2011 – 2012

**Action plan in case of emergency or crisis situations**

1. Internal Crisis Plan
2. Täby Kommun Crisis Plan
3. Important Phone Numbers
4. What is a crisis?
5. What happens in the acute phase?
6. Normal reactions to crisis
7. Grief Box
8. Contact with the Media
9. If/When a crisis occurs
10. Key Questions to ask yourself in a crisis?
11. Fire Safety Plan – MASKINVÄGEN 2011/2012
12. Fire Safety Plan – MASKINVÄGEN 2011/2012
13. Evacuation Plan – fire or other reasons
14. Meeting Point after an Evacuation
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22. If an incident occurs while you are working
23. Children who have not been picked up
24. Routines for field trips and outings

**INTERNAL CRISIS PLAN**

A series of plans of action follow this summary for a variety of potential crisis situations. In any major or unexpected crisis or emergency event, the crisis leadership group will meet to deal with the emergency and plan the next steps to be taken.

The **crisis leadership group** consists of 4 subgroups: the Leadership group, the Administrative group, the Communication group, and the Logistics group. Below is a very brief summary and translation of the description provided by Täby kommun.

The **leadership group** is made up of the principal and other Futuraskolan leaders (Head of Pre-Schools, and potentially another principal or Head of Schools). This group is responsible for analyzing the situation and making decisions about which actions to take, delegating tasks to both the administrative and communications group to ensure both documentation of the crisis occurs and the correct information is given to the appropriate people.

The **administrative group** is made up of an administrator and complementary staff members. This group is responsible for documenting the crisis & its development, ensuring that any documents or other information the leadership needs are available, and communicating the leadership groups’ decisions to the appropriate people.

The **communication group** is led by a person who is able to keep a cool head and communicate concisely and wisely. This group is responsible for communications about the crisis situation within the school, to parties outside the school, including parents, and ensuring that the information we have about the crisis is obtained quickly and is reliable.

The **logistics group** is led by someone who can take care of the basic needs of the school and the crisis leadership group. This group is responsible for ensuring that any technical needs the crisis leadership group might have are met, ensuring the premises are in good working order, and providing the crisis leadership group with food, drinks and the opportunity to rest as needed.

An **internal crisis group** will deal with other smaller emergencies or crises. The principal will decide whether the emergency warrants calling together the internal crisis group or the crisis leadership group. The internal crisis group consists of the principal, who leads the group, the coordinator, and other staff members, which could include the following: the head of pre-schools, the pre-school coordinator, and/or team leaders from here at Maskinvägen.

**CRISIS PLAN – TÄBY KOMMUN**

Täby Kommun has undertaken a revision of their crisis plan and the following is a summary of how the kommun will deal with a crisis that may affect large parts of the kommun.

Should a crisis occur in Täby kommun that affects or could affect the safety of the children at our pre-school, Täby kommun’s crisis leadership group will contact our crisis leadership group (krisledning) with information on the crisis and what steps we need to take.

Our crisis leadership group will then meet to discuss the crisis and decide on the next actions, keeping in mind that we are a part of the local Näsby network of schools and pre-schools, and that we may take contact with unaffected schools for assistance.

Should a crisis occur at our school which may have an impact on the kommun, or which may result in a need for help from the kommun, we can contact Täby Kommun’s on-call Crisis Manager. The principal will decide if this action should be taken.

To contact the On-Call Crisis Manager for Täby Kommun:

1. Call 112.
2. Ask the operator to connect you to Storstockholm’s Räddningscentral.
3. Ask that Täby Kommun’s Crisis On-Call Person (Tjänsteman i beredskap) contacts you as soon as possible.

The following documents from Täby Kommun’s crisis workshops for pre-schools complement this summary:

* Alarm List (Larmlista)
* Crisis Leadership Group breakdown & description of duties in Swedish
* Täby kommun’s crisis network contacts for pre-schools & home-day cares
* Summary of Näsby crisis network for pre-schools: contacts, resources & needs
* Summary of the crisis network for pre-schools – All of Täby**IMPORTANT PHONE NUMBERS**

**Emergency Services: 112**

|  |  |
| --- | --- |
| **Fire** Station Täby | 08-454 8700 or **112** |
| Danderyd Hospital Emergency | 08-123 550 00 |
| Danderyd Hospital Children’s Wing | 08-655 65 00 |
| Karolinska University Hospital | 08-517 70 000 |
| Astrid Lindgren's Children’s Hospital | 08-517 70 000 |
| Medical advice | 08-320 100 |
| Poison Information | 08-331 231 |
| Taxi 020 Stockholm | 020-20 20 20 |

**Internal Crisis Group**:

|  |  |  |
| --- | --- | --- |
| Ceo | Peter Bergström | 076 724 32 44 |
| Pre-school Principal | Adriana Marx Norén | 0723 71 28 00 |
| Pre-school Coordinator | Olga Chavez | 070 897 71 78 |
| Pre-school administration | Adelina | 073 920 04 07 |

|  |  |  |
| --- | --- | --- |
| Dept. Responsible Kiwis | 0737 74 57 83 | Ritu Singla |
| Dept. Responsible Ducklings | 073 140 99 17 | Jing han |
| Dept. Responsible Penguins | 073 140 94 46 | Nermeen Tawadrous |
| Dept. Responsible Cockatoos | 073 140 96 79 | Darren Hua |
| Dept. Responsible Flamingoes | 076-723 45 69 | Savita Chaudry |

Dept. Responsible Peacocks 076 723 3869 Corrie Sutherlin

**Contacts in the Municipality**

**Täby Kommun Crisis On-call Person (Tjänsteman i beredskap) \***should be contacted in serious municipality-wide crises.

Call 112. Ask for Storstockholm’s Räddningscentral. Ask that Täby Kommun’s Crisis On-Call Person contacts you as soon as possible.

Homar Kadir, **Utbildningschef**, Barn och utbildning 08-55 55 9617 e-mail [homar.kadir@taby.se](mailto:homar.kadir@taby.se)

Gunilla Fredholm, **Enhetschef barnomsorg och grundskola**, 08-55 55 8601  
e-mail: [gunilla.fredholm@taby.se](mailto:gunilla.fredholm@taby.se)

**Municipal Educational Advisors**:

Charlotte Bergh, Tillsynsansvarig pedagog 08-55 55 9344  
e-mail: [charlotte.bergh@taby.se](mailto:charlotte.bergh@taby.se)

Margareta Sjöholm, Tillsynsansvarig pedagog, 08-55 55 9541   
e-post: [margareta.sjoholm@taby.se](mailto:margareta.sjoholm@taby.se)  
Inga-Lill Thorn Hammar, Tillsynsansvarig pedagog, 08-55 55 9150   
e-mail: [ingalill.thornhammar@taby.se](mailto:ingalill.thornhammar@taby.se)

**Social services of Täby Municipality** (Roslagspolisen – 114 14 – will put you in contact with Social Services if it is deemed necessary.)

**In case of damage to the building:**

Urgent building issues: Hans (Hasse) Miettinen 08 758 42 95

After 16:00 & on weekends – person on call 070-191 37 37

Non-urgent building issues: fill out a report online at **http://www.fastpartner.se/om-fastpartner/hyresgastinfo**

**WHAT IS A CRISIS?**

A crisis is defined most often as an event where one's past experiences and learned behaviour are not sufficient to understand and mentally handle the situation. Crisis Reactions are triggered by events that are so unusual and unexpected that they cannot be overcome with the resources that individuals typically possess in order to cope with difficult situations. The nature of the crisis is the emergence of a situation involving a threat of loss of any kind for the individual; for example, the loss of relative or work colleague, work, identity, social status, financial security, reputation, self-esteem or self image.  
(From AFS 1999:7)  
  
Examples of conditions that may trigger crisis reactions:  
Serious illness  
Serious injury  
Serious accident  
Fire  
Violence and threats  
Disappearance / runaway

**WHAT HAPPENS IN THE MOST ACUTE PHASE OF A CRISIS?**

Formulärets överkant

After the initial acute phase, it is important that the staff team and other persons concerned receive guidance and support from someone in the internal crisis group, or from another support system.  Also the affected staff will receive help to structure future work with the children in the pre-school.  
  
How to work further in the pre-school:  
• Parental Meetings  
• talk with individuals  
Evaluate what is appropriate!  
  
The meetings should be based on what has happened and is happening.

It is important to listen and receive feedback. Listen without addressing and solving.

It is important that it may take time! Get help from someone from the internal crisis team if needed.  
  
How may we continue to process the event in the group of children:

• Set aside time for regular discussions – Plan for future discussions according to the needs of the children (or affected)

Keep in mind that reactions in people can be different.

Every one reacts and mourns in their own way.

ALLOW THE GRIEF TO TAKE ITS TIME!

• Take care of children's requests.  
• Allow them to draw and talk about what they think and want to express.  
• Think of the parents of children in the group as a resource.

Being in contact with the affected family:  
To maintain contact with the family is primarily the responsibility of the principal.

Always ask first what the family would like and what requirements they have with regards to things such as a funeral, memorial service and in how they should be contacted.

It is important to be very sensitive to the family's wishes.

Keep in mind that all children in the pre-school may need help with how to show their participation and grief.

**NORMAL REACTIONS TO SHOCK AND CRISIS**

Crises are a natural part of life. The crises that our emergency document refers to are crises caused by external events that may affect us as people. It is important to know the different phases a person goes through in order to better understand our own reactions to the incident. It also facilitates ability to process the emergency event and increases our understanding of others' reactions.  
  
A psychological crisis reaction is a transient process that can be divided into four phases:  
**1 Shock phase  
2 Reaction phase  
3 Processing phase  
4 Reorientation phase**

The phases are clearer in larger emergencies. The total duration can last for a year or even longer. When experiencing minor shocks, the affected can go through phases 1, 2 and 3, where the phases may blend together. In this instance the duration may last for a day or two.

• The **Shock phase**starts during the development of the crisis. In cases of severe shock the shock phase can last for a moment to a few days. During this phase the victim tries with all his/her strength to keep away from the reality of the event. He/she has difficulty understanding what has happened. Some might panic and start to scream. Others become silent and paralyzed. Some weep or speak in a strained manner.

In this phase the person needs care and physical contact. He/she is not receptive to advice or information. He/she should not be left alone. A person may be in shock without any physical indication. Other should therefore, based on the crisis situation, expect that the person involved can be in a state of shock and act accordingly: Take care of the person, keep physical contact, and listen (keep quiet).

• The **Reaction phase** occurs when the victim can no longer keep reality from himself/herself and can no longer deny what happened. He/she begins to understand the meaning of what has occurred and grief and despair become overwhelming. It doesn’t seem possible to get through the situation and he/she is afraid of "going crazy". They dwell on problems and questions such as: *"Why would this happen?"* This is a way for him/her to deal with that which is difficult. Elements of anxiety, depression and insomnia occur. During this phase the person is also not receptive to information – he/she needs to express himself/herself!

• The **Processing phase** means that the critical part of the crisis is over. One begins to feel that they are able to overcome the difficulties .When severe acute crisis occurs, the processing phase begins after 4-6 weeks. During this phase the victim now accepts what happened. During the processing phase the person is receptive to information and facts about what occurred. This phase may last from 6 months to a year.

• The **Reorientation phase**. In the reorientation phase, the person has made considerable progress in dealing with crisis and can start to see some hope for the future.

**THE GRIEF BOX**

There should be a grief box in the principal’s office.  
In this box you can keep things that might help at a difficult time.

These items found in the box may be used to create a calm and quiet area. Some of us might need just to sit down in order to process what happened, the area also might need to be shared with others.  
The grieving can include: Candlesticks, candles, matches, a white cloth, tissues, music (CDs) and photo frames.  
Once you have used the grief box, it is important to restock the  
contents.

**CONTACT WITH THE MEDIA**

Only the person designated by the crisis group should have contact with the media. If you are still contacted by the media, you should respectfully decline and refer them to the person designated to speak to the media.  
  
**ALWAYS** –when in contact with the media  
• Take your time.  
• Think carefully before you answer.  
• Stay within your own field.  
• If you don’t know the answer or can’t respond to the question, respond by saying so.

• Stick to the facts.  
• Assume that everything is "on the record.”  
• Be firm, fair and honest.  
  
**NEVER** –when in contact with the media  
• Lie, guess, or have your own theories.  
• Become upset or angry.  
• Allow the situation or the reporter to rush you.  
• Use unnecessary lingo / jargon.  
• Discuss classified information.  
• Use the expression "no comment."  
• Talk about things that are outside your professional field.  
  
In all crisis situations, the affected staff should meet to assess the situation and create plan of action.

In the case of a serious crisis, it might be necessary to meet during the evening or weekend before to prepare the next day's reception of the children.  
  
At the start of employment all staff members must to fill out emergency contact information forms that will be kept in the crisis management binder.

**Who is designed to talk to the media?**

**Adriana Marx Norén - Principal**

**Olga Chavez - Coordinator**

**IF AN ACCIDENT OCCURS**  
  
• Try to remain calm

• Act objectively

• Give first aid  
• Make sure an adult is near and stays with the affected individual(s)  
• The principal should be notified immediately   
• All adults who are on hand are to help according to their abilities. Those who are not immediately involved must leave the area

• Only the principal handles contact with the media

**When the situation is more under control**  
  
• A member of the internal crisis group or any member of the regular staff who knows the children well, gathers the children who witnessed or heard about the incident to talk to them about it.  
  
• The principal or a member of the internal crisis group provides information about the incident to all staff members. Inform staff members that they will receive information continuously, as soon as you know anything more.  
  
• Any group that is affected by the incident (children and staff) should be especially supported by the internal crisis group or municipality's resource team.  
  
• The internal crisis group will gather for future planning. The group should have regular contact with staff for support, information and more. It is important that the crisis team is also available during the evening.  
  
• It is important to consult with the staff before the end of the day, to summarize and to plan further.  
  
• If something happens at night or over the weekend, the principal should be contacted. The principal will then contact the internal crisis group. In major disasters, the municipal crisis team will be contacted and become involved.

**KEY QUESTIONS TO ASK YOURSELF IN A CRISIS SITUATION**  
  
• What happened?  
Locate / define the incident  
  
• How will this affect us?  
What kind of relationship do we have to the incident?  
  
• Do we need external help?  
Contact with the resource team, spiritual leader (i.e. priest or imam)?  
  
• Who must be informed / not be informed?  
The principal and crisis leadership group is responsible for making decisions about what the information will contain and how this will be given.  
  
• Who is responsible for what?  
The pre-school crisis team is responsible for creating a division of responsibilities.

The division of responsibilities are written down and placed in the yellow emergency binder  
  
• Who will be responsible to respond to the media?  
***No one speaks or answers any questions to the media.***

Refer media to the principal and / or school director  
  
• How will we monitor / evaluate /conclude?   
What functioned well? What future actions does the pre-school need to take?

Update the Emergency Plans

**FIRE SAFETY PLAN – MASKINVÄGEN 2014-2015**

**Building**

* Futura International Pre-school Maskinvägen has one main entrance at Maskinvägen 1.
* There are a total of 5 departments: 2 located in the upstairs section and 3 located downstairs.
* When upstairs in the building, there are a total of 2 exits:
  + Through the gym and downstairs to the main entrance.
  + Through the Cockatoos rest room, out the window and down the emergency staircase.
* When downstairs in the building, there are a total of 2 exits:
  + Through the lunch room emergency exit into the backyard.
  + Through the coat room, upstairs out the main entrance.
* If we are downstairs and there is a fire in the lunch room or kitchen and we are not able to exit through the downstairs exits, we will go into the downstairs classrooms, shut the doors and exit through a window into the backyard or frontyard.
* If we are unable to reach any exit due to fire or excessive smoke, we will stay in our classroom, shut the door and call the principal or pre-school coordinator for help.
* There are a total of 4 fire extinguishers in the building that are checked every January by D.B.T. The staff is aware of where the fire extinguishers are located and how to use them. There is also a fire blanket in the kitchen.

**Delegation of Responsibilities**

The principal is in charge of the following:

* Making sure there is are two fire drills per year. The first fire drill is pre-announced, the staff are aware that it will occur. The second fire drill is not pre-announced, only the principal knows when it will occur.
* Making sure evaluation forms are filled out after the fire drill.
* Assigning someone to the position of Head of Fire Safety. The Head of Fire Safety helps with the fire drill and in the case an actual of fire.
* Reminding the staff at the beginning of each term about the fire evacuation plan, along with informing all new staff.
* Posting the evacuation map and instructions in various locations around the school.

Other responsibilities:

* The person who opens the school is in charge of making sure the emergency exits are not blocked.
* The staff is in charge of making sure the children leave the building and line up in their designated area. They are also in charge of making sure they have an attendance list.
* The staff member who leaves the room last from each department is in charge of making sure all the windows and doors are closed.

**FIRE SAFETY PLAN – MASKINVÄGEN 2011/2012**

**Important**

* All staff must know and be able to follow the evacuation plan
* Every department must have a list which is filled in every day of who is present
* All staff must know where all fire extinguishers and exits are located in the school

**When you hear an alarm**

* Everyone walks calmly to the nearest exit. If the nearest exit is filled with smoke, use an alternative exit.
* The head of the Department is responsible for making sure that all children leave the room and that the attendance list is also taken.
* Whoever leaves the department last has the responsibility of making sure that no child or adult is still in the building, for example, in the bathroom. This person is also responsible for making sure that the doors and windows are shut.

All departments, once they have left the building, should gather at the big rock in the front yard. Each group has their specific assigned area where they should gather.

Teachers should begin taking attendance immediately and report as soon as possible to the principal that everyone is accounted for or if anyone (child or adult) is missing.

After the principal talks to the fire fighters/police, the principal will report to the staff what should be done.

**Leadership Responsibilities**

Adriana Marx Norén/ Olga Chavez / Adelina

* Bring the Emergency Binder and a flashlight.
* Call 112 and have contact with the police/firemen.

Olga Chavez /Adelina / Ritu Singla

* Take an IPAD with list of the departments

When someone is gone:

Absent Substitute

Adriana Olga Chavez

(Head of Fire Safety)

**FIRE OR OTHER EVACUATION**

1. Evacuate all the children as per the evacuation procedure found in the department binder

Each group should take:  
- Their Children  
- The fire box inside in the hall. It contains:

. blankets

. children´s emergency list

. Division of responsibilities

The principal or pre-school coordinator will take:

* The Ipad with Nuddis – Childrens attendance

1. Gather at the meeting point (the big rock in the front yard). The head of fire safety verifies that all children and adults are present at the meeting point. The principal is the emergency contact as rescue services arrive, and is responsible to delegate tasks:  
   • one person is appointed to call parents  
   • one person is appointed to document what happens (assuming there are sufficient staff left with the children)

• The remaining staff members remain with and care for the children

1. If the principal is not present, he/she will be contacted by the coordinator or head of fire safety.  
     
   Whoever discovers the fire is responsible for alerting emergency services -112. Do not hang up, please wait for their reply.  
   • Give your name.  
   • Give the address Maskinvägen 1, 183 53 Täby.  
   • Describe what has happened.

**MEETING POINT AFTER EVACUATION**

MEETING POINT: BIG ROCK!!



When at the meeting point, line up by the fence as follows, from left to right, facing Maskinvägen (the street).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DUCKLINGS | KIWIS | PENGUINS | COCKATOOS | FLAMINGOES/PEACOCKS |

**FIRST AID**

If a child becomes sick/ill during the day, always contact the parents or other emergency contacts (if parents are not available).  
  
A First aid kit should be in the class backpack and on the wall in the hallway outside the Cockatoos/Flamingoes/Peacocks, in the Office, in the hallway outside the Ducklings/Penguins, in the Kitchen and in the downstairs coatroom. Extra first aid supplies are in the locked cupboard by the upstairs bathroom.  
  
INSTRUCTIONS 

A. In case of illness  
When an adult determines that the child should go home, we contact the parents.  
  
B. In case of unconsciousness  
1. Ensure that breathing passages are not obstructed, place in recovery position.  
2. Call emergency services and notify parents.  
  
C. In other accidents, bleeding, broken bones or similar circumstances.  
1. Never give the child something to eat or drink.  
2. Notify parents.  
3. A Parent or other adult guardian follows the patient to the clinic in mild cases, in other cases to the hospital.  
  
D. Seizures  
1. Make sure the child is comfortable and in a safe area, and that the child has space.   
2. Remove other children from the area.

3. Notify parents.  
4. If seizures do not end after more than 5 minutes, call immediately for an ambulance. An adult must follow the child in the ambulance!  
  
E. Damage to teeth

1. Rinse mouth to assess.  
2. If a tooth has fallen out and cannot be found, check under the tongue.

3. Once found put it in milk.  
4. Notify parents. Parents can accompany the child to an on-call dentist if necessary.

**IF A CHILD IS SLIGHTLY INJURED**

The immediate staff member takes care of the injured child and is responsible for bandaging. The staff member stays near by the child (hold on to the child, have the child on to your lap) and provides the care and support the child needs.  
  
The remaining staff will take care of other children in the group.  
  
Inform parents of the injury as they arrive.

If the person who took care of the injury has gone for the day, he/she should have contacted the parents by phone before he/she has gone home.

Write a note about the accident and put it on the child´s shelf and give an oral report to the remaining staff members or closing staff member before you go home. The closing staff member can then relay the report to the parents.

Depending on the severity of the injury write a report and give it to the principal

The telephone number to parents and relatives are in the in each department binder under the emergency contact section, as well as in the principal’s office.

\*If the child needs to see a doctor you should call the parents to pick the child up and take them to see a doctor.

**IF A CHILD IS SEVERLY INJURED**

The immediate staff member takes care of the injured child and is responsible for bandaging. The staff member stays near by the child (hold on to the child, have the child on to your lap) and provides the care and support the child needs.

A second staff member is responsible for alerting emergency sevices 112

Do not place hang up, please wait for their reply.  
• Give your name.  
• Give the address Maskinvägen 1, 183 53 Täby.

• Describe what has happened.

The remaining staff members take other children to another room or area of the school.

**Never drive the children in your own car!**

A staff member accompanies the ambulance to the hospital.

Notify the parents and have them meet you at either at the school or the hospital.

The telephone numbers to parents and relatives are in the emergency contact binder in the principal’s office.

If necessary, the principal should inform other parents the day after the incident either by phone, e-mail, or at the pre-school.

**IF A CHILD IS DECEASED**

The internal crisis group will contact the family to understand how to proceed. It is important to act on the family’s wishes.

The crisis group (Adriana Marx Norén ,Marie Burman & Pete Berström)will meet and assess the situation:  
- Who should be informed?  
- How will the information be conveyed?  
- What kind of information may be disclosed now?  
- What information may be released later?  
- Who should have contact with the home and how?  
  
Arrange a memorial time at the pre-school

Prepare a grief box that could contain a white cloth, candlesticks, candles, matches, music and literature.  
  
Post Processing:  
Internal crisis group is responsible for on-going support and contact with the family.

**IF A CLOSE RELATIVE TO A CHILD IS SERIOUSLY INJURED OR DIES**

• Tell and demonstrate to the child and to the family that you know they are having a difficult time.  
• Tell the parents that you will support them and ask whether we at the pre-school can assist with anything.  
• The principal will contact the municipality's resource team, they can offer professional crisis consultation and support.  
• The principal decides who from the internal crisis group will take - and have contact with the relatives.

* Cooperate with the family to decide the nature of *how* the contact between pre-school and home should be.*Who*at pre-school is to be informed and what are they to be informed about.

Post Processing:  
The Crisis Group is responsible for on-going support and contact with relatives

**IF A STAFF MEMBER IS SERIOUSLY INJURED OR DIES**

• The principal is to be contacted.  If necessary, the internal crisis group will also be contacted. Together they will decide how the situation should be handled.  
• Any information regarding relatives is to be found in the emergency binder  
• The principal assesses and consults with someone in the internal crisis group as to who will be responsible for having contact with the relatives.

* Decide together with the relatives the nature of *how* the contact between pre-school and home should be.*Who*at pre-school is to be informed and *what* will the information contain.

Post Processing:  
Internal crisis group is responsible for on-going support and contact with relatives

**IF A CHILD DISAPPEARS OR RUNS AWAY**

• Gather all children in order not to create panic, verify that a child is missing with the attendance system NUDDIS. One member of staff stays with the gathered children, while the others search the area.  
• Call out the missing child’s name loudly and check carefully in the immediate area. Look primarily at "dangerous places" such as near roads, water and up in trees.  
• Spread out the rest of the adults to search effectively, re-group after scanning the immediate area.  Expand the search area.  
• Try to remain calm.  
• If the child is not found within 5 minutes call 112.  
• Call the parents of the missing child and inform them what has happened.  
• If you are in the woods organise your return to the pre-school with the remaining children - **one person should stay in the area**.

• As the police arrive, follow their instructions.

• The internal crisis group discusses the situation and what information to give the children.  
• If the child has not been found or is found deceased, it is the responsibility of the principal to contact the crisis team and provide assistance for all those involved (staff, children, and parents).

**IF SOMETHING HAPPENS WHEN YOU ARE WORKING ALONE**

**Stay calm and consistent: where can I get help quickly?**

(Are there any parents present? Are there any staff members who live nearby? Call them!)  
  
If possible, get the emergency contact information (**NEVER leave the child/children alone**).  
  
For more serious accidents call 112!

Call the parents and the principal.

Follow an injured child in the ambulance if possible.

If you are taking care of several children on your own, leave the responsibility of the injured child to the ambulance staff.

**CHILDREN NOT BEING PICKED UP AT THE END OF THE DAY**

If a child has not been picked up as the preschool closes for the day:

Call parents/relatives. If you do not get an answer, wait and try again.

After 1 hour please contact in this order:

* The Principal, Coordinator or school director
* Social services of Täby Municipality (Roslagspolisen – 114 14 – will put you in contact with Social Services if it is deemed necessary.)

Phone numbers for parents / relatives are in the yellow emergency binder, which is organized alphabetically by first name.

**You may never decide on your own to take the child with you away from the preschool!**