CES Oxford
Crisis Management Plan

2018

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2.   Introduction and Purpose

The purpose of this document is to outline the procedures to be used both on and offsite in a variety of crisis situation. It defines a number of crisis response teams, responsibilities of those teams , the main communication channels, guidelines for a number of potential situations and vital contact information for both internal and external stakeholders and emergency services.

Disasters come in many shapes and sizes. They range from the crisis caused by fire or flood to the less visible, but just as real, damage created by a serious accident, a scandal or a fraud. The enormous benefits which sophisticated Information and Communications Technology brings to administration make us all the more vulnerable to failures in these systems. Thus, we may be forced to cope with the impact of road traffic accidents, allegations of improper behaviour, drugs related incidents, serious illness both physical and mental, major fire, real or threatened bomb attacks and sundry other challenges.

Whilst we cannot define every situation that would be considered to be a crisis, advanced planning of likely scenarios, preparation and training should help to ensure a calm, measure, efficient and thorough response to a variety of situations.

Do not wait until the crisis happens to look at this plan – you will not have time then. All staff should read it now and re-read it at regular intervals.

The following staff should keep a copy of the plan off-site, e.g. at home:

- Principal
- UK Operations Director
- Registrar
- Accommodation Officer
- Social Organiser

Copies will also be held within the School, in the main school office and staff room

3.   Keeping the plan up to date

This plan will be reviewed annually in December when most changes take place and the experience of the summer has provided an opportunity.

Review dates will be clearly indicated on the document and copies will be held by the UK Operations Director.

Given the danger of over dependence on IT systems, student lists will be printed at the start of each week by the Registrar or Front Desk manager and a copy given to the emergency phone holder, Principal and Registrar to be stored off-site. Lists should have local and international contact details (next of kin and student) for each student, agent contact information and the student's assigned class.

4.   What are we trying to achieve?

The objectives of the crisis management plan are

- Minimising loss of life or injury
- Meeting the human service needs of students and employees
- Minimising damage to property
- Protecting documents and information sources
- Restoring regular operations of the school
- Minimising long term reputational damage to the school
- Communicating accurately facts to students, employees, agents, parents and the public
- Ensuring that action taken is timely, effective, responsible and compassionate – and is perceived as such

5.   Who to contact first

The first point of contact will normally be the Principal of the school:

- Peter Williams – Principal, CES Oxford
- Office: 00 44 (0) 1865 874786 or 00 44 7972 584674
- oxfordprincipal@ces-schools.com

Failing to reach the Principal on any of those numbers, callers should contact:

- Nick Clark – Operations Manager and Principal, Worthing
- Office: 00 44 (0)1903 231330 or mobile 00 44 (0)7794 235862
- nick@ces-schools.com

CES Oxford Emergency number:

- 07972 584674 and the holder of the emergency phone will forward the call to the UK Operations Director, Nick Clark if the Principal cannot be contacted.

6.   A crisis or an emergency?

In most situations and institutions the words "crisis" and "emergency" are used interchangeably. CES chooses to make the following distinction in how we use the two words.

Emergency: An emergency is an immediate event, condition or situation that has the potential to cause harm or injury to individual(s) and/or damage to property and/or significantly disrupt the operation of the institution. **Any member of staff at the school may be called upon to respond to an emergency** and needs to be aware that this is their immediate responsibility.

Crisis: A crisis is an event, condition or situation that has the potential to cause harm or injury to individual(s) and/or damage to property and/or significantly disrupt the operation of the institution, threaten the institution's financial standing or its ability to fulfill the institution's long term mission

beyond the immediacy of an emergency. An emergency must be addressed instantaneously whereas a crisis can endure for an extended period of time. An off-site emergency will be considered a crisis.

- A severe storm warning is an emergency. It is not a crisis.
- A gas leak and subsequent evacuation of a building is an emergency.
- If there is an explosion and injuries, then it additionally becomes a crisis.
- If a group is involved in a terrorist incident and evacuation in London while on an excursion it is a crisis.
- If a student is discovered to have links to radical groups and is under investigation by the police, it is a crisis
- If a student is involved in an altercation in the city centre, it is an emergency
- If smoke is detected, there is a building evacuation but the source of the smoke is successfully dealt with by fire marshals or even emergency services, it is an emergency
- An allegation that a member of staff has been linked with a paedophile ring is a crisis
- An incidence of a student exhibiting a life threatening viral of bacteriological disease (e.g. meningitis) is potentially a crisis
- A student involved in a traffic accident while making their way home is an emergency

7. Types of crisis

a) Technological crisis – software failures (Class server wiped out, data irretrievably lost), data hacked and sold (leading to public and press exposure), website hacked, 'WannaCry' type attacks where data is encrypted and ransomed

b) Crisis of malevolence – false claims of sexual, racial harassment, serious over-charging or business malpractice, acts of theft, false claims about the contents of programmes, courses or accommodation designed to damage or threaten the company

c) Natural Crisis - natural disasters considered as 'acts of God,' are such environmental phenomena as earthquakes, volcanic eruptions, tornadoes and hurricanes, floods, landslides, tsunamis, storms, and droughts etc.

d) Violence and Rumours - Crises occur when an employee(s), former employee(s), contractor, host family or student in your care etc. commits an act of violence or serious misconduct against other employees or students while under the care of the school. This includes cases of breaches and alleged breaches of safeguarding rules.

e) Confrontation: Boycotts, picketing, protests, ultimatums, staff walk outs, agent boycotts etc.

f) Hazardous Materials: Spills, leaks, build-up of toxic materials, etc.

g) Medical Emergencies: Heart attacks, broken bones, lacerations, spread of viral illness etc. caused as a result of the actions or lack of action of the school

8. Potential crisis scenarios and existing plans

It is impossible to consider every possible scenario which might occur within or related to a language school, but we can predict a number of scenarios we might face as an organisation that deals with large numbers of young people at the school's own premises, in host family or residential
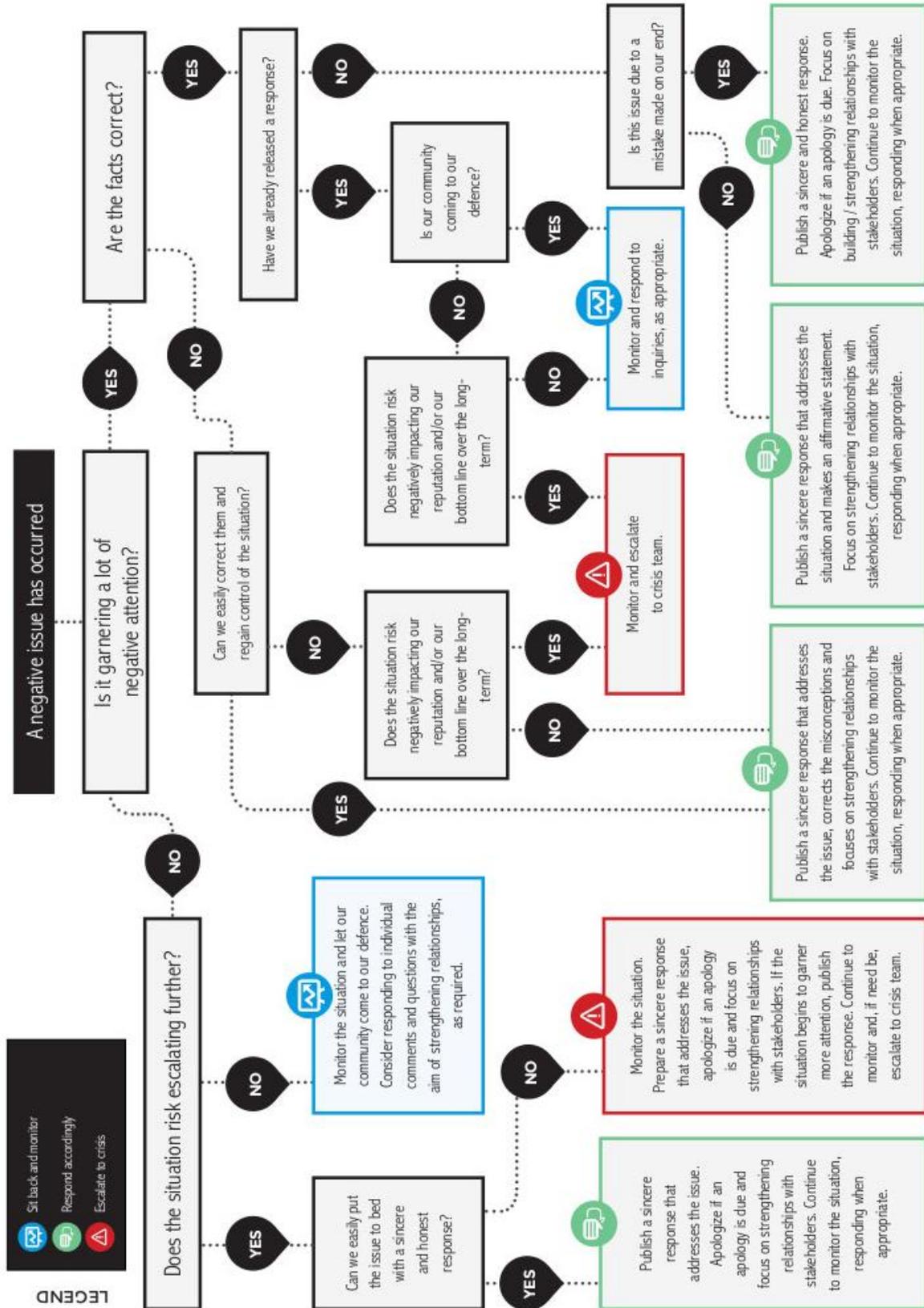
accommodation or on social activities, which might be organised by us or could be organised by group leaders/agents/students themselves.

A possible list would probably include:

- accidents that injure or kill employees, students, group leaders, sustained on or off-site as part of organised activities, or classes for students
  Covered by: Emergency Action Plan, Off-site Emergency Action Plan, Health and Safety Policy, Risk Assessments
- terrorist incidents while on excursions affecting staff, students and group leaders
  Covered by: Off-site Emergency Action Plan
- transport accidents while on excursions affecting staff, students and group leaders
  Covered by: Off-site Emergency Action Plan, Risk Assessments
- Suicide of a student or member of staff
- Assault - of or by a student, staff member, host family member or member of the public
  Partially covered by Bullying and abuse policy
- Child abuse allegations about staff, students, group leaders or host families
  see Safeguarding policies and action plans
- fire, gas leaks etc. which threaten lives
  Covered by Health and Safety, Fire and evacuation policies
- student walkout or protest
- staff walkout or protest
- sexual harassment by students, staff or host families, threat of media involvement
- health emergency (e.g. bird flu pandemic, etc.)
- visa fraud involving staff and students, threat of media involvement
- allegations about financial or other serious malpractice at a school
- data hacking and fraud associated with the school
  Partly covered by Data Protection Policy
- scandal involving drugs or sex

9.   Is it a crisis?

A negative issue has occurred

Are the facts correct?

- YES
- NO

Is it garnering a lot of negative attention?

- YES
- NO

Have we already released a response?

- YES
- NO

Can we easily correct them and regain control of the situation?

- YES
- NO

Is our community coming to our defence?

- YES
- NO

Is this issue due to a mistake made on our end?

- YES
- NO

Does the situation risk negatively impacting our reputation and/or our bottom line over the long-term?

- YES
- NO

Does the situation risk negatively impacting our reputation and/or our bottom line over the long-term?

- YES
- NO

Monitor and respond to inquiries, as appropriate.

Monitor and escalate to crisis team.

Publish a sincere and honest response. Apologize if an apology is due. Focus on building / strengthening relationships with stakeholders. Continue to monitor the situation, responding when appropriate.

Publish a sincere response that addresses the situation and makes an affirmative statement. Focus on strengthening relationships with stakeholders. Continue to monitor the situation, responding when appropriate.

Publish a sincere response that addresses the issue, corrects the misconceptions and focuses on strengthening relationships with stakeholders. Continue to monitor the situation, responding when appropriate.

Does the situation risk escalating further?

- YES
- NO

Can we easily put the issue to bed with a sincere and honest response?

- YES
- NO

Monitor the situation and let our community come to our defence. Consider responding to individual comments and questions with the aim of strengthening relationships, as required.

Monitor the situation. Prepare a sincere response that addresses the issue, apologize if an apology is due and focus on strengthening relationships with stakeholders. If the situation begins to garner more attention, publish the response. Continue to monitor and, if need be, escalate to crisis team.

Publish a sincere response that addresses the issue. Apologize if an apology is due and focus on strengthening relationships with stakeholders. Continue to monitor the situation, responding when appropriate.

LEGEND
- Sit back and monitor
- Respond accordingly
- Escalate to crisis

10. Crisis Control Team

In CES Oxford, the Crisis Control Team will comprise of:

- The Principal – Peter Williams – Lead (Alternate Lead – The Director of Studies)
- The Accommodation Officer – Julie Reid (Alternate – Mariah Nti Asare)
- The Registrar – Michelle Wilson (Alternate – Mariah Nti Asare)
- Social Organiser – Mihai Leca (Alternate – Isak Nti Asare)
- The Assistant Director of Studies – Cathy Gaulter-Carter (Alternate – Tim Bone)

The decisions of the Control Team Lead, in agreement with UK Director OR UK Operations Manager OR CES Director take precedence over all other individuals, teams or groups.

11. The Crisis Control Centre

67 High Street, Wheatley, OX33 1XT
Office: +44 (0) 1865 874786
Fax: +44 (0) 1865 873351

The alternate location, should the crisis event mean that the school building is inaccessible will be:

26 Kelham Hall Drive, Wheatley, OX33 1XT
Tel: +44 (0) 1865 580291

12. Communications plan

An important component of the preparedness program is the crisis communications plan. The school must be able to respond promptly, accurately and confidently during an emergency in the hours and days that follow. Many different audiences must be reached with information specific to their interests and needs. The image of the school can be positively or negatively impacted by public perceptions of the handling of the incident.

13. Who do we need to communicate with?

The audience (who we need to communicate to in the event of a crisis) is likely to include:

a) *The current student body* – where are they hosted? What class/classroom have they been assigned to? Do we have UK or foreign mobile numbers as part of their databased records? How will they contact us if the school is closed?
Data Source: Class Database

b) *Families of students* – do we have accurate next of kin details entered into the system? Email addresses or phone numbers? Are these kept in hard copy? Are personal information forms and/or parental consent forms remotely available?
Remotely hosted server - Worthing

c) *Host families* – landline and mobile numbers are available?
Data Source: Class Database

d) *Survivors* - Possible survivors impacted by the incident and their families? Are there lists available of who went on what trip e.g. Day trip to London? Where would we find it?
Data Source: Class Database

e) *Agents* – are numbers and email addresses available off site
Data Source: Class Database

f) *Employees and their families* – do we have up to date staff lists? Where are these held? Do they specify next of kin? Do we have next of kin mobile and landline numbers? Where are they stored? Is there a hard copy?
Starter Details

g) *Emergency services, utility suppliers* (in the event of gas leaks, flooding etc)
See Contact Sheet

h) *News media* – do we have contact names and number for the local press, BBC local TV stations?
See Contact Sheet

i) *Community*—especially neighbours living near the facility – Do they need to know? What do they need to know? How do we convey the information?
See Contact Sheet

j) *Company management, directors*
See Contact Sheet

k) *Government elected officials, regulators and other authorities* – English UK, local council
See Contact Sheet

14. Who will contact each group?
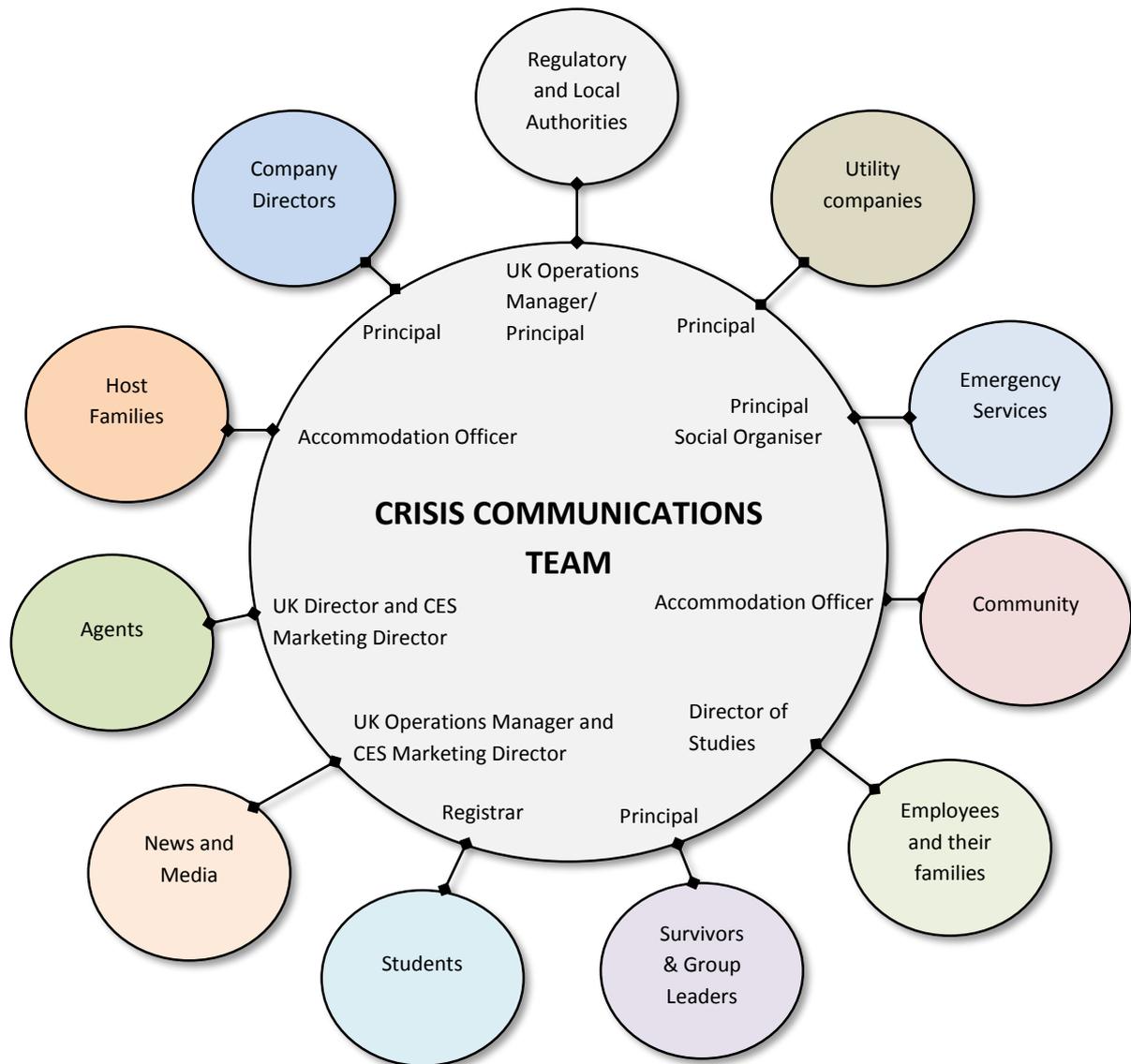
15. What is the message?

During and following an incident, each audience will seek information that is specific to them. "How does the incident affect my order, job, safety, community…?" These questions need to be answered when communicating with each audience.

Pre-scripted messages should be prepared for each audience.

a) Internal staff
- Lead prepares a quick email to all staff giving need-to-know information, e.g.: that emergency procedures are in operation due to XXX incident; that they may be called on to

cover; not to talk to anyone outside organisation, especially not media; that they will be updated as more news becomes available

- it is important to keep them informed, so issue regular updates
- issue reassuring factual statement (based on what is appropriate to share from current available information on the emergency) for those answering the phone to outside callers.

b) External audience

- Prepare factual, honest and reassuring (if possible) statements to be communicated to the following:
    - o   next of kin/ agents for any serious casualties; people may want to make immediate travel plans to come and see them
    - o   next of kin/ agents for non-serious casualties among group members
    - o   contact is usually done by phone; so you know that message has got through
    - o   be ready to answer questions from all next of kin/ agents.
    - o   Helpful to know language of next of kin for such situations – and to know which staff speak. Personal information forms completed by students should have details of the next-of-kin and ask for an individual who can speak English
    - o   depending on nature of emergency, do other agents/ next of kin need to know that their students/ relatives are not involved in the emergency?

c)   Students

- Depending on nature of emergency, contact students as quickly as possible and find out if they are safe. The organisation should show proper duty of care for students, whatever age they are, and have accurate information to pass on to next of kin/ agents
- Consider how technology can be used for instant messaging to check all students are safe (could be all students in one group, or in sub-groups, e.g. adults group and under 18s group), for example via Whatsapp or Facebook (www.facebook.com/about/safetycheck); this would need to be set-up as students arrive; after an incident would be too late
- If the technology approach is not reliable (for any reason) prepare a telephone tree; system for contacting a lot of people quickly by sharing the load; for example, not one person contacting 150 numbers, but 10 people contacting 15 each
- reassure agents quickly by sending messages about their students, which they can pass on
- in an age of instant news, people all around the world will know what is happening in the UK; it is important to gather information quickly.

d) Parents

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

e) Other audiences

Make a checklist:

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

16.   Media

The Crisis Lead is the only person authorised to speak to the media. No other member of staff should communicate under any circumstances. Communicate the policy to all employees explaining that it is best to speak with one informed voice.

If the incident is serious, then the news media will be on scene or calling to obtain details. There may be numerous requests for information from local, regional or national media. The challenge of managing large numbers of requests for information, interviews and public statements can be overwhelming. Prioritization of requests for information and development of press releases and talking points can assist with the need to communicate quickly and effectively.

When dealing with the media, the following suggestions might help promote clear communications:

- When dealing with reporters, the lead should be honest, straightforward and non-defensive
- Stonewalling will not work – they will write the story their way if you don't respond with enough information
- Issue a statement as quickly as is humanly possible
- Identify a single information source.
- Advise school staff of media procedures.
- Advise students of the media policy. Let them know that they do not have to talk, that they can say no.
- If the crisis is a death, consult with the deceased student/staff member's family before making any statement. Explain policy and assure them that confidential information is being protected.

During the Crisis

- Attempt to define the type and extent of the crisis as soon as possible.
- Inform employees what is happening as soon as possible
- Designate that a central source, such as the crisis communications center, coordinate information gathering and dissemination
- Instruct all employees to refer all information and questions to communications centers
- Remind employees that only designated spokesmen are authorized to talk with news media

- Take initiative with news media and let them know what is or is not known about the situation
- When communicating, remember to maintain a unified position and uniform message; keep messages concise, clear, and consistent; keep spokesman and alternates briefed.
- Delay releasing information until facts are verified and the school's position about the crisis is clear
- Assign sufficient staff to handle phones and seek additional information
- Keep a log of all incoming and outgoing calls and personal contacts
- Prepare a general announcement to be given by the Principal or designee. A straightforward sympathetic announcement of loss with a simple statement of condolence is recommended. Also, a statement that more information will be forthcoming, when verified, can be reassuring to students and staff.

17. Contact Sheet – CES Oxford

a) Key personnel

Name	Role	Job title	Contact details
Michael Quinn	Liaison with agents	UK Director	Office: +353 1 671 4233 Mobile: +353 87 911 4298 michael@ces-schools.com
Nick Clark	Support with media and dealing with local authority	UK Operations Director	Office: +44 (0)1903 231330 Mobile: +44 (0)7794 235862 nick@ces-schools.com
Justin Quinn	Liaison with Agents	CES Director	Office: +353 1 671 4233 Mobile: + 353 87 2569222 justin@ces-schools.com
Jonathan Quinn	Email and social media content	Marketing Director	Office: +353 1 671 4233 Mobile: +353 87 2300315 jonathan@ces-schools.com
Peter Williams	Lead – Liaison with Emergency services and Directors	Principal, CES Oxford	Office: +44 (0) 1865 874786 Mobile: +44 (0) 7597 734596 oxfordprincipal@ces-schools.com
Julie Reid	Liaison with host families	Oxford Accommodation Manager	Office: +44 (0) 1865 874786 Mobile: +44 (0) 7803 835499 oxfordaccommodation@ces-schools.com
Mihai Leca	Off-site Lead On-site Liaison with students Social media	Oxford social Organiser	Office: +44 (0) 1865 874786 Mobile: +44 (0) 7901 229566 oxfordsocial@ces-schools.com
Jules Beresford-Green	Liaison with students and agents	Oxford Registrar	Office: +44 1865 874786 Mobile: +44 7488 265045 OxfordRegistrar@ces-

			schools.com
Cathy Gaulter-Carter	Liaison with staff and students	Assistant Director of Studies	Office: +44 (0) 1865 874786 Mobile: +44 (0) 7519 045549 oxforddos@ces-schools.com

b) Utility Companies

Utility Company Emergency Phone Contact

- Electricity   : SWALEC – 0345 300 2136
- Water   : Thames Water – (emergencies) 0800 316 9800
- Gas   : SWALEC– 0345 300 2136
- Telephones   : British Telecoms – 0800 800154

c) Hospital

John Radcliffe Hospital, Headley Way, Headington, Oxford OX3 9DU Tel: 0300 304 7777

d) Media
- Oxford Mail (Newspaper) : 01865 425262
- Daily Mail: +44 20 7938 6000
- Guardian : +44 20 3353 2000
- The Times: 0800 018 5177
- The Telegraph: +44 (0) 20 7931 2000
- BBC Oxford Radio: News desk: 01865 889 099
- Heart Radio Oxford: News desk 0118 928 8800
- Jack FM Oxford 01865 315 980

e) Travel
- Bakers Coaches Phone Number: 01608 652 178 Emergency Numbers: 01608 652 693 07415 336020 07801 219 629
- OxfordTube (public coaches) 01865 772250
- X90 bus and other Oxford buses: 01865 785400

f) Insurers
Contact Chris Williams in Worthing to ensure that Insurers are notified

g) Legal Representation
Contact Michael Quinn should the need for legal representation become apparent

18.   **Local authorities and accreditation organisations**

- South Oxfordshire Count Council: emergency helpline 01235 422410
- Wheatley Parish Council: 01865 875615
- English UK: +44 20 7608 7960

19.   **Critical services check list**

- Water mains: Tudor Building – Located in the cupboard behind the garage. Oxford House – Located outside the building under a small manhole, near the garden gate.
- Electricity: Tudor Building, located in the garage of the Tudor Building. Oxford House – located in the student common room, above the sofa.
- Gas: Tudor Building – located in the garage. Oxford House – located in a small metal cupboard in the alley which leads to the garden from the street,
- Priority salvage items: Computers in the main office