.

The police oversee any criminal investigation and undertake the collection of evidence. They have responsibility for arranging for the removal of fatalities on behalf of HM Coroner, who has the legal responsibility for investigating the cause of any deaths involved.

Fire and Rescue Services

The primary role of fire and rescue services in an emergency is the rescue of people trapped by fire, wreckage or debris. They will prevent further escalation of an incident by controlling or extinguishing fires, rescuing people and undertaking other protective measures.

They will also deal with released chemicals or other contaminants in order to render the incident site safe or recommend exclusion zones.
Also they will assist other agencies in the removal of large quantities of flood water and assist ambulance services with casualty-handling and the police with the recovery of bodies.

They may also, on behalf of the NHS, undertake mass decontamination of people who have been exposed to chemical, biological, radiological or nuclear (CBRN) substances.

Along with the police and other agencies, the fire & rescue service will address health and safety at an incident site using a 'dynamic risk assessment' process which requires them to assess risks as they develop.

Health Bodies

Ambulance services have responsibility for co-ordinating the on-site NHS response and determining the hospital(s) to which injured people should be taken. An Ambulance Incident Officer (AIO) will take overall responsibility at the scene and a Medical Incident Officer (MIO) may also attend.
Ambulance services – in conjunction with the MIO and medical teams – endeavour to sustain life through effective emergency treatment at the scene, to determine the priority for release of trapped casualties and for decontamination in conjunction with fire and rescue services, and to transport the injured, in order of priority, to receiving hospitals.

Ambulance services may seek support from voluntary aid societies (such as the British Red Cross Society and St John Ambulance) in managing and transporting casualties.

More broadly, Acute trusts, Primary and community care services, Strategic Health Authorities (SHAs) in England and Local Health Boards in Wales will all be engaged in the provision of specialist staff and care following an emergency. For example primary and community care (which includes GPs, community nurses and mental health services) may be involved in the follow-up to an emergency in relation to the physical recovery of patients, interventions for post-traumatic stress and longer term health monitoring/surveillance.

In the event of a major public health emergency, the Health Protection Agency (HPA) provides specialist scientific/medical advice. The Regional Directors of Public Health (RDsPH), who represent the Chief Medical Officer in the English regions, provide advice, support and leadership to help the SHAs and wider NHS to manage the emergency and ensure co-ordination with regional resilience mechanisms. In Wales, public health advice is available from the National Public Health Service for Wales.

Local Authorities

Local authorities play a critical role in civil protection. They fulfil a wide range of functions that are likely to be called upon in support of the emergency services during an emergency (e.g. providing social services and emergency housing). They also crucially exercise a community leadership role in emergencies.

As the emphasis moves from response to recovery, the local authority will take the lead in facilitating the longer-term rehabilitation of the community and the restoration of the environment.

In preparing for emergencies local authorities co-ordinate and facilitate emergency planning and response work across the authority. They employ full

time emergency planners to work with a wide range of other agencies, prepare contingency plans, organise major incident training and exercises to prepare for emergencies.

In the event of emergencies they also play an enabling role in close collaboration with a wide range of bodies not routinely involved in emergency response. In particular local authorities will work with partners to:
Meet the longer term welfare needs of survivors (including social services support and financial assistance from appeal funds)

Assisting community recovery (e.g. through establishing helplines and drop in centres and assisting with anniversaries and memorials. In the case of an emergency directly affecting a HEI it is recommended that such activities should include consultation and liaison with the HEI community)
Facilitating the remediation and reoccupation of sites or areas affected by an emergency

Local authorities thus provide a crucial focal point for HEIs seeking to engage in local networks during planning, response and recovery phases. Contact details for local emergency planning teams can usually be found via local authority websites.

Local authorities are also advised to liaise with community-based organisations such as HEIs in developing plans and recovery strategies. The role and resources of the broader community are recognised as potentially being of great assistance to repsponse agencies who are encouraged to engage in two way communication:

'Response agencies should take account of this local resource when responding to emergencies. Some local authorities have recognised its potential by developing community response plans, particularly in relation to specific risks (flooding, major accident hazard sites, nuclear sites etc).'

Health and Safety Executive

From 1 April 2008 HSE became the single national regulatory body responsible for promoting the cause of better health and safety at work. They have various enforcement and investigatory powers which they may use to investigate potential breaches after an emergency.
Before (i.e. when planning), during and after an emergency it is vital to engage with your Health and Safety Team who can prepare you. There may also be specific legal duties for you to fulfil after an emergency such as making a report under RIDDOR arrangements.

Other agencies to consider:

Utilities Companies

Insurers and Loss Adjusters

This will also link in with your business continuity planning

BUSINESS CONTINUITY PLANNING IN HEIs

Robust emergency planning and response arrangements need to be coupled with appropriate Business Continuity Planning (BCP) to ensure overall organisational resilience.

Planning for Business Continuity

On a day to day basis, BCP should be part of good management practice and a proactive business continuity planning approach would typically consider the following:

Business Impact Analysis

End-to-end supply chain analysis

Identifying points of failure

Taking forward mitigating strategies and actions to reduce or eliminate risks where possible (based on cost benefit analysis)

Training and awareness-raising

Testing and exercising

Embedding into the organisational culture

Within the university environment there are a number of seasonal activities and business functions which come and go, almost on a weekly basis. These include the conduct of examinations, graduation ceremonies and student recruitment activities. Failure to provide any of these services could have a potentially disastrous impact upon the organisation in terms of financial loss and reputational damage in a very short time.

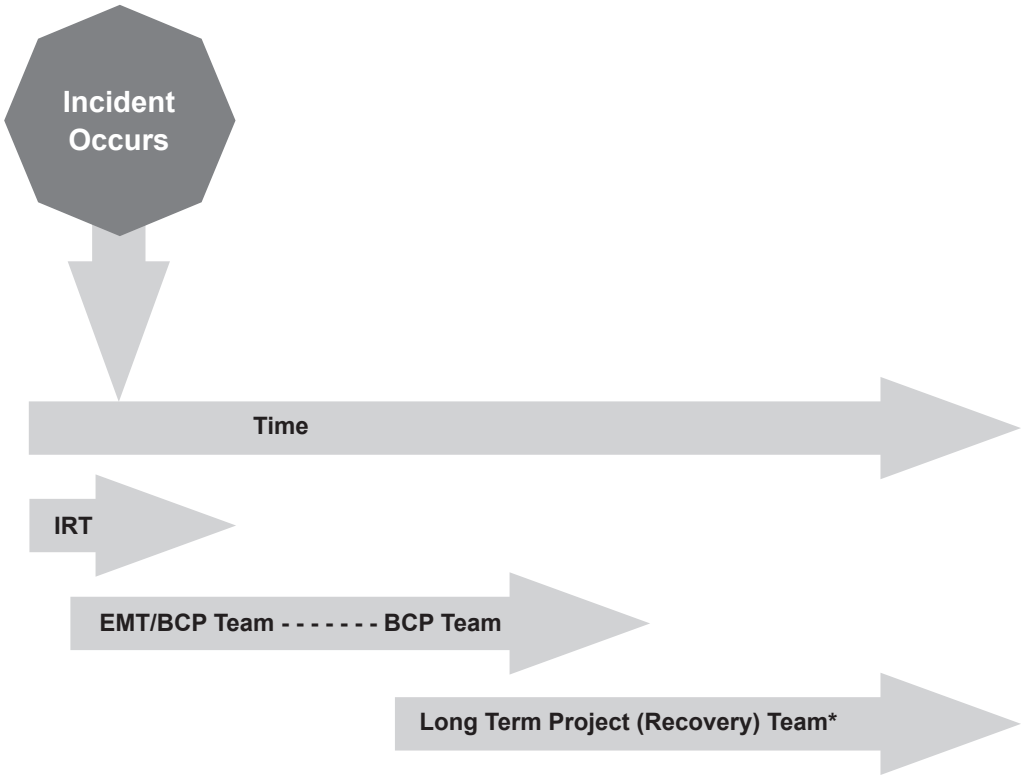
Responding to Emergencies: Addressing Business Continuity

Any major incident or emergency could have a 'knock on' effect upon the continued smooth operation of the organisation. Therefore it is essential to ensure that the impact of an emergency upon day to day services and any medium to long term strategic implications are considered as early on in the response to emergencies as is practicable.

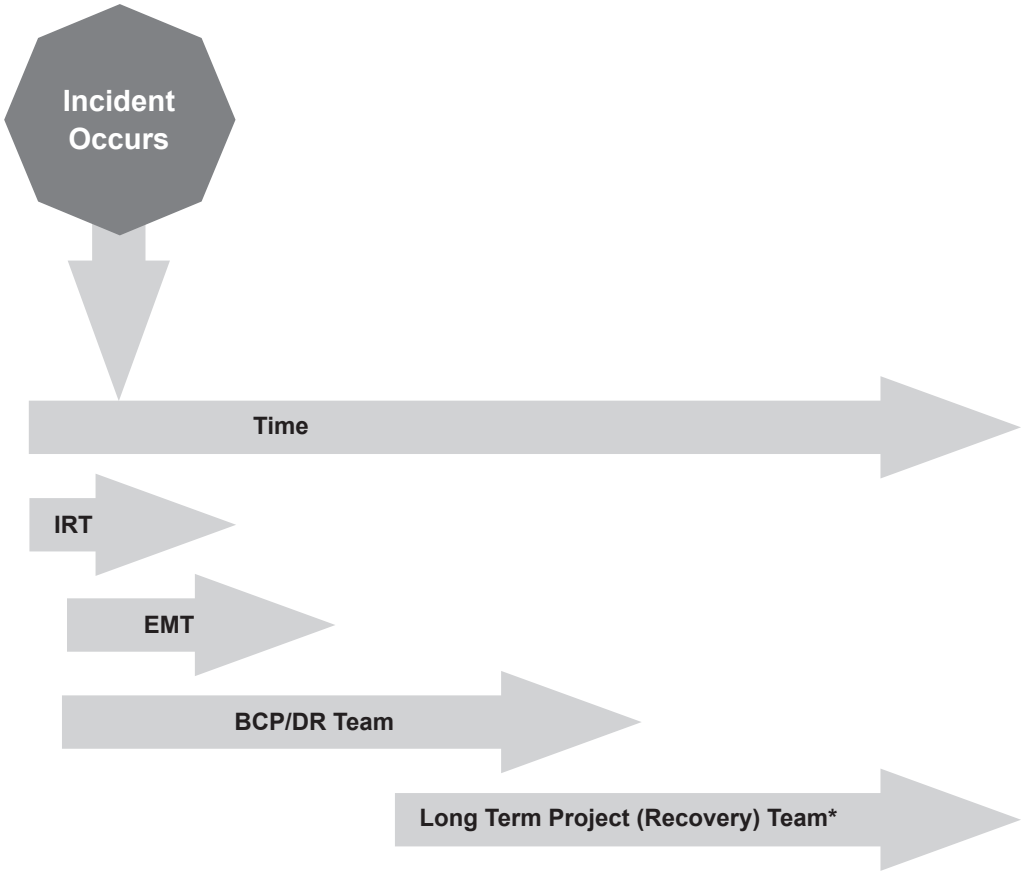
This may be achieved by either having a combined team for responding to both the emergency management and business continuity aspects of the emergency that can evolve as the incident progresses, or by developing separate responsibilities for these functions.

Two potential response models are presented here for consideration. Each institution should decide the most appropriate approach based on what will work best given its own institutional plans, arrangements and structures:-

Model 1



Model 2



**A Project Recovery Team may not always be required.*
The nature and make up of this team would be dependent upon the circumstances and consequences of an emergency.

HIGHER EDUCATION BUSINESS CONTINUITY NETWORK (HEBCON):

Promoting Effective Business Continuity and Disaster Recovery in Higher Education.

HEBCoN is a new networking group of higher education business continuity and risk managers. It has been created with the aim of developing sector-specific business continuity planning through:

Sharing best practice

Developing local and regional and national networks

Exploring the possibilities for reciprocal arrangements (where appropriate)

Sharing experiences on BC planning,

Distributing and discussing latest news and information

Promoting consistency

Developing models that will assist with resilience planning

HEBCoN seeks to promote and develop Business Continuity in the Higher Education sector via the production of sector specific guidance and by organising regular workshops, meetings and other networking events.

HEBCoN is currently:

Developing a national project to produce guidance for HE Business Continuity Managers

Engaging with other lead business continuity agencies

The National Steering Group of HEBCoN meets to:

Review national trends and directives

Discuss best practice and strategies for developing Business Continuity

Explore methods for embedding Business Continuity into HEIs

Review national business continuity related developments

Ensure a consistent approach to BC planning

Encourage networking by HE BC managers

Promote BC within HE

Regional Groups of HEBCoN meet to:

Explore possibilities for joint planning

Identify opportunities to develop mutual agreements

Develop areas for mutual support

For more information on HEBCoN go to http://www.wlv.ac.uk

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As elsewhere in this Guide, some of the details in the following examples have been abbreviated and/or adapted in order to maintain anonymity and meet with good practice principles. We are grateful to all the institutions who provided us with material. The following are offered as examples of approaches rather than as a blueprints; each HEI will wish to tailor approaches to suit their own institutional arrangements.

TEAM CONTACT SHEET

Incident:

Date:

Name of Team Member	Mobile Phone Number	Name of Emergency Contact	Relationship with Emergency Contact	Emergency Contact Details: Address and Phone Number

TEAM LOCATION LOG

Incident:

Name of Team Member compiling Log:

Date	Time	Name of Team Member	Location of Team Member and contact details	Actions to be undertaken	Time due back	Time that Team Member returned and any Notes

Signed off by:

Print Name:

Date:

This page should be photocopied as many times as it is needed and used by all TEAM MEMBERS - both Corporate and Service. The administrator may maintain these logs for Team Leaders and Directors and will also co-ordinate the signing off of the sheets by the Team Leader. These logs will then need to be stored for a period of at least one year after the incident or longer dependent on circumstances.

INCIDENT LOG SHEET

Incident:

Date

Ser No.	Time	Information from	Occurrence	Action Taken	Log keeper name	Signature

Page ..... of ……....

Generic Emergency Response Procedures Checklist

Action Point No	Action/Item	s
1	Obtain up to date brief from Incident Response Team (Bronze)	
2	Assess situation (Scale, Duration, Impact) and call in members of the Emergency Management Team (EMT) and/or other Advisors as required. Use EM Plan Contact List from Grab Bag or on shared drive xxxx.	
3	Assign a log keeper to record discussions, decisions and actions.	
4	Refer to specific emergency response procedures (annexes below). Hard copies are held in the xxxx office and on the shared drive xxxx: Annex xx Fatalities/Multiple Injuries Annex xx Health Related Emergencies Annex xx Exposure Containment Annex xx Internal Communications/Reputation Management Annex xx Curtailed Access/Security Annex xx Information Systems Fallback	
5	Discuss and decide aim of EMT and immediate priorities.	
6	In all cases, the safety, health & welfare of staff, students and visitors is the first priority, which may include security of the site/setting up perimeter controls. Ensure good liaison with Emergency Services is established.	
7	Allocate tasks to EMT members/others (with timescales as required).	
8	Utilise on site emergency equipment/PPE as required – see full list at appendix 1: • Estates office (xxxx); Emergency store (xxxx); Security office (xxxx) • Maintenance store (xxxx) • Or contact Local Authority EPO for assistance	
9	Consider calling in further assistance as required from: • Schools/Departments } see School/Dept local plans • Admin Portfolios } • External Suppliers - see list at appendix 2	

Action Point No	Action/Item	✔/ Comments
10	Finance: • Arrange use of corporate credit cards or issue cash for immediate purchasing needs. • Advise Insurers of situation.	
11	Establish a University Information Telephone Line (xxxx room) – brief operators/staff thoroughly before answering incoming enquiries.	
12	Establish internal communications – arrange briefings and publication of information to staff, students and visitors. Where are they gathering? (*Give advice via info desks*)	
13	Arrange Media updates/Press interviews. Consider reputation management.	
14	Consider staff levels – arrange breaks and replacements for long term situations (>8 hours)	
15	Consider logistical support: • catering/food/drinks • waste disposal • travel (taxis or cash for travel) • parking • showering/washing facilities • overnight sleeping arrangements	
16	Pay attention to the 'close down' after the emergency: • phone around to confirm tasks are finished • ensure people can get home • return borrowed items • close down log sheets • say 'thank you' to staff!	

External Contacts List

TYPE OF SUPPORT	SUPPLIER	CONTACT No's	
University Insurers - General Insurance - Travel insurance			
Local Authority	Local Council 24/7 Emergency Planning Officer		EPO will have access to all the Emergency Services, Support Services, Transport Services, Faith Leaders and Voluntary Agencies such as Red Cross, WRVS
Police	Local Police BTP etc		
UK Resilience - Cabinet Office advice			http://www.ukresilience.info/
Gas and Electric Suppliers			
Security Staff	Contract Company		
Emergency Medical Supplies			
Personal Protective Equipment			
Disaster Recovery			
Document Recovery			
Security Services Advice	MI5		http://www.mi5.gov.uk/
Government Advice – Preparing for Emergencies	Government		http://www.preparingforemergencies.gov.uk/index.shtm

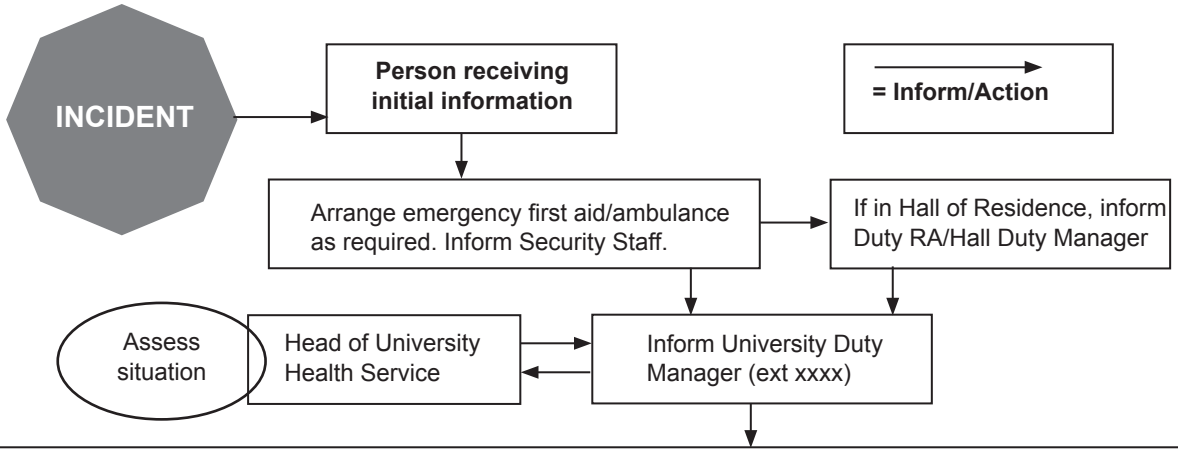
Emergency Management Team

RECORD OF TELEPHONE CALLS RECEIVED ON THE EMERGENCY INFORMATION LINE

Date

Ser.	Name of person taking call	Time	Name of Caller	Tel Number of Caller	Enquiry / Nature of call	Action Taken	Further Action req'd? Passed to:

INCIDENT RESPONSE TEAM GUIDE 1
HEALTH RELATED MATTERS*



Inform **INCIDENT RESPONSE TEAM** **(IRT) members** as required - **Duty Manager plus**

- **University Health Service**
- **University Safety Officer**
- **Property Services**
- **Information Services**
- **Press Officer**

INCIDENT RESPONSE TEAM INITIAL ACTIONS (see attached notes):

1. Meet at agreed location and make initial assessment (Scale, Duration, Impact).
2. Liaise with/obtain advice from Health/Emergency Services.
3. Liaise with other parties at scene (halls staff/security etc) and take ownership of incident.
4. Ensure H&S and security of scene (perimeter control).
5. Arrange care of students/staff at scene and re-locate to other premises if required.
6. Check if casualty's next of kin has been informed? Arrange liaison.
7. Re-assess situation (Scale, Impact, Duration) and escalate to EMT as situation requires.
8. Do not talk to Press or Media – refer enquiries to University duty Press Officer.
9. Brief Dean or Head of casualty's dept.
10. Keep log of all events and decisions.

EMERGENCY MANAGEMENT TEAM **(EMT):**

- **Team Director**
- **Information Services**
- **Security & Emergency Services Liaison**
- **Communications**
- **Property Services**
- **Staff Services**

Student Services

See Emergency Management Procedures on shared drive – xxxx or hard copies held by EMT lead members.

All IRT, EMT and Advisory staff 24hr contact details are held on shared drive – xxxx and in Duty Manager grab bag.

As required, set up EMT meeting room.
Set up University Information line.

** 'Health Related Matters' include any notifiable diseases, sudden death (not accidents) serious illness, suicide/attempted suicide. For serious Accidents/Incidents on University premises, see flowchart 2.*

INCIDENT RESPONSE TEAM GUIDE 2
MAJOR INCIDENT OR ACCIDENT*

ACCIDENT → **Person Discovering Accident/Casualties/Incident/Fire**

1 Ask **Security Staff for assistance – ext xxxx**
2 Request First Aiders to attend scene and to call 999 Fire/Ambulance/Police as required - when calling 999, ask for service required (fire, ambulance or police); state precise location and the nearest entrance (street name); your tel' number; number of casualties & nature of injuries. Ask for other services as required. Inform Security staff of any known disabled persons in building.
3 Ensure a guide is available to meet the crew and escort to casualty.
4 Return to casualty, administer first aid if trained. Remain at scene and await emergency services.

IN ALL CASES - DO NOT take risks or enter a dangerous/unstable area, Do Not enter a confined space where a person is unconscious. Do not move the casualty - cover to keep warm if necessary. Do not handle a contaminated person.

SECURITY STAFF to:
1 Arrange for **First Aiders** to attend scene and call 999 emergency services as required (see above).
2 Inform Duty Manager (ext xxxx), or if in Halls of Res' the **Residential Advisor & Halls Duty Manager**.
3 **Escort**/direct emergency services to site of incident – advise of location of any disabled persons.
4 Keep log of events.

DUTY MANAGER / HALL MANAGER at scene to....

1 Assess incident and consider:
- evacuation of areas as nec'.
- security/safety of site – any high risks? Isolate service mains if req'd.
- building is checked (if safe).
- casualties/persons involved are identified.
- liaison with emergency services.
- security/preservation of scene.

2 **Inform/liaise with IRT members**.
3 Ascertain sequence of events.
4 Identify witnesses/obtain brief details
5 Arrange medical/pastoral care.
6 If in Halls, Hall Manager to inform University Duty Manager.
7 In other bldgs, Duty Manager to notify Halls of Residence if req'd.
8 Keep log of all events and decisions.
9 Arrange immediate care of bldg evacuees.
10 Liaise with **EMT** members.

If **IRT** staff unavailable within 1 hour commence actions…

Incident Response Team (IRT):
- **University Duty Manager ext xxxx**
- **Health**
- **Safety**
- **Property & Facilities**
- **Information Services**
- **Press Officer**

Action (***see attached notes***):
1 Assess situation (Scale, Impact, Duration) - if necessary meet at agreed location; liaise/obtain advice from Emergency Services/appropriate agencies.
2 Arrange care of building evacuees/casualties (and identify).
3 Arrange immediate security/safety of premises.
4 Escalate to **EMT** as situation requires:
- **Team Director**
- **Information Systems**
- **Security/Emergency Services Liaison**
- **Communications**
- **Property & Facilities**
- **Staff Relations**
- **Student Relations**

* Major accidents include anything resulting in fatal or serious injuries (inc 'near misses'). Incidents include fire, explosion, chemical contamination, Asbestos release or other serious safety issues. For 'Health Related' matters, see Flowchart 1.

EXAMPLE - AGENDA FOR FIRST EMERGENCY MANAGEMENT TEAM MEETING

First meeting to be chaired by Team Leader or their deputy. Minutes to be taken by Administrator - to include date, time and decisions log as a minimum.

All team members should provide a contact name and number for a family member who should be contacted in the event of an emergency, severe delays etc.

Agenda Item Checklist

MEETING

Date & time of meeting

List of attendees

Reason for activation

Housekeeping – fire alarm, H&S, security, refreshments & toilets

Available communications – land-lines, mobiles, IS

INCIDENT

Details of Incident & action so far

Incident location - any immediate issues to be resolved

Log/plan showing where team members are currently located

Health and safety issues

Sourcing of equipment for team

Refreshments and team breaks

Details of services and functions affected

Crisis communications issues

Financial requirements

Administration requirements

PLAN FOR THE NEXT 24 HOURS

Decide immediate AIM of team

Delegate Tasks:

Roles of each Head of Service:

- **Updates from and liaison with the incident team**
- **Internal Communications**
- **Information Systems – Telecoms, Web, Email**
- **External communications / Media management**
- **Property & Facilities**
- **Health & Safety**
- **Student Services/Liaison**
- **HR/Staff Services/Liaison**

Undertaking Business Impact analysis

Undertaking loss inventory

Undertaking Risk Assessments

Staff welfare

Team members able to continue with role?

Determine shift length and hand over period for deputies

Items for Senior Management Team approval

Set time for next meeting

Team members should record their actions on their ACTION LOG and with the assistance of the administrator maintain all paperwork. Remember that this may need to be submitted to any later investigation.

Details of emergency accommodation and services

Location	Keyholder and contact number	Tel. No. at Location	Size of accomm. *(sq. metres)*	Services Available							
				Parking	Phones	Desks	Chairs	IT	WC's	Other Services	Power Points

Emergency Equipment List

KIT	NUMBER	COMMENTS	CHECKED
EMERGENCY STORE 1 – Room XXXX:			
Hard Hats	10	Plus personal issue for various staff	
Rubber boots	10	Various sizes	
HV vests – Yellow	10	Various sizes	
Hand lanterns	10		
Batteries for lanterns	10	To be changed yearly	
Mops	4		
Mop buckets	4		
Squeegees	6		
Rubber Gloves	6		
Rigger Gloves	6		
Hazard Tape rolls (Y&B) 3			
Other -			
EMERGENCY STORE 2 – Room XXXX:			
Disposable Latex Gloves	1 box (100)	Plus more kept in First Aid kits	
Disposable Overalls	4 large		
Face Masks	20		
Safety Goggles	5		
HV Vests – Yellow	5	Various sizes	
Asbestos Warning Signs	5		
Hazard Tape rolls (Y&B)	2		
Ear Defenders	1 box (30)	Disposable	
Air Horn	1		
SECURITY OFFICE/STORE:			
Hand torches	6		
Batteries for torches	12	To be changed every 6 months	
HV Vests – Yellow	5	Plus 1 at each security desk	
Hard Hats	2	Plus 1 at each security desk	
Hand Held Loudhailer	2	Plus 1 at each security desk	
Hazard Tape rolls (Y&B)	1		
Air Horn	1		
GRAB BAGS (X3):			
Floor Plans	1	Paper versions & CD/Flash drive	
EMT Contacts list	1		
EMT Info/plans	1		

LAST CHECKED BY: ……..… (Name) ……..… (Sig')

DATE: ……..

Checklist for Team Training

HEALTH RELATED INCIDENTS
INITIAL ACTION POINTS AND CHECKLISTS

This process should be commenced on the discovery of any serious health related matter, which includes any communicable or notifiable disease, a sudden death (NOT accidents) serious illness, suicide or attempted suicide.

PERSON RECEIVING THE INITIAL INFORMATION		ACTIONED
1	If considered an emergency situation, dial 999 for ambulance and send casualty to hospital. **Establish:** • person's full name, age, sex, course of study & department. • what is their condition or suspected illness? • when and where did they become ill? • what action has been taken to date?	
2	On receipt of any information concerning University students or staff involving a serious health related issue, immediately inform the University Duty Manager on ext xxxx.	
3	Keep a log of any information (what, from who, when) or actions carried out.	
4	Do not discuss events with anyone and await further advice from the University Duty Manager or Emergency Management Team (EMT).	

ACTION BY THE UNIVERSITY DUTY MANAGER /EMT MEMBERS		ACTIONED
1	Contact the Head of the University Health Services or their deputy. The situation should be assessed and the implementation of the remainder of the response plan considered. If further action is not implemented at this point, all details should be recorded and EMT members should be briefed at the start of the next working day. Otherwise continue as below.	
2	Contact and brief the remainder of the University EMT - Health; Safety; Property Services: Information Services; Press Officer (see membership list and contact numbers)	
3	Establish if the person's next of kin has been notified by the hospital (on admittance to hospital this would normally be so). If not, verify their details from student/staff records and liaise with hospital welfare/family officer.	
4	Discuss with other EMT members and make initial assessment (Scale, Duration & Impact). Decide if full team meeting is required. If not continue managing the situation and consider welfare of other students/staff.	

ACTION BY HEAD OF THE UNIVERSITY HEALTH SERVICE		ACTIONED
1	Obtain as much information as possible from the University Duty Manager, the Residences Manager, hospital and/or the source of the initial information. Make an initial assessment. If a potential diagnosis of a communicable or notifiable disease, escalate to EMT members.	
2	Advise and liaise with the Duty Manager and/or EMT members as necessary.	
3	In the case of a notifiable disease liaise with consultant in Local Authority Communicable Diseases office, Public Health Authority and prepare to issue written & verbal advice for the University community via the EMT.	
4	In case of suicide or other fatality, liaise with the Hospital and Coroner's Office and brief EMT.	
5	Liaise with and co-ordinate counseling and/or chaplaincy services for students/staff if required.	

ACTION BY THE EMERGENCY MANAGEMENT TEAM		ACTIONED
1	Meet at agreed venue. Assess situation - Scale, Duration & Impact? Agree immediate **aim** for team. Assign log keeper - Keep log of events, actions and decisions.	
2	Depending on the type of situation, consider advice from the Head of University Health Services and/or University Safety Manager. If not already done so, advise and obtain advice from:	
3	• Public Health Groups • Relevant Support Groups • Health & Safety Executive, Incident Control Centre (0845 300 9923) • Local Authority Environmental Health Office	
4	Check that casualty's next of kin have been notified and liaise with hospital.	
5	Prepare Press statement - EMT to approve any bulletins/letters before publication/distribution.	
6	Set up the University Emergency Information Line T: xxxx in the agreed location and arrange staffing.	
7	Brief University helpline staff, switchboard, reception and security staff, on what action to take in response to inquiries about the situation and/ or provide a written statement for them to refer to.	
8	Brief and advise the Casualty's Head of Department and/or Dean.	
9	Brief and give advice to: • Senior Management Team • Counseling Service • Human Resources • SU President • Chaplaincy • All Deans & Heads of Depts	
10	Initiate internal communications (web, email, bulletin) to all staff/ students	

ACTION BY SWITCHBOARD, RECEPTION / SECURITY STAFF		ACTIONED
1	Follow instructions from the Duty Manager or EMT	
2	Pass any inquiries from the Press or Media about the situation to the Press Officer - ext xxxx (or mobile ext xxxx)	
3	Any queries from concerned parents or friends of the casualty, or other students should be transferred to the Emergency Information Line - ext xxxx.	
4	Do not allow any Press or Media persons onto the premises (further than the entrance foyer) and contact the Press Officer or Duty Manager for advice.	

ACTION BY DEANS AND HEADS OF DEPARTMENTS		ACTIONED
1	Follow the advice given by the Emergency Management Team and any other relevant University policy or procedures.	
2	Appoint School and/or Department Liaison Officers to Emergency Management Team as required.	
3	Implement own School or Departmental plans for dissemination of information and for providing advice to students/staff. Note – all draft communications to be approved by EMT before publication.	

DISTRIBUTION LIST

All named team members:
EMT
Advisory Team
Spokespersons
Support Staff
Disaster Recovery
Deans of Schools
Heads of Departments
Area Safety Liaison Officers

Checklist for Team Training

MAJOR INCIDENT OR ACCIDENT
INITIAL ACTION POINTS AND CHECKLISTS

Major incidents include fire, explosion, chemical contamination, asbestos release or other immediate serious safety issues. An accident should also be regarded as 'major' when it has resulted in a fatal or serious injury, or if there has been a 'near miss', which could have resulted in a fatal or serious injury.

IMMEDIATE ACTION PERSON DISCOVERING THE INCIDENT/ACCIDENT:		**ACTIONED**
1	On discovering a serious casualty, quickly assess the situation (check for danger) and summon assistance from nearby. Start first aid if trained and it is safe to do so.	
2	Request First Aid assistance from the nearest (24hr) reception/security ext xxxx OR ext xxxx - Student Residences Ask for first aiders to attend scene and ask Security staff to call the Emergency Services. If security unavailable, dial 999 and ask for 'ambulance service'. Tell the 999 emergency operator: • your name & telephone number xxxx (or your mobile no.) • the exact location of casualty and street name / entrance • number of casualties & nature of injuries • request other emergency services as required ie. Fire and Police.	
3	Ensure someone waits at the building entrance to guide the emergency crew to the casualty's location.	
4	Remain with/return to the casualty and administer first aid if trained and if safe to do so. Remain at scene to assist emergency services on arrival. When casualty is removed, check which hospital they are being taken to. Note: • ***Do not enter a dangerous/unstable area or take risks.*** • ***Do not enter a confined space where a person is unconscious (possible fumes).*** • ***Do not handle a contaminated person (Mercury, chemicals, gas, asbestos etc).*** • *Do not move the casualty unless there is immediate danger eg. risk from fire/explosion.*	

ACTION BY SECURITY STAFF		ACTIONED
1	Quickly arrange for First Aiders to attend the scene. Call 999 as above to summon Ambulance, Fire or Police Services.	
2	Inform the Duty Manager (Halls or University) of the situation on ext xxxx. If in residences, inform the Duty Residential Advisor.	
3	On arrival, escort or direct the emergency services to the scene of the casualty. If possible, set up a perimeter and control access to the scene.	
4	Maintain a log of all events and follow instructions given by duty manager or emergency services.	

ACTION BY THE UNIVERSITY DUTY MANAGER / HALLS DUTY MANAGER AND/OR OTHER INCIDENT RESPONSE TEAM MEMBERS		ACTIONED
1	**Assess the incident and consider:** • evacuation of building/area as necessary • safety and security of the site – check for high hazards and isolate utilities (gas/electricity/oil/water) if required • if safe, check the building for other casualties/damage • try to identify the casualties (names and department/course) • liaise with the emergency services • when safe, secure or seal the scene to preserve evidence – set up perimeter and control entry to the emergency services and IRT members only.	
2	**Inform members of the Incident Response Team (IRT)** (*see IRT contact numbers list*) and confirm venue/time to meet.	
3	Try to ascertain the circumstances of the incident/sequence of events. Who made first report/discovered accident?	
4	Identify any witnesses/potential witnesses and obtain their names, department, course, address and a brief statement from each if possible.	
5	Arrange for immediate medical/pastoral care of other staff/students if required.	
6	If in Halls of Residence, ensure that the University Duty Manager and University Security team are made aware of the incident.	
7	If on the Main campus, inform the Halls of Residence Managers or other sites as necessary, that there is a major incident.	
8	Once the casualty has been positively identified, check that police or hospital is notifying their nominated next of kin (***they may need access to student/staff records to find this?***). Pass this information to the Incident Response Team for their further action.	
9	Keep a log - all circumstances that were encountered on arrival and decisions made on dealing with the event, including names and times. A concise record will be invaluable when enquiries into the event are subsequently made.	
10	If staff/students are evacuated from buildings, consider temporary shelter, medical and/or pastoral care. Patients suffering from minor injuries may be sent to hospitals by taxi as required.	

ACTION BY THE UNIVERSITY DUTY MANAGER / HALLS DUTY MANAGER AND/OR OTHER INCIDENT RESPONSE TEAM		ACTIONED
11	Make assessment of situation – Scale? Impact? Duration? Decide if escalation required to EMT. If yes, set up room for meeting Room at agreed venue. Give EMT members briefing.	
	Note: • Do not respond to initial inquiries from the media or parents/friends. Refer those inquiries to the University Press Officer. • Be sensitive in the need for confidentiality; better to err on the side of caution and not reveal any individual's identity or other information which could be sensitive.	

ACTION BY UNIVERSITY SAFETY MANAGER:		ACTIONED
1	Examine scene - liaise with emergency services, Duty Manager, Estates team and other IRT members. Commence investigation of incident. Notify as required:	
2	Local Authority Emergency Planning Officer (EPO) Local Authority Environmental Health Officer (EHO) T: xxxx	
3	In case of fatality, notify the HSE Riddor Incident Control Centre http://www.riddor.gov.uk/reportanincident.html (0845 345 0055) within 24 hours.	
4	Notify the University Insurers as soon as possible - within 24 hours and the University legal advisor.	

ACTION BY ESTATE / PROPERTY SERVICES		ACTIONED
1	Examine scene – liaise with emergency services, University Safety Manager and Duty Manager. Note - if crime or serious accident scene, access will be restricted initially.	
2	Make premises safe, arrange to make safe, stabilise / secure site / decontaminate / control perimeter.	
3	Arrange assessment and damage control.	

ACTIONS/CONSIDERATIONS FOR EMERGENCY MANAGEMENT TEAM		ACTIONED
1	Meet in the agreed venue. Assign person to maintain a log of all events and decisions.	
2	Liaise with and consider advice from the emergency services, IRT members and other professional staff as necessary. Assess Scale, Impact and Duration of emergency.	
3	Discuss and agree immediate aim for the team.	
4	Consider immediate arrangements for building evacuees. Health, Safety and Welfare.	
5	Ensure casualties next of kin have been informed (usually carried out by police or hospital) – arrange University rep' if required.	
6	Draft statement for Press and commence internal communications (web, email, bulletins) for University departments. EMT to approve any communications before distribution.	
7	Set up University Emergency Information Line (T: xxxx) in agreed venue. Arrange staffing and brief them – provide Q&A's or issue written guide/statement to refer to.	
8	Brief switchboard, reception and security staff for response to inquiries (issue written guide/statement to refer to as necessary and do not speak to Media!)	
9	Brief and consult with Advisory Staff as required - People & Quality issues; Medical/Health; Counselling; Safety; Insurance; Legal; Accommodation & Welfare; Chaplaincy. Liaise with Student Union and any TU reps. Brief and consult with Deans and HoD's of affected departments.	
10	Brief Heads of Departments on casualties within their departments.	
11	Complete initial accident/incident investigation forms and keep log of all actions/information/decisions for further written reports.	

ACTION FOR SCHOOL/DEPT INCIDENT MANAGEMENT TEAMS - DEANS OF SCHOOLS/HEADS OF ACADEMIC/SERVICE DEPARTMENTS:		**ACTIONED**
1	Follow the advice given by the University Emergency Management Team and any other relevant University policy or procedures.	
2	Implement own School or Departmental plan for dissemination of information and for providing advice to own department students and staff. Note – all draft communications are to be approved by EMT before publication.	
3	Appoint a School and/or Department Liaison Officer to the Emergency Management Team.	
4	Address incoming enquiries to the Emergency Information Helpline – ext xxxx	

DISTRIBUTION LIST

All named team members:
IRT
EMT
Advisory Staff
Spokespersons
Support Staff
Disaster Recovery
Plus:
Deans of Schools
Heads of Departments
Area Safety Liaison Officers

Further Resources

Planning for Emergencies
For a wide range of emergency planning guidance visit the UK government website:
www.ukresilience.info

Cabinet Office – *Emergency Preparedness*
http://www.ukresilience.info/preparedness/emergencyplanning.aspx

Cabinet Office - *Emergency Response & Recovery*
http://www.ukresilience.info/response/respondingagencies

Website of the Emergency Planning Society
www.emergplansoc.org.uk

Security Advice

Guidance on security issues and threat assessment
www.MI5.gov.uk

Security in HEIs

HEFCE Management of Security Services in Higher Education: Security Toolchest: the UK Value for Money Steering Group (2002) –
http://www.hefce.ac.uk/pubs/hefce/2002/02_30/tchest.htm

Website of the Association of Chief Security Officers (UK)
www.aucso.org.uk

Website of the International Association of Campus Law Enforcement
www.iaclea.org

Related HEI Organisations
Website of CUBO; the professional membership body for the Directors of University residential, business conference and hospitality services.
www.cubo.org.uk

Website of the Association for Student Residential Accommodation
www.asra.ac.uk

Website of University Directors of Estates
http://live.aude.netxtra.net/home
Risk Assessment and Emergency Planning

HEFCE Risk Management in higher education: A Guide to good practice, HEFCE Feb 2005
http://www.hefce.ac.uk/pubs/hefce/2005/05_11/

UUK (2002) Reducing the Risk of Student Suicide:
Issues and Responses for Higher Education Institutions, Universities UK Management Guidelines, UUK, London 2002

Association of Local Authority Risk Managers
www.alarm-uk.org

The Risk Management Standard
http://www.theirm.org/publications/documents/Risk_Management_Standard_030820.pdf

Health and Safety

Website of the Health and Safety Executive
www.hse.gov.uk

HEI Health and Safety Networks

Website of the Universities Safety and Health Association
www.usha.org

Hasnet Lists - Hasnet (Health and Safety Network) www.usha.org.uk/newusha/Hasnet/Hasnet.shtm

Information Sharing

Cabinet Office Guidance on Information Sharing-
http://www.ukresilience.info/preparedness/informationsharing.aspx

Cabinet Office - ***Data Protection and Sharing: Guidance for Emergency Planners and Responders***
http://www.ukresilience.info/upload/assets/www.ukresilience.info/dataprotection.pdf

Pandemic Planning Resources

Cabinet Office- *Pandemic Flu*
http://www.ukresilience.info/pandemicflu.aspx

Department of Health Pandemic Flu
http://www.dh.gov.uk/en/Publichealth/Flu/PandemicFlu/index.htm

The Camden Pandemic Flu Game
http://www.camdenpct.nhs.uk/pages/go.asp?pageID=750&Path=2&Parent=614.0644&instance=782

Crisis Communications

Connecting in a Crisis:
An on-line guide to working with the BBC during an emergency
www.bbc.co.uk/connectinacrisis

Meeting the Needs of People in Emergencies

Cabinet Office ***(2008) Identifying People Who Are Vulnerable in a Crisis - Guidance for Emergency Planners and Responders***
http://www.ukresilience.info/news/vulnerable.aspx

A Eyre (2006) ***Identifying People's Needs in Major Emergencies and Best Practice in Humanitarian Response,***
http://www.ukresilience.info/upload/assets/www.ukresilience.info/ha_literature_review.pdf

Examples of Leaflets on Coping with Crises.

(You may wish to include and/or adapt such resources in your own plans)

a) Bedfordshire & Luton Local Resilience Forum - Coping with a Disaster
www.luton.gov.uk/Media%20Library/Word/Chief%20executives/Emergency%20Planning/CopingWithDisaster1.doc

b) The Royal Society of Psychiatrists - Coping With Trauma: How to Cope after a Traumatic Event

www.rcpsych.ac.uk/mentalhealthinformation/mentalhealthproblems/anxietyphobias/copingwithtrauma.aspx

c) MIND - Understanding post-traumatic stress disorder
www.mind.org.uk/Information/Booklets/Understanding/Understanding+post-traumatic+stress+disorder.html

Overseas Emergencies

Foreign and Commonwealth Office
www.fco.gov.uk

Training and Exercising

Civil Contingencies Secretariat (2006) ***Lessons Identified from UK Exercises and Operations – a Policy Framework***
http://www.ukresilience.info/upload/assets/www.ukresilience.info/lessons_exercises2.pdf
Home Office (1998) ***The Exercise Planners Guide***
http://www.ukresilience.info/preparedness/exercises/plannersguide.aspx

Home Office - ***Why Exercise your disaster Response -***
http://www.ukresilience.info/preparedness/exercises/whyexercise.aspxHull AE

Business Continuity

Website of the Business Continuity Institute
www.thebci.org

HEBCON
Network set-up to support business continuity managers in UK universities and higher education establishments
http://www.continuitycentral.com/news03576.htm

Courses in Emergency Management

Cabinet Office Emergency Planning College
www.epcollege.gov.uk

Examples of Universities offering programmes for emergency management practitioners

University of Coventry
www.coventry.ac.uk

University of Hertfordshire
www.hertfordshire.ac.uk

University of Leeds
www.leeds.ac.uk (*but also visit via the Emergency Planning College website*)

University of Leicester
www.leicester.ac.uk

Glossary

Adapted from Cabinet Office Emergency Preparedness available at ***www.ukresilience.info***

(The) Act
The Civil Contingencies Act 2004. This Act sets the framework for civil protection at the local level in the UK.

Bronze
Operational level is the level at which the management of 'hands-on' work is undertaken at the incident site or impacted areas.

Business continuity forum
Grouping of organisations to share and co-ordinate business continuity plans.

Business continuity management (BCM)
A management process that helps manage the risks to the smooth running of an organisation or delivery of a service, ensuring that it can operate to the extent required in the event of a disruption.

Business continuity plan (BCP)
A documented set of procedures and information intended to deliver continuity of critical functions in the event of a disruption.

Business impact analysis
A method of assessing the impacts that might result from an incident and the levels of resources and time required for recovery.

Casualty Bureau
The purpose of the Casualty Bureau is to provide the initial point of contact for the receiving and assessing of information relating to persons believed to be involved in the emergency. The primary objectives of a Casualty Bureau are: inform the investigation process relating to the incident; trace and identify people involved in the incident; and reconcile missing persons and collate accurate information in relation to theabove for dissemination to appropriate parties.

Catastrophic incident or emergency
An incident or emergency that has a high and potentially widespread impact and requires immediate central government attention and support.

Category 1 responder
A person or body listed in Part 1 of Schedule 1 to the Act. These bodies are likely to be at the core of the response to most emergencies. As such, they are subject to the full range of civil protection duties in the Act.

Category 2 responder
A person or body listed in Part 3 of Schedule 1 to the Act. These are co-operating responders who are less likely to be involved in the heart of multi-agency planning work, but will be heavily involved in preparing for incidents affecting their sectors. The Act requires them to co-operate and share information with other Category 1 and 2 responders.

Command and control
Principles adopted by an agency acting with full authority to direct its own resources (both personnel and equipment).

Community resilience
The ability of a local community to respond to and recover from emergencies.

Community Risk Register (CRR)
An assessment of the risks within a local resilience area agreed by the Local Resilience Forum as a basis for supporting the preparation of emergency plans.
Comprehensive Performance Assessment (CPA)

Counter-Terrorism Security Advisers (CTSA)
Police officers who provide advice on preventing and mitigating the effects of acts of terrorism.

Data Protection Act
The Data Protection Act 1998 came into force in March 2000. It requires organisations that hold data about individuals to do so securely and to use it only for specific purposes. It also gives an individual the right, with certain exemptions, to see that personal data.

Exercise
A simulation to validate an emergency or business continuity plan, rehearse key staff or test systems and procedures.

Family and Friends Reception Centre
Secure area set aside for use and interviewing of family and friends arriving at the scene (or location associated with an incident, such as at an airport or port). Established by the police in consultation with the local authority.

Humanitarian Assistance Centres
A one-stop-shop for survivors, families, friends and all those impacted by the disaster, through which they can access support, care and advice.

Freedom of Information Act
The Freedom of Information Act 2000 allows the public access, regardless of nationality or country of residence, to information held by public authorities or anyone providing services for them, subject to certain exemptions. It came fully into force in January 2005.

Generic local assessment
Assessment provided by central government to the local level.

Generic plan
A single plan designed to cope with a wide range of emergencies.

Gold
Strategic decision makers and groups at the local level. They establish the framework within which operational and tactical managers work in responding to and recovering from emergencies.

Hazard
An accidental or naturally occurring event or situation with the potential to cause physical (or psychological) harm to members of the community (including loss of life), damage or losses to property, and/or disruption to
the environment or to structures (economic, social, political) upon which a community's way of life depends.

Hazard assessment
A component of the risk assessment process in which identified hazards are assessed for future action.

Hazard identification
A process by which potential hazards are identified.

Impact
The scale of the consequences of a hazard or threat expressed in terms of a reduction in human welfare, damage to the environment and loss of security.

Inner cordon
Surrounds and protects the immediate scene of an incident.

Integrated emergency management (IEM)
An approach to preventing and managing emergencies which entails six key activities – anticipation

Lead government department (LGD)
Government department which, in the event of an emergency, co-ordinates central government activity.

The department which will take the lead varies depending on the nature of the emergency. The Government regularly publishes a full list of LGDs.

Lead responder
A Category 1 responder charged with carrying out a duty under the Act on behalf of a number of responder organisations, so as to co-ordinate its delivery and to avoid unnecessary duplication.

Liaison officer
Person within an organisation who co-ordinates their organisation's staff at the scene of an incident.

Local resilience area
The Civil Contingencies Act requires Category 1 and 2 responders to co-operate with other Category 1 and 2 responders in their local resilience area. Each local resilience area (with the exception of London) is based on a police area. The principal mechanism for multi-agency co-operation is the Local Resilience Forum.

Local Resilience Forum (LRF)
A process for bringing together all the Category 1 and 2 responders within a local

police area for the purpose of facilitating co-operation in fulfilment of their duties under the Act.

Local responder
Organisation which responds to emergencies at the local level. These may include Category 1 and 2 responders under the Civil Contingencies Act and other organisations not covered by the Act.

Local Risk Assessment Guidance (LRAG)
A document provided by central government with information on generic hazards and threats that should assist Category 1 responders in performing their local risk assessment duty under the Civil Contingencies Act.

Major incident
This term is commonly used by emergency services personnel to describe an emergency as defined in the Act.

Mutual aid
An agreement between Category 1 and 2 responders and other organisations not covered by the Act, within the same sector or across sectors and across boundaries, to provide assistance with additional resource during an emergency which may go beyond the resources of an individual organisation.

News Co-ordination Centre (NCC)
The NCC works with the lead government department to provide co-ordinating media and public communications support during a crisis, emergency or major event.

Outcome description
An indication of the scale of a generic type of event (eg flooding) in terms of its intrinsic or immediate characteristics (eg rainfall or area flooded). Outcome description is to be distinguished from impact (*see above*).

Plan maintenance
Procedures for ensuring that plans are kept in readiness for emergencies and that planning documents are up to date.

Primary Care Trust
Primary Care is the care provided by those professionals the public normally see when they have a health problem (eg doctor, dentist, optician, pharmacist). These services are managed by Primary Care Trusts (PCTs).

The Radiation (Emergency Preparedness and Public Information) Regulations 2001 (REPPIR)
Implemented in GB the articles on intervention in cases of radiation (radiological) emergency in Council Directive 96/29/Euratom, also known as the BS596 Directive. The Directive lays down the basic safety standards for the protection of the health of workers and the general public against the dangers arising from ionising radiation. The REPPIR also partly implement the Public Information Directive by subsuming the Public Information for Radiation Emergencies Regulations 1992 (PIRER) on informing the general public about health protection measures to be applied and steps to be taken in the event of an emergency.

Recovery
The process of restoring and rebuilding the community, and supporting groups particularly affected, in the aftermath of an emergency.

Regional Resilience Forum (RRF)
A forum established by a Government Office to discuss civil protection issues from the regional perspective and to create a stronger link between local and central government on resilience issues.

Regional Resilience Team (RRT)
Small team of civil servants within a Government Office for the Region working on civil protection issues, headed by a Regional Resilience Director.

Regional Risk Map
Map of assessed risks across a region.

Rendezvous point
Point to which all vehicles and resources arriving at the outer cordon are directed.

Resilience
The ability of the community, services, area or infrastructure to withstand the consequences of an incident.

Rest centre
Premises used for temporary accommodation of evacuees from an incident.

Risk
Risk measures the significance of a potential event in terms of likelihood and impact. In the context of the Civil Contingencies Act, the events in question are emergencies.

Risk appetite
Willingness of an organisation to accept a defined level of risk.

Risk assessment
A structured and auditable process of identifying potentially significant events, assessing their likelihood and impacts, and then combining these to provide an overall assessment of risk, as a basis for further decisions and action.

Risk management
The culture, processes and structures that are directed towards the effective management of risks.

Risk priority
The relative importance of the treatment(s) required for the management of the risk, based on the risk rating and the additional capabilities required to manage risk.

Risk rating matrix
Matrix of impact and likelihood for an event, to ascertain the risk.

Risk treatment
A systematic process of deciding which risks can be eliminated or reduced by remedial action and which must be tolerated.

Safety Advisory Group (SAG)
Multi-agency group set up to provide advice on safety matters for a specific event, or events, such as a major sporting event or a concert held in a stadium.

Scottish Category 1 responder
A person or body listed in Part 2 of Schedule 1 to the Act. These responders are subject to Regulations and guidance issued by Scottish Ministers.

Scottish Category 2 responder
A person or body listed in Part 4 of Schedule 1 to the Act. These responders are subject to Regulations and guidance issued by Scottish Ministers.

Co-ordination of the central government emergency response led by the Scottish Executive.

Silver
Tactical level of management introduced to provide overall management of the response.

Small or medium-sized enterprise (SME)
Defined by the DTI as a business with less than 250 employees.

Strategic Co-ordinating Group
Multi-agency group which sets the policy and strategic framework for emergency response and recovery work at local level (see also Gold).

Survivors
Those who are directly affected by an emergency, but not killed by it. Including those who have been injured, traumatised or displaced.

Threat
The intent and capacity to cause loss of life or create adverse consequences to human welfare (including property and the supply of essential services and commodities), the environment or security.

Threat assessment
A component of the risk assessment process in which identified threats are assessed for future action.

Utilities
Companies providing essential services, eg water, energy, telecommunications.

Voluntary sector
Bodies, other than public authorities or local authorities, that carry out activities otherwise than for profit.

Vulnerability
The susceptibility of a community, services or infrastructure to damage or harm by a realised hazard or threat.

Vulnerable establishment
An institution housing vulnerable people during the day or at night.

Wales Resilience Forum (WRF)
This Forum is a multi-agency group providing the mechanism for national multi-agency co-operation and strategic advice on civil protection and emergency planning at an all-Wales level.

Warning and informing the public
Establishing arrangements to warn the public when an emergency is likely to occur or has occurred and to provide them with information and advice subsequently.

Welsh Borders Resilience Group (WBRG)
A group bringing together the Welsh Assembly Government and Regional

Resilience Teams from the Government Offices for the South West, West Midlands and North West to facilitate co-operation and information sharing between Wales and the border areas of England.

Z-Cards
A patented format for publishing information. Up to an A3-sized page can be folded down to credit card size. This size means it is convenient to carry and can be stored in pockets, handbags, etc.

Useful Acronyms

ABI Association of British Insurers

ACPO Association of Chief Police Officers

AUCSO Association of University Chief Security Officers

BCI Business Continuity Institute

BTP British Transport Police

CBRN Chemical, Biological, Radiological and Nuclear

CCS Civil Contingencies Secretariat

DCMS Department for Culture, Media and Sport

DEFRA Department for Environment, Food and Rural Affairs

DfES Department for Education and Skills

DFID Department for International Development

DfT Department for Transport

DH Department of Health

DPH Director of Public Health (in a primary care trust)

DTI Department of Trade and Industry

EA Environment Agency

EHO Environmental Health Officer

FCO Foreign and Commonwealth Office

GNN Government News Network

HEFCE Higher Education Funding Council for England

HPA Health Protection Agency

HSC Health and Safety Commission

HSE Health and Safety Executive

LRF Local Resilience Forum

WRVS Women's Royal Voluntary Service

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Project Information

Background to the Project

In 2006 the Executive Members of the Association of University Chief Security officers (AUCSO) identified a need for further guidance and training in the area of emergency management for its members. It was agreed that a project was needed and a bid for funding was submitted by Bernadette Duncan, AUCSO Executive Member for London and the South East, to the Higher Education Funding Council for England (HEFCE) under the Leadership, Governance and Management Fund.

HEFCE were very supportive of the project as were other University Estates Associations - the Association for University Directors of Estates (AUDE), the University Safety and Health Association (USHA), the Association of Student Residential Administrators (ASRA) and the Conference of University Business Officers (CUBO). It was agreed that the project would be led by AUCSO but with the involvement of the other associations and organisations. This included the Emergency Planning College which agreed to continue to run training courses in this area following the end of the project period.

In January 2007 HEFCE agreed to fund two projects: the development of this guide on planning for and managing emergencies and a series of pilot training courses specialising in emergency management and HEIs. Lucy Easthope and Anne Eyre, both specialists in emergency planning, training and management, were commissioned as consultants to develop and deliver the training and guide material.

The overall aim of the project was to review literature, plans and practices relating to emergency planning and management in the Higher Education sector and to produce an HE sector-specific good practice document. In addition the project aimed to raise awareness amongst HE managers of major risks and threats to institutions and provide guidance on minimising those risks and producing emergency plans. The design and delivery of the pilot training programmes assisted in addressing these aims.

About the Project Manager

Bernadette Duncan MBE FRSA MInstLM is the Head of Security Services, Telecommunication Services and Safety Liaison Officer at City University London. Her interest in emergency management stemmed from her involvement in dealing with a major fire at City University in 2001 which took c.5 years and £10m to recover from. She has lectured internationally on this subject. Previous to her employment at City University, Bernadette served in the Royal Military Police for 14 years and has specialist knowledge in risk reduction, investigations and personal protection services. She managed this project on behalf of AUCSO.
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She has participated in the response to a number of major incidents including aviation disasters, the Bali terrorist attacks, and the operations at Brize Norton during the military campaign in Iraq

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Dr Anne Eyre
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Anne is Vice-Chair of Disaster Action (**www.disasteraction.org.uk**) and her practical experience includes responding to the needs of those directly affected by the September 11 attacks 2001, the Potters Bar rail crash, 2002 and the Asian Tsunami 2004.

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