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LIVE AND DEVELOP

Emergency Plan Eerde

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Introduction

Our priority is to minimise the risk to life and to reduce injury by assuring health and safety procedures are up to date, known and regularly practiced. The health and safety policy and risk assessments at the Eerde International Boarding School are designed to help our community to respond calmly and effectively in the event that an emergency occurs in or outside of our buildings.


Evacuation Drills

Evacuation drills should be as realistic as possible. Every term an evacuation drill will be carried out, once in the daytime (when school's on and or during boarding time) and once at night. Should the drill show deficiencies in the system of implementation, further drills will need to be organised.

The teaching or boarding staff member on duty must complete the register, fire alarm log, and evacuation drill/ alarm report form. A copy of the evacuation drill/ alarm report form must be given to the Health and Safety officer within 48 hours.

Emergency definition: a series of unexpected and often dangerous situations which requires immediate action. In order to limit danger to people or damage to the property or environment prompts action is required.

Safety coordinators

Title		Role	Name and contact
Operations Manager		Full authority within the provision of this plan with the below chain of command in case of absence in descending order stated.	Christel Brandwagt +31 629168168
Facility manager & Health and Safety Coordinator			Jarno Kruidhof +31 615582507
Academic Director			Amy Ramsey +31 683254275
Food and Beverage Manager/ Boarding House Manager			Rául Villavicencio Beltrán +31 621434944

Role Safety coordinators:

- decides on the safest means of evacuating the building
- announces an evacuation and gives simple, clear directions
- contacts 112 to request assistance as appropriate
- instructs staff as soon as practical
- directs staff to assist in the most appropriate manner
- puts on the for recognition
- leaves the building and reports to the play field by the bike shed assembly point
- ensures that all students and staff have left the building and are accounted for
- liaises with the responding emergency services
- determines if students and staff should relocate to another site or announces that students and staff should re-enter the building(s)

Administrative staff

- follows the directions of the safety coordinators
- brings a mobile device to access ManageBac & Orah (contains all relevant information on staff & students)
- leaves the building and reports to the playing field by the bike shed assembly point
- provide teachers with relevant registers

Teachers/Classroom Assistants

- follow the directions of the person-in-charge
- supervise students during evacuation
- assist special needs students as required
- close windows
- close doors after the last person has left (do not lock - ensure they are not locked/latched)
- leave the building and report to the playing field by the bike shed assembly point
- take class attendance and report the information to the person-in-charge
- notify the safety coordinator in charge of the correct attendance

safety coordinators/ (and staff not in contact time to assist)

- follow the directions of the safety coordinator in charge
- check washrooms, toilets and other areas to ensure that everyone has left
- check that no-one is in classrooms
- check to ensure that classroom doors are closed (ensure they are not locked/latched)
- leave the building and report to the play field by the bike shed assembly point
- report to the person-in-charge (facility manager and/or Pastoral and Boarding Manager) for further directions

Instruction for boarding staff members during school hours:

- You hear the evacuation alarm or receive the instruction to leave the building;
- Instruct the students to stay calm and to move quickly and orderly, using the fastest route to the meeting point (the play field by the bikeshed);
- Then instruct them to assemble with their advisory group;
- When you are at the assembly point report, personally, to the Safety Officer: report the names of the students who you were with/ accompanied, any injuries or missing students;
- Stay to assist an advisory group until you get the 'all clear' sign.

Instruction for boarding staff members during evening/ night hours/ out of school hours**Instruction Safety coordinators (staff assigned with an additional task in case of emergency):**

- You hear the evacuation alarm or receive the instruction to leave the building;
- Close all doors and windows when you leave your room (don't lock them!);
- Assure that all students/staff or visitors are leaving the building;
- After checking all rooms and toilets in the area of your responsibility leave the building via the shortest evacuation route and go to the assembly point.
- When at the assembly point, report personally to the Safety Officer: which rooms you checked, persons detected, status of these persons.
- Stay at the assembly point until you get the 'all clear' sign.

Evacuation East and West Wing during boarding time (day/night)**Tasks for Boarding staff:**

When there is a fire alarm outside school time, the boarding staff member that spent the night in boarding is responsible to evacuate and check all the rooms in boarding.

The boarding parent in the wing where the calamity is will be responsible for the following points:**Ensure you are SAFE then:**

- Switch off all gas and electrical appliances present in the building.
- Closing windows and doors of the rooms/spaces concerned.
- Assuring that all people present in the building leave via the shortest way possible.
- Checking all bedrooms, showers, toilet and any other rooms in boarding

The boarding parent from the other wing is responsible for the following points:

- Stay at all events with students/visitors/guests(all people) who left the building and leads them to the assembly point (field by the bike sheds)
- Take the register of all present in the building.
- Assure a total of 6 students are sent in pairs to the following buildings to collect all the students who are there; one to the new building (if it is open), one to the gym and one to the art room.
- Check at the assembly point all people are present and safe.

On hearing the alarm in boarding:

Boarding needs to be evacuated at a single alarm. A boarding parent should examine the mobile alarm panel to see which area has activated the alarm, and check around the outside of the building for any signs of fire. If there is no indication of fire, enter the building and thoroughly check the whole building. Re-set the alarm and allow occupants to re-enter the building.

Instructions to students who discover a fire

If a student discovers a fire:

- Immediately operate the red fire alarm call point and
- leave the building via the nearest exit route, and proceed at walking pace to the field near the bike shed (assembly point).
- inform a member of staff
- call 112.
- Await the arrival of the fire tender and find the lead fireman and advise of the following: If all the occupants are accounted for; Where the fire is; The layout of the building.
- NOTE: A plan of the building should be given to the lead fireman. This is kept on the clipboard by each Fire Panel, and in the Building and Fire Manual located within the building. Additional copies are available in the other wing.

Evacuation procedure for students:

- Wake anyone who shares your room.
- Leave the building in a quiet and orderly manner using the nearest available exit route (see description on your room).
- Close all doors behind you.
- Knock on any closed doors and shout "FIRE" to alert occupants.
- Do not stop to collect personal belongings.
- Do not re-enter the building until authorised to do so.
- Do not attempt to fight the fire. Personal safety must always take precedence over property.
- Walk straight to the assembly point at the parking lot.

Students

- follow the directions of their class teacher
- remain calm and quiet
- leave all belongings behind
- leave the building in a quick orderly manner
- report to the play field by the bike shed assembly point
- stand in your advisory group.

Visitors

- follow directions of the person-in-charge
- leave the building and report to the play field by the bike shed assembly point

Address Eerde

Eerde International Boarding School
 Kasteellaan 1, 7731 PJ Ommen
 Telephone: 0529-451452

Alarm locations

- On the right side of the bridge (main entrance) there is a fire brigade key box type BSK 1
 - The school building has an alarm in its interior, next to the main area. To start the alarm in the school building a small glass panel has to be broken. Its location is visible on the floor plan (i.e., HM).
 - There is a siren placed on the outside of the castle. The controls (a blue manual evacuation button) of the siren can be found in the hall of the castle above the fire alarm central.
- NOTE: The Orangerie (NR: 126) and the Gym (NR: 125) are to be notified by phone.

Fire facilities outside and inside the buildings

- **Fire hose connection:** The input nozzle is located in a red box marked **B**. This is on the left side of the gate against the moat-wall near the East Wing boarding house. The output nozzle is located behind the bikeshed.
 - Inside: Fire extinguishers in the buildings are clearly indicated on the floor-plans of the various buildings. There are **2** fire extinguishers in school, **21** fire extinguishers in the castle, **22** fire extinguishers in the boarding houses, **2** fire extinguishers in the sportshall, **1** fire extinguishers in the art building.
- Fire hoses:** **3** in the castle **2** in the school building **8** in the boarding houses
1 in the sportshall

First aid kits

First aid kits in the buildings are clearly indicated on the floor-plans of the various buildings.

First Aid Kit**Large:**

- Ø Room 6 7 14 3 (school building)
- Ø Kitchen
- Ø Gym
- Ø West Wing boarding house
- Ø East Wing boarding house
- Ø Under house (castle)
- Ø Office Management Secretary (castle)

Middle:

- Ø Storage room school building

Small:

- Ø Room 12 10 8 4 2 (school building)

First aid bag

- | | |
|-------------------------------|----|
| Ø Office Management Secretary | 1X |
| Ø Library (castle) | 1X |
| Ø Boarding (activities) | 1X |

Installations: location and type

→ **Drinking water installation:** the main valve of the water supply is next to the parking lot, in the proximity of the mailbox.

→ **Electrical installation:** the location of the distribution box and the main fuses can be found on the floor plan, See III.K – Ground Overview

→ **Gas installation:** the main valve of the gas can be found at the back of the West Wing building in the vicinity of the Teacher's Bike Shed. See III.K – Ground Overview

→ Central heating installations

Castle: Central heating installation on gas

West wing: Central heating installation on gas

East wing: Central heating installation on gas

Orangerie: Central heating installation on gas

School Building: Floor heating on gas

Gym Hall: Central heating installation on gas

Escape routes, emergency exits and assembly points

In case of Fire/Earthquake/Bomb:

The escape routes, emergency exits and assembly points are shown on the floor plans. The assembly points can be found over the bridge next to the parking lot of the national trust and on the field across the school next to the East Wing.

NOTE: Depending the place and the nature of the emergency, the assembly point(s) is allocated by the safety coordinator(s).

In case of a lock down:

Each class is to be locked, flip tables to the floor and shelter to be sought behind the cover of the tables.

In case of of Hurricane

The assembly point will be in the classrooms at the side of the building where there are no external windows.

In case of gas/chemical Evacuation

Windows, doors and air ventilation system to be closed, radio/tv to be switched on. Based on the national radio instructions, assembly point will be assigned.

External contact lists – last updated:

Where possible include a primary and alternate number. Please add further important numbers as required.



Emergency services contact information

Alarm number	112
Educational authorities	Contact inspecteur: 088 669 60 60 'Vertrouwensinspecteur' (inspector for issues regarding abuse): 0900 11 3 111
Local police	Phone 0900 8844
Local commune	Phone 0906 100 1822
Local GP	Point of contact: 0031 529 451 325
Local Health Centre (GGD)	Tel number: 088 – 443 07 02 Health Centre, address: Jhr. Van Nahuysstraat 66, 7731 ED in Ommen
Traumatic Incident Team	Phone 088 – 443 07 02



Essential utility contact information

Power company	0800-9009
Gas company	0800-9009
Electrician	06-22402100 (company: Laarman)
Builder / handyman	06-54301684 (company: Poel)
Plumber	06-51847250 (company Boxum)

Assessment of the emergency:

→ **Fire:** if a fire alarm sounds or a fire is detected, all students, staff and visitors will follow the recognised procedures.

→ **Other emergency:** in the event of another type of emergency, the person-in-charge will assess the situation and determine if an evacuation, lock down or other measures are warranted.

- supervise students during evacuation
 - assist special needs students as required
 - close windows
 - close doors after the last person has left (do not lock - ensure they are not locked/latched)
 - leave the building and report to the play field by the bike shed assembly point
 - take class attendance and report the information to the person-in-charge
- notify the safety coordinator in charge of the correct attendance

Fire:

This checklist outlines what to do in the event of fire. Also to be used when practising a fire drill.

	Response actions (as appropriate)
Discovery of a fire	<input type="checkbox"/> Ring the fire alarm.
	<input type="checkbox"/> Call 112
	<input type="checkbox"/> If safe to do so extinguish the fire.
On hearing the alarm	<input type="checkbox"/> Teaching/boarding staff should collect their registers and take their pupils to the designated assembly point(s).
	<input type="checkbox"/> Walk calmly and quickly and avoid panic.
	<input type="checkbox"/> Ensure students / visitors with disabilities are assisted by a responsible person.
	<input type="checkbox"/> Ensure any visitors are included in the evacuation.
	<input type="checkbox"/> Check rest areas, bathrooms and common rooms en route to the designated exit point.
<input type="checkbox"/> Ensure all students remain at the evacuation point until clearance to leave is given.	
Returning to the building(s)	Do not return to the building(s) until given the all clear by the Fire Department or on of the safety coordinators
Ongoing operations following a fire	<p>The continuing operation of Eerde will be determined by the nature of the fire and the availability of resources such as buildings, staff, employees and other resources</p> <p>The responsibility of whether or not to continue school functions rests with the School Director and the Advisory Board, in consultation with the management team of Eerde.</p> <p>The responsibility of whether or not to continue Eerde's operations rests with the School Director</p>
	<input type="checkbox"/> Contact the local commune in case there is support needed to deal with trauma/panic attacks afterwards

Lockdown:

This checklist outlines what to do in the event of requiring a lockdown. Also to be used when practising a lockdown drill.

	Response actions (as appropriate)
Lockdown alert is communicated	<input type="checkbox"/> Call 112 <ul style="list-style-type: none"> ● Identify yourself in Eerde, including address ● Details of situation ● Details of any casualties
	<input type="checkbox"/> If safe, move to play field by the bike shed safe position to await Police arrival
	<input type="checkbox"/> Alert staff/students (avoid using the fire alarm) with a silent alarm through mail, whatsapp and a message in ManageBac. <input type="checkbox"/> If safe call LOCKDOWN in halls and corridors
	<input type="checkbox"/> Move everyone out of hallways and into rooms.
	<input type="checkbox"/> Lock and/or barricade, or cover if possible, doors/windows.
	<input type="checkbox"/> Keep quiet and do not leave the classroom unless it is safe to do so.
	<input type="checkbox"/> Should the event occur, while students are outside in playing fields: instruct students to move to nearest secure room, or to a safe-play field by the bike shed, assembly area (which may include an off-site area close to Eerde)
	<input type="checkbox"/> Once police arrive, liaise with them to secure crime scene(s)
Following the incident	<input type="checkbox"/> The Trauma Incident Teams will provide support (see contact list for phone number). Traumatic Incident Team from the local GGD (tel number: 088 – 443 07 02). GGD (Gemeentelijke Gezondheidsdienst) local health organization.
	<input type="checkbox"/> Liaise with the media Stentor 038-4559455 when they contact Eerde→ Director <input type="checkbox"/> Write a press release→ Director
	<input type="checkbox"/> Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)
	<input type="checkbox"/> Continue to monitor the wellbeing of students and staff

Earthquake

This checklist outlines what to do in the event of an emergency. You can also use it when practising an earthquake drill. **REMEMBER – LONG OR STRONG, GET GONE**

	Response actions (as appropriate)
During an earthquake	<ul style="list-style-type: none"> □ If indoors: <ul style="list-style-type: none"> ● Move no more than a few steps to a safe place and drop, cover and hold until the shaking stops. If you can, take cover under a desk or table. ● Keep away from shelves containing heavy objects and other large items of furniture ● Keep away from windows ● Stay indoors until the shaking stops and it's safe to go outside
	<ul style="list-style-type: none"> □ If outside: <ul style="list-style-type: none"> ● Find a clear spot and drop to the ground and cover your head and neck. ● Students stay in the school grounds until a teacher comes to get them. ● Keep away from buildings and power lines
When the shaking stops	□ Expect aftershocks.
	□ If you felt the earthquake was long (longer than a minute) or strong (hard to stand up in) then a tsunami may be imminent. If you are in a tsunami evacuation area, initiate self-evacuation immediately (refer to tsunami plan).
	□ Ensure your personal safety first
	□ Check those around you and offer help if necessary.
	□ If anyone requires medical assistance, call 112 and/or administer first aid.
	□ Evacuate if required.
	□ Get staff and pupils away from dangerous areas
	□ Listen to the radio for instructions from Emergency services.
Ongoing operations following the earthquake	<ul style="list-style-type: none"> □ The continuing operation of the Eerde will be determined by the nature of the emergency and the availability of resources such as buildings, staff, employees and other resources. The responsibility of whether or not to continue school functions rests with the Advisory Board, in consultation with the Director.
	□ Contact the local commune in case there is support needed to deal with trauma/panic attacks afterwards

Flooding

Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers and high tides or tsunamis in coastal and low-lying areas. Floods within a building can also be caused by normal wear and tear failures of pipe joints, vandalism, or be the result of earthquakes.

	Response actions (as appropriate)
Before a flood	<ul style="list-style-type: none"> □ Check with your local emergency services if the Eerde is in a flood prone area. □ Learn flood warning signs and understand your community's public alerting system. □ Check with your local emergency services if there is a community flood evacuation plan. If yes, plan and practise this plan.
Flooding reported or sighted	<ul style="list-style-type: none"> □ Be ready to act quickly. Floods and flash floods can happen quickly and without warning □ Evacuate if required (and get to higher ground) □ Follow the instructions and advice of emergency services and civildefence and emergency management authorities. □ If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible □ If flood is due to burst pipes etc, turn off the water at the mains if possible
After a flood	<ul style="list-style-type: none"> □ Flood dangers do not end when the water begins to recede. Continue to listen to communication channels and don't return until authorities indicate it is safe to do so.
	<ul style="list-style-type: none"> □ Get medical care if necessary. Contaminated water can cause infection.
	<ul style="list-style-type: none"> □ Stay away from damaged areas. Your presence might hamper rescue and other emergency service operations.
	<ul style="list-style-type: none"> □ Contact the local commune in case there is support needed to deal with trauma/panic attacks afterwards

Pandemic

Pandemics by their nature are unpredictable in terms of timing, severity and the population groups that are most affected. Planning for an infectious disease outbreak is as important as planning for other emergencies. It is important that Eerde takes steps **now** to protect staff, students or children from future **pandemics** (global disease events such as influenza) or **epidemics** (local disease events such as, measles, hepatitis, tuberculosis, norovirus, whooping cough etc).

The [Ministry of Health](#) leads the Dutch government's response to a pandemic. It is the responsibility of other agencies to plan for and respond to a pandemic in their respective sectors and settings, based on the direction set out by the Ministry of Health. At all times updates and latest information should be accessed from the website of the Ministry of Health (link:

<https://www.rijksoverheid.nl/ministeries/ministerie-van-volksgesondheid-welzijn-en-sport>)

	Pre-response and Response actions (as appropriate)
	Planning
	<ul style="list-style-type: none"> □ Recommend annual vaccinations for staff □ Consider having a supply of Personal Protective Equipment (PPE) gloves, face masks, antiseptic hand wash, □ Develop a communications plan for staff, students, families and other interested members of the community. □ Identify an appropriate space to be used as an isolation area □ Know who your local Medical Officer of Health is and maintain regular contact. _____
	Response – when a pandemic has been advised or declared
	<ul style="list-style-type: none"> □ Regularly check for updates on the Ministry of Health website □ Use posters available from Ministry of Health, RIVM and GGD □ Consider social distancing strategies. Information on this is available from the Ministry of Health. □ Consider implementing an enhanced cleaning routine of touch points and common spaces as a precaution. □ Establish the isolation area (as required)
	<ul style="list-style-type: none"> □ Liaise with your local GP: 0031 529 451462 Huisartsenpraktijk Carrousel, huisarts Dr. Andriessen, Carrouselplein 6, 7731 EG Ommen

Gas leak

	Response actions (as appropriate)
	<ul style="list-style-type: none"> □ Consider evacuating Eerde. Do not re-enter building or outside area until cleared by authorised personnel
<p>If gas leak is suspected</p>	<ul style="list-style-type: none"> □ Turn off the main valve
	<ul style="list-style-type: none"> □ If possible and safe to do so open windows to allow the gas to dissipate.
	<ul style="list-style-type: none"> □ Rescue any person in immediate danger but only if safe to do so.
	<ul style="list-style-type: none"> □ Do not: <ul style="list-style-type: none"> ● operate any electrical switches, including lights or alarms. ● use cell phone in area where leak is occurring – even if outside of building ● allow anyone to smoke in the vicinity
	<ul style="list-style-type: none"> □ Warn others in the immediate area
	<ul style="list-style-type: none"> □ Call emergency services (112) if required
	<ul style="list-style-type: none"> □ <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <p>National Gas emergency number</p> <p>_____0800-9009_____</p> </div>
<ul style="list-style-type: none"> □ Contact the local commune in case there is support needed to deal with trauma/panic attacks afterwards. 	

Chemical spill

All chemical spills must be treated as toxic and dangerous. They can be in liquid form, solids, powder or gas.

	Response actions (as appropriate)
Become aware of chemical spill	<input type="checkbox"/> Move all people in the vicinity to a safe area. Consider: <ul style="list-style-type: none">● evacuation of entire school / ECE if required and safe to do so● Alternatively, it may be safer to stay indoors and seal doors, windows, other openings and switch off any air intake units.
	<input type="checkbox"/> If required, contact emergency services on 112
	<input type="checkbox"/> Give appropriate first aid to anyone in contact with the spill
	<input type="checkbox"/> Notify the Estate Manager / Director / Academic Director / Pastoral and Boarding Manager and staff
	<input type="checkbox"/> Consideration may have to be given to how students will be able to leave the centre/school after finishing time if the spill has not been made safe by then.
	<input type="checkbox"/> Contact the local commune in case there is support needed to deal with trauma/panic attacks afterwards.

Dealing with a suspicious letter or package

When dealing with suspicious packages the utmost caution must be exercised and no attempts must be made to touch, move or examine the package.

Note: If a suspected bomb - Do not use a cell phone or other radio device anywhere near the package.

	Response actions (as appropriate)
In general	<ul style="list-style-type: none"> □ Note the location of the package and a description of it (markings etc).
	<ul style="list-style-type: none"> □ Do not touch, shake or attempt to move the package.
	<ul style="list-style-type: none"> □ Check with the addressee to see if they are expecting the package
	<ul style="list-style-type: none"> □ Isolate the item.
	<ul style="list-style-type: none"> □ Call the emergency number (112) and advise them of the circumstances, the description of the package and its location.
	<ul style="list-style-type: none"> □ As appropriate, position staff at a safe distance to direct people away from the area where the package/letter is.
	<ul style="list-style-type: none"> □ Consider evacuating the area or the school (Take police advice)
If you open a letter/package and discover powder:	<ul style="list-style-type: none"> □ Put on gloves and place opened letter/package in a plastic bag
	<ul style="list-style-type: none"> □ If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water
	<ul style="list-style-type: none"> □ If contents spilled <ul style="list-style-type: none"> ● Do not clean up or wipe spilt contents ● Avoid breathing the powder or spores ● Clear all people from the area and isolate the area (close doors & prevent access) ● Switch off air conditioning ● Wash hands with soap and hot water.
	<ul style="list-style-type: none"> □ If contents are spilt on clothing <ul style="list-style-type: none"> ● Select a room for changing ● Remove clothing and place in plastic bag ● Shower with soap and hot water ● Change into other clothes.

Bomb threats by phone

Keep calm. Do not hang up. A dialogue with the caller is important as information that may be gleaned from the caller can help assess the current situation and help police with further inquiries. Let the caller talk, ask the questions as the opportunity arises and avoid being confrontational

Questions		Answers	
When is the bomb going to explode?			
Where is the bomb?			
What does the bomb look like?			
What kind of bomb is it?			
What is the explosive type and quantity?			
Why did you place the bomb?			
What is your name?			
Where are you?			
What is your address?			
Exact wording of the threat:			
The Caller			
Gender:		<input type="checkbox"/> Male <input type="checkbox"/> Female	
Estimated age:			
Any speech impediment (specify):			
Accent (specify):			
Voice- loud – soft etc:			
Speech – fast – slow etc:			
Manner, calm emotional etc:			
Did you recognise the voice?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If so, who do you think it was?			
Was the caller familiar with the area?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Threat Language			
<input type="checkbox"/> Well spoken <input type="checkbox"/> Incoherent	<input type="checkbox"/> Irrational <input type="checkbox"/> Taped	<input type="checkbox"/> Message read by caller <input type="checkbox"/> Abusive	<input type="checkbox"/> Other: _____
Any background noises?			
<input type="checkbox"/> Street noise <input type="checkbox"/> House noise	<input type="checkbox"/> Aircraft <input type="checkbox"/> Voices	<input type="checkbox"/> Music <input type="checkbox"/> Machinery	<input type="checkbox"/> Vehicle <input type="checkbox"/> Other: _____

Call taken

Date: __/__/__

Time:

Length of call:

Number called:

This checklist for bomb threats should be kept by the phone. Staff who would normally answer the phone should be briefed on the questionnaire to ensure some familiarity with it. A pre-printed version of the check list is available from police and may be preferred over this list for convenience.

Trespasser on the school grounds

Only follow this process if it is clear that the trespasser does **not** come under the category of Violent Intruder (see following page).

Trespassing is where a person enters Eerde and either:

- Has been requested to leave, or
- Their behaviour is such that the management of Eerde would not give permission for them to be there.

Note: There is no authority for the occupier to physically eject the person from the premises. If a trespasser refuses to leave when requested, he or she should be told that the police will be called. The police have the option to arrest and charge the person with an offence, however they will assess each incident and take what they think is appropriate action.

Incident type	Response actions (as appropriate)
You become aware of a person on Eerde grounds that does not have permission to be there.	<input type="checkbox"/> Assess the nature of the trespasser: non-threatening or aggressive (if aggressive – follow the violent intruder process, next page).
	<input type="checkbox"/> If appropriate, greet the trespasser, advise them who you are, and ask them why they are there. Whenever possible, ensure that you have a colleague with you.
	<input type="checkbox"/> If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.
Become aware that there is a trespasser on the property.	<input type="checkbox"/> If the reason for the visit is not legitimate, explain that they have to leave the premises.
	<input type="checkbox"/> Notify the Director / Academic Director / Pastoral and Boarding Manager or other staff member of the description, location and activity of the trespasser.
	<input type="checkbox"/> Ensure the children and staff are safe and the classrooms are kept secure.
	<i>If the person leaves when requested they are no longer considered a trespasser.</i>
If the trespasser refuses to leave when requested	<input type="checkbox"/> Explain that staff will have to call the police.
	<input type="checkbox"/> If the trespasser still refuses to leave, ask a colleague to call the police.
	<input type="checkbox"/> If it is safe, stay with the trespasser until the police arrive.
	<input type="checkbox"/> If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive).
	<input type="checkbox"/> When police arrive, update them on the situation.
Follow-up actions	<input type="checkbox"/> Ensure the incident is documented and filed (including providing a report to police).
	<input type="checkbox"/> Contact the local commune in case there is support needed to deal with trauma/panic attacks afterwards.
	<input type="checkbox"/> Consider: <ul style="list-style-type: none"> • debriefing staff on the incident and assess if your Emergency Management process worked correctly or needs amendments. • debriefing students if the incident was a public one to prevent rumours and speculation.

Violent intruder

This checklist provides a very basic guide to managing a Violent Intruder incident. The aftermath of a Violent Intruder incident will require careful management as even in the 'best case' scenario of no one being injured there may be traumatised staff and pupils, concerned parents, disruption to your school or ECE and media interest.

	Response actions (as appropriate)
Shots are heard or a violent intruder is seen on the premises	<input type="checkbox"/> Call 112 <ul style="list-style-type: none"> ● Identify yourself in Eerde, including address ● Details of situation ● Details of any casualties ● Description of weapons, number of shots etc ● Description and location and identity of offender if known ● Identify the 'target' of aggression if known
	<input type="checkbox"/> If safe, move to play field by the bike shed safe position to await Police arrival
	<input type="checkbox"/> Alert staff/students (avoid using the fire alarm) with a silent alarm through mail, whatsapp and a message in ManageBac. Ensure coordinators have a whatsapp group made with all staff numbers on it. This must be updated monthly by administration. There are technological answers to this that need to be explored.
	<input type="checkbox"/> Move everyone out of hallways and into rooms.
	<input type="checkbox"/> Lock and/or barricade, or cover if possible, doors/windows.
	<input type="checkbox"/> Keep quiet and do not leave the classroom unless it is safe to do so.
	<input type="checkbox"/> Should the event occur, while students are outside in playing fields: instruct students to move to nearest secure room, or to a safe-play field by the bike shed, assembly area (which may include an off-site area close to Eerde)
	<input type="checkbox"/> Once police arrive, liaise with them to secure crime scene(s)
Following the incident	<input type="checkbox"/> The Trauma Incident Teams will provide support (see contact list for phone number). Traumatic Incident Team from the local GGD (tel number: 088 – 443 07 02). GGD (Gemeentelijke Gezondheidsdienst) local health organization.
	<input type="checkbox"/> Liaise with the media Stentor 038-4559455 when they contact Eerde→ Director <input type="checkbox"/> Write a press release→ Director
	<input type="checkbox"/> Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)
	<input type="checkbox"/> Continue to monitor the wellbeing of students and staff

For detailed resources on traumatic incidents, please visit the website of GGD: <https://www.ggdijsselland.nl/over-de-ggd/locaties/ommen/>

Serious injury or death

Eerde needs to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death (or serious injury) of a child, young person, staff member or family member has the potential to create significant dangers or risks to the physical and emotional wellbeing of children, young people and people within a community.

The event also has the potential to cause sudden and/or significant disruption to the effective operation of Eerde and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected and attract adverse media or public comment.

	Response actions (as appropriate)
Death / serious injury occurs at Eerde	<input type="checkbox"/> Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc)
	<input type="checkbox"/> Do not assume death has occurred – give immediate first aid
	<input type="checkbox"/> Call emergency services (112)
	<input type="checkbox"/> Notify Director / Academic Director / Pastoral and Boarding Manager; isolate and contain the area.
Action after medical personnel have taken over	<input type="checkbox"/> Director / Academic Director / Pastoral and Boarding Manager to advise (as soon as possible): <ul style="list-style-type: none">• Eerde management team• Teaching and boarding staff
	<input type="checkbox"/> Consider accompanying police to advise parents.
	<input type="checkbox"/> Advise the GGD. This team will help guide you on managing the response (including how to advise students, arrange counselling etc)
	<input type="checkbox"/> Complete incident form with all known details
	<input type="checkbox"/> Ensure the designated media person for the school is fully briefed

If the death or serious injury occurs outside of Eerde, follow the appropriate steps noted above.

Resources:

→ Visit the Ministry of Education website to assist in managing this type of response in Eerde:

→ Traumatic Incident Team from the local [GGD](#) (tel number: **088 – 443 07 02**)

→ Adres; Gezondheidscentrum, Jhr. Van Nahuysstraat 66, 7731 ED in Ommen

Missing child or student

All instances of a child or student going missing from Eerde have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts.

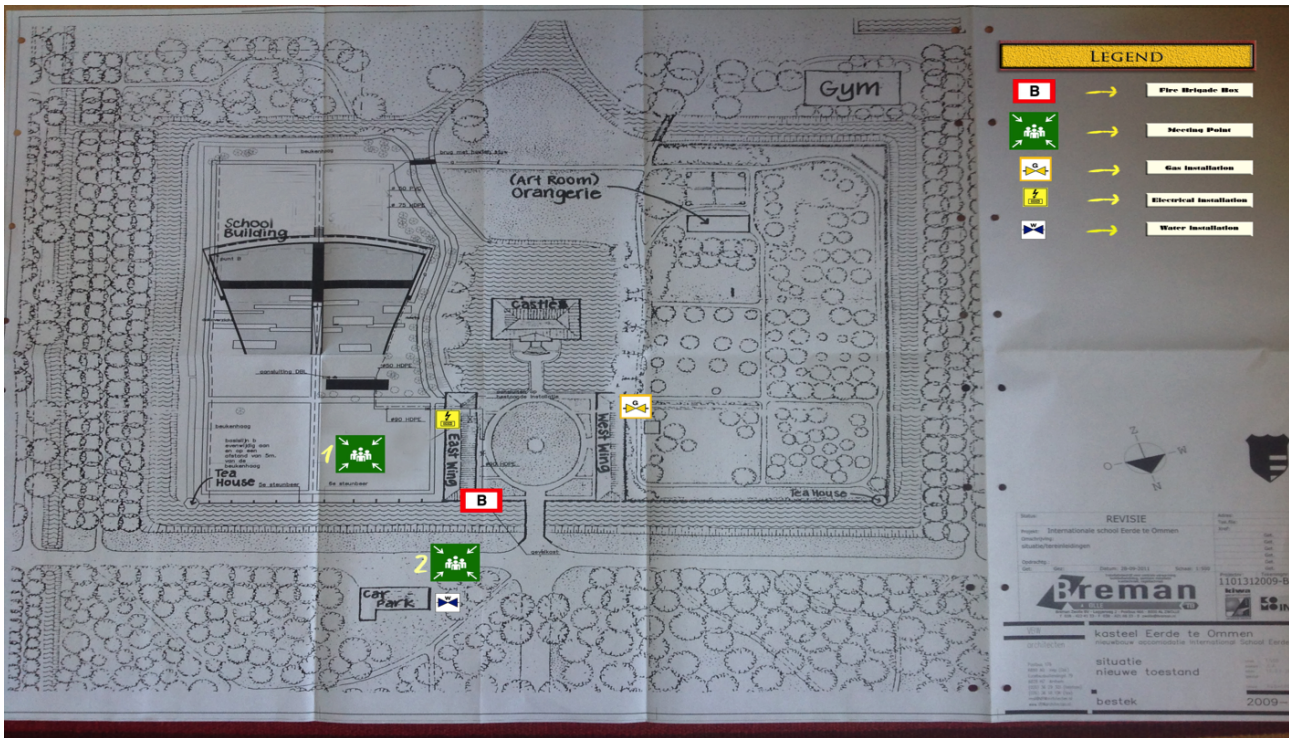
There can be many reasons and associated dangers for a missing child or student including:

- the proximity of dangerous hazards to Eerde
- the possibility of an abduction
- the possibility that the child or student has been picked up by a parent or caregiver
- the child or student has decided to leave school for the day
- the child or student has felt unwell and simply gone home.

Until the child or student has been found or confirmed in a safe location, action must be taken to locate them.

	Response actions (as appropriate)
Information or notification that a child / student is missing	<ul style="list-style-type: none"> □ Confirm: <ul style="list-style-type: none"> ● that the person had been present at Eerde at some time during the day, and if so; ● when they were last seen.
	□ Notify Director / Academic Director / Pastoral and Boarding Manager and staff
	□ Search the Eerde.
If child or student is found	□ If a child/student found injured or ill, call for medical assistance if required.
	□ Notify Director / Academic Director / Pastoral and Boarding Manager and other searchers.
	□ Establish what happened and complete incident report
	□ Arrange for the child / student's parents or caregivers to be advised
If child or student is not found	□ Notify the police immediately
	□ Notify the parents / caregivers immediately
Finally	□ Contact the local commune in case there is support needed to deal with trauma/panic attacks afterwards.

Eerde Campus Ground Overview

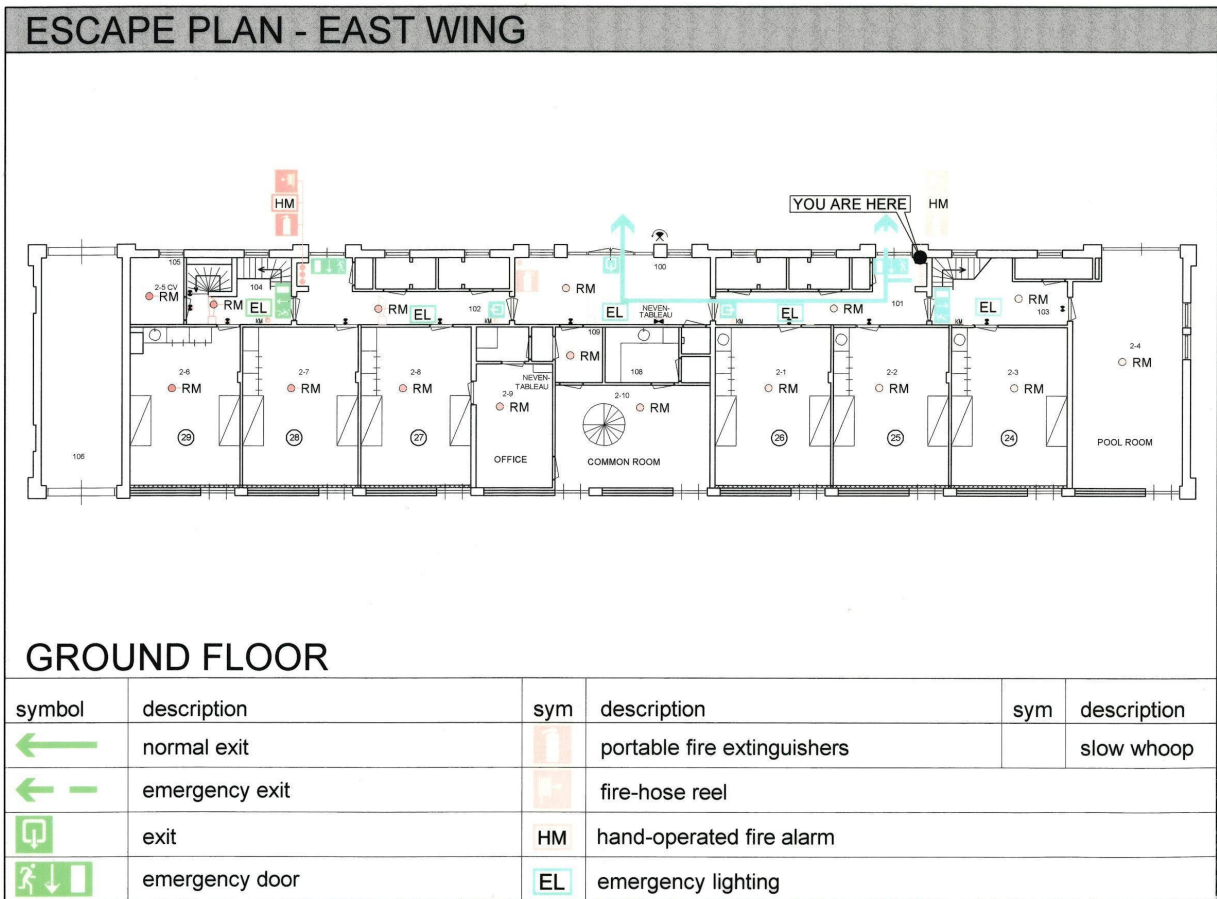


Floor Plans:

School Building



East Wing ground floor



East Wing 1st Floor

ESCAPE PLAN - EAST WING

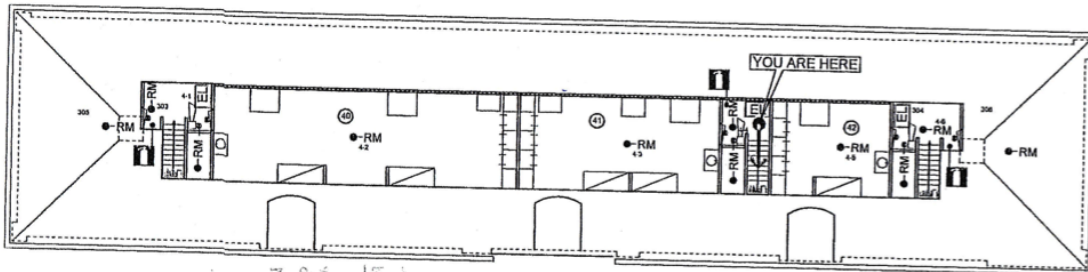


FIRST FLOOR

symbol	description	sym	description	sym	description
	normal exit		portable fire extinguishers		slow whoop
	emergency exit		fire-hose reel		
	exit		hand-operated fire alarm		
	emergency door		emergency lighting		

East-Wing Attic

ESCAPE PLAN - EAST WING



van Oort en
 44.36.13.04
 mij bekend.
 mr. M. Skop
 06 62428

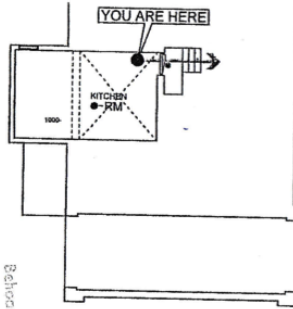
ATTIC

symbol	description	sym	description	sym	description
	normal exit		portable fire extinguishers		slow whoop
	emergency exit		fire-hose reel		
	exit		hand-operated fire alarm		
	emergency door		emergency lighting		

1

West Wing Basement

ESCAPE PLAN - WEST WING



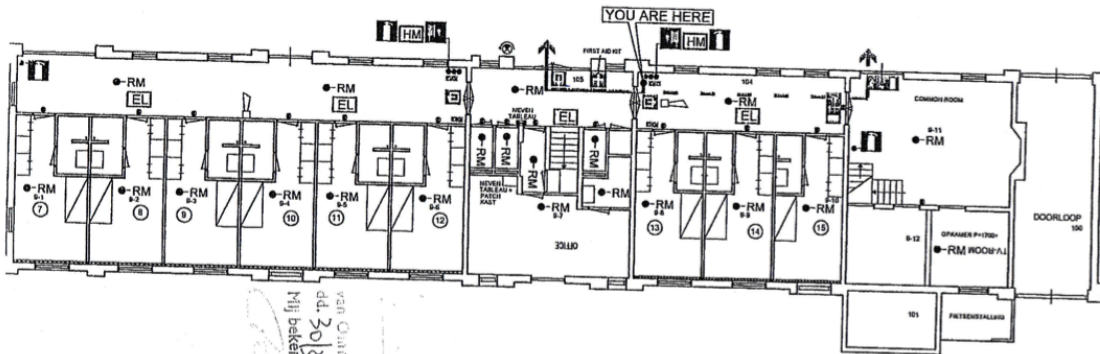
Behoort bij bestid van
 Bureau voor en vishouders
 van Orman
 nr. 130
 56906
 63428
 M. Solijon
 bij bekend,

CELLAR

symbol	description	sym	description	sym	description
	normal exit		portable fire extinguishers		slow whoop
	emergency exit		fire-hose reel		
	exit		hand-operated fire alarm		
	emergency door		emergency lighting		

West Wing ground floor

ESCAPE PLAN - WEST WING



van Clumbea
 d.d. 20/11/04
 Mijl bekend
 011
 82 652 e
 33LID

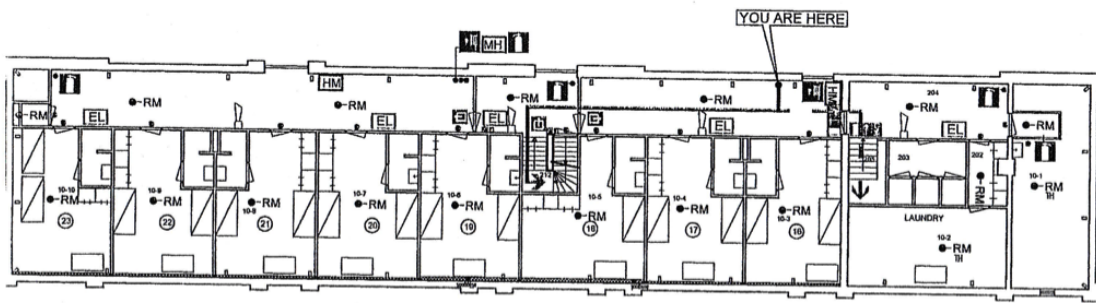
GROUND FLOOR

symbol	description	sym	description	sym	description
	normal exit		portable fire extinguishers		slow whoop
	emergency exit		fire-hose reel		
	exit		hand-operated fire alarm		
	emergency door		emergency lighting		

West Wing 1st floor

1

ESCAPE PLAN - WEST WING



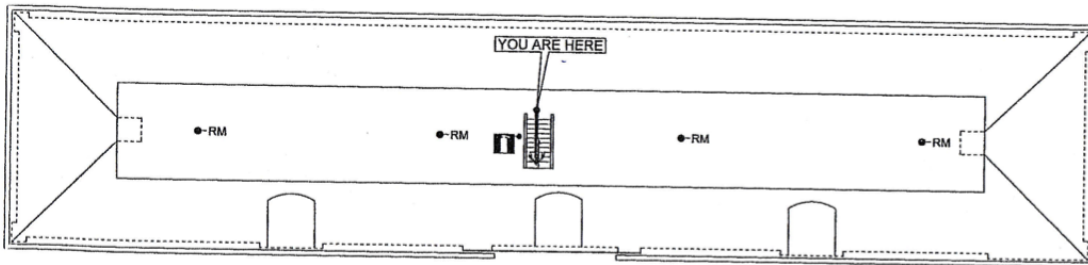
Handwritten notes:
 van Gasteren
 d.d. 30/3/04
 M.J. Balkema

FIRST FLOOR

symbol	description	sym	description	sym	description
	normal exit		portable fire extinguishers		slow whoop
	emergency exit		fire-hose reel		
	exit		hand-operated fire alarm		
	emergency door		emergency lighting		

West Wing Attic

ESCAPE PLAN - WEST WING

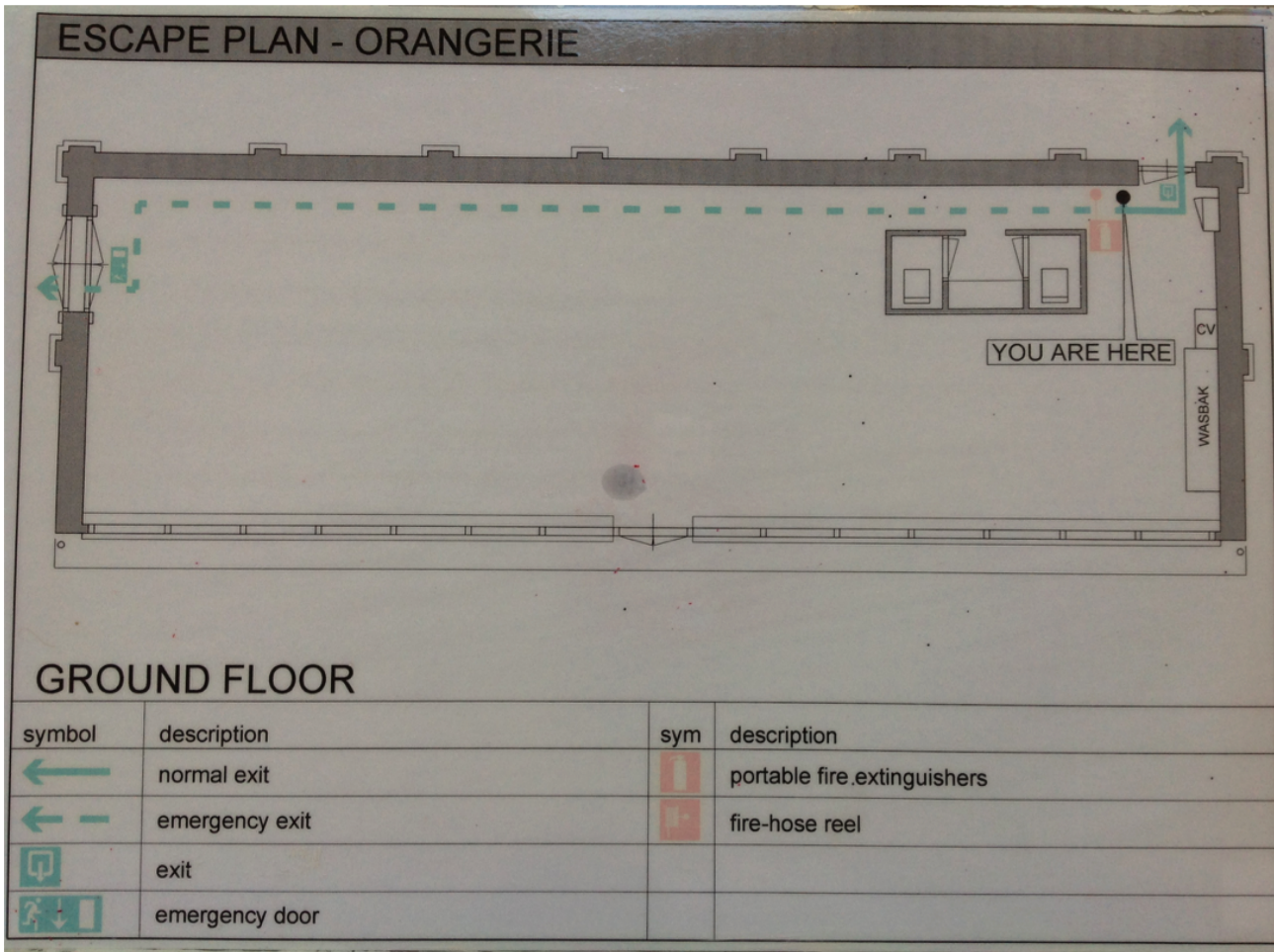


ATTIC

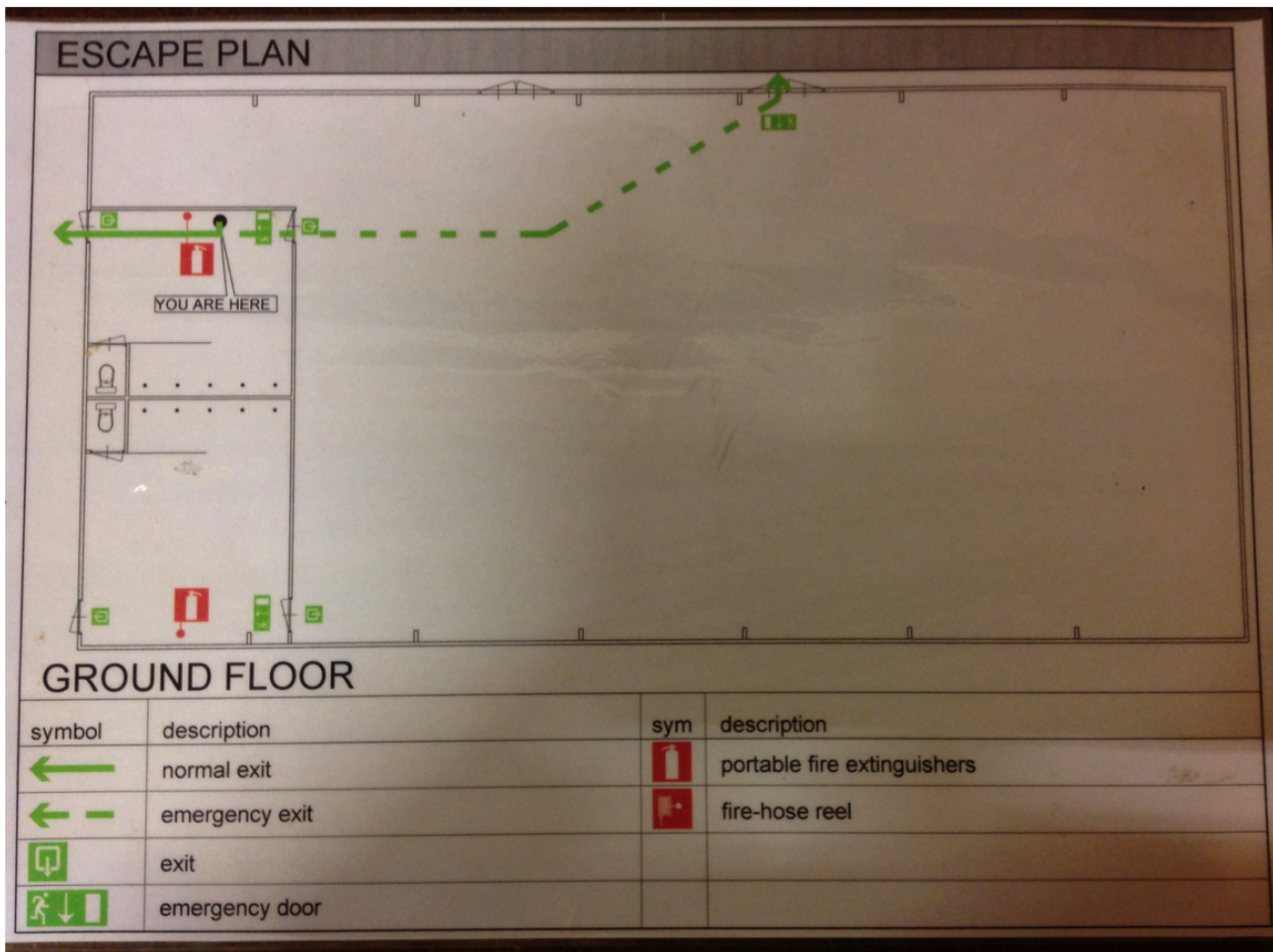
symbol	description	sym	description
	normal exit		portable fire extinguishers
	emergency exit		fire-hose reel
	exit		
	emergency door		

van Ommen
 d.d. 30/11/04
 Rijksarchief
 Rijksdienst voor het Cultureel Erfgoed
 Rijksmuseum Amsterdam
 Rijksdienst voor de Monumentenzorg
 Rijksdienst voor de Monumentenzorg
 Rijksdienst voor de Monumentenzorg

Orangerie

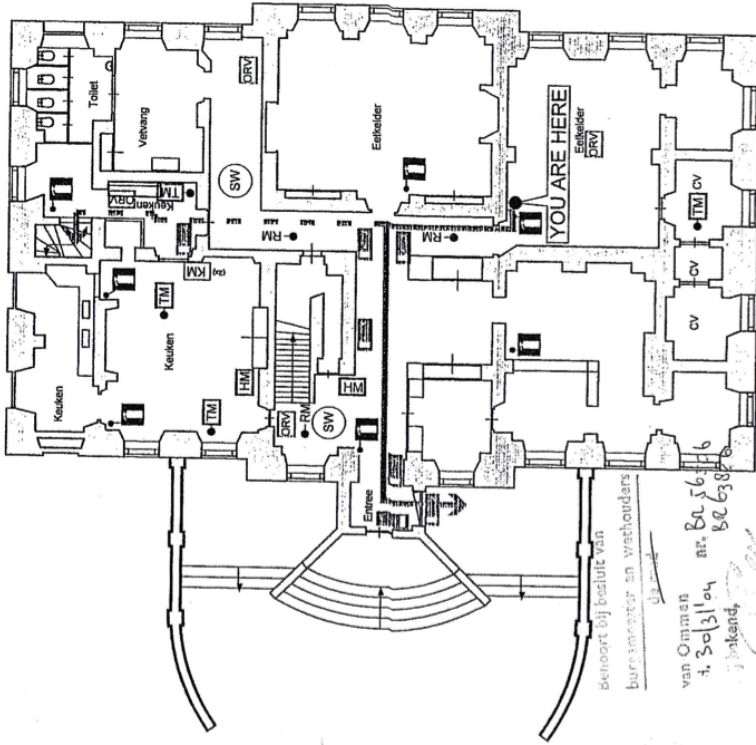


Gym



Castle under house

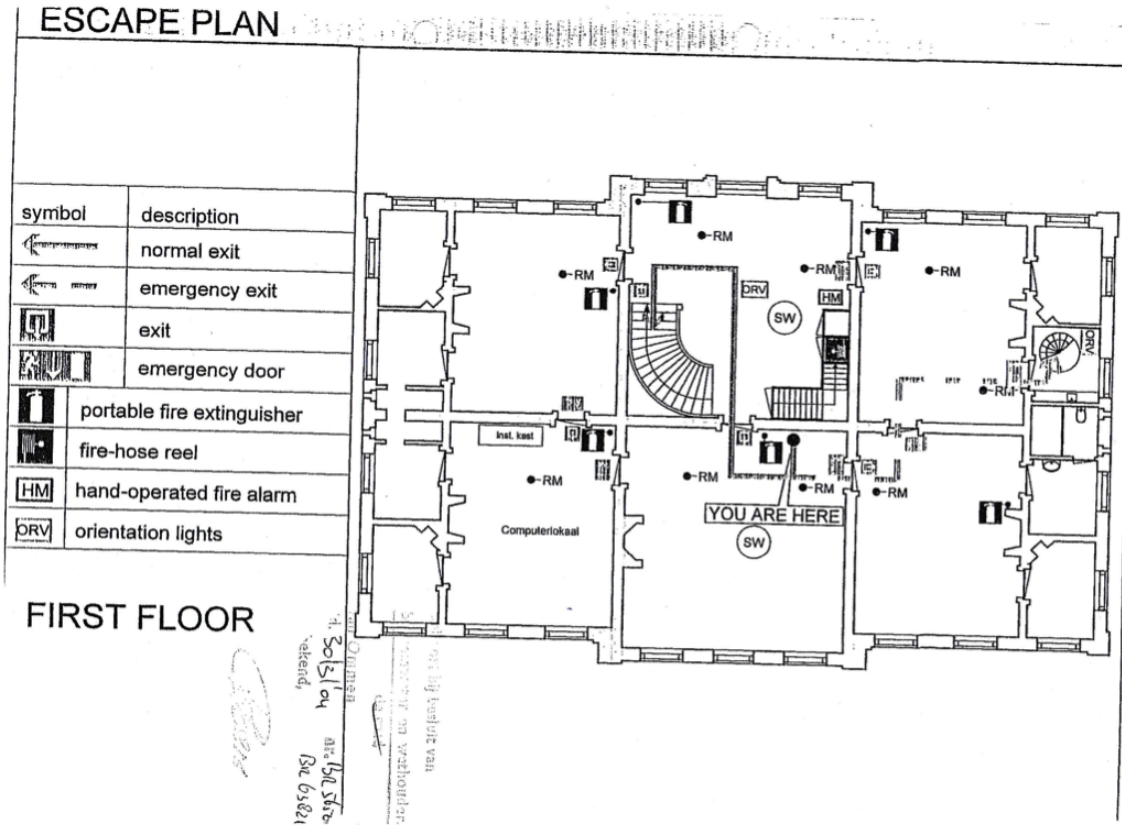
ESCAPE PLAN



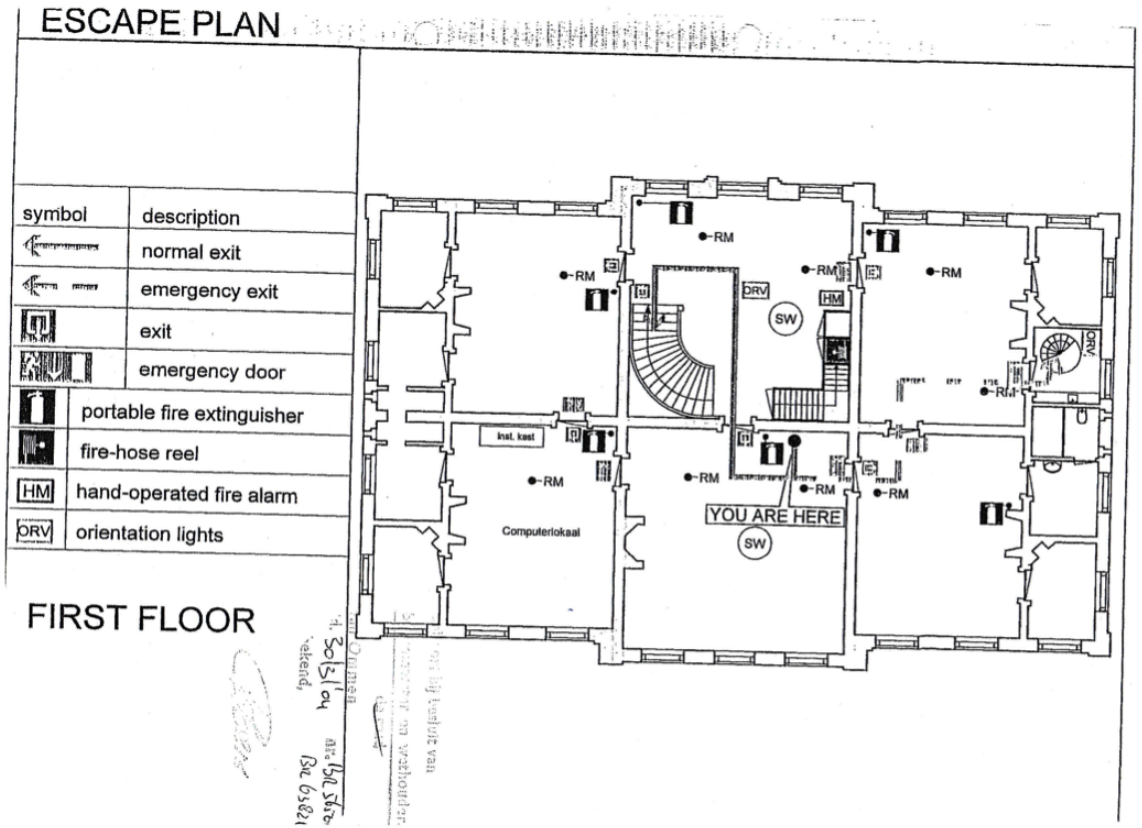
CELLAR

symbol	description	sym.	description
	normal exit		portable fire extinguishers
	emergency exit		fire-hose reel
	exit		hand-operated fire alarm
	emergency door		orientation lights

Castle ground floor

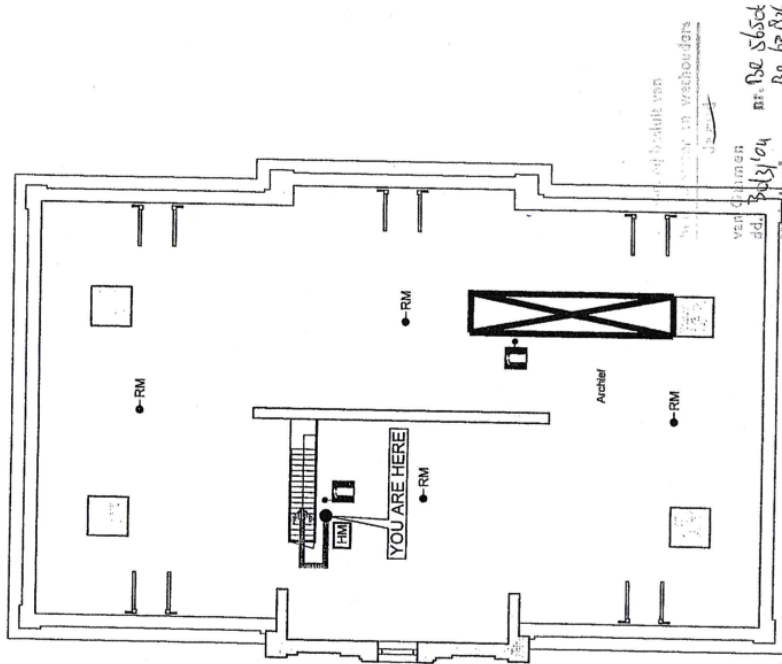


Castle 1st floor



Castle attic

ESCAPE PLAN



ATTIC

symbol	description	sym.	description
	normal exit		portable fire extinguishers
	emergency exit		fire-hose reel
	exit		hand-operated fire alarm
	emergency door		orientation lights

Incident Report Eerde

Please ensure this form is completed in detail. The form is added to the student file and Parents/Carers will receive the form.

Description	To be completed by staff member
Name Pupil	
Name staff member	
Role staff member	
Date/Day	
Time of the incident	
Location of the incident	
Incident details	
Follow up given by the staff member	
Proposed follow up	
Signature reporting staff member	