

Atlantis Beach Baptist College

Emergency and Critical Incidents Management Plan

(Includes Emergency Evacuation and Lock Down Procedures)

Title of Policy/Procedure	Emergency and Critical Incidents Management Plan
Endorsed by	Principal
Review date	October 2019
Next review date	October 2020
To whom issued	College staff and community

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1.1 What is an Emergency or Critical Incident?

An emergency is defined as an event, actual or imminent, which:

- occurs on or off-site;
- endangers or threatens to endanger life, property or the environment; and
- requires a significant and coordinated response.

Examples of emergencies are fire, bomb threat, hazardous materials spillage, prolonged loss of a utility (e.g. water or power), cyclone and floods.

A critical incident is defined as an incident in which there is a high likelihood of traumatic effects. A critical incident evokes strong emotional reactions, which have the potential to interfere with the ability of the individual, group or system to function either at the time or later.

Examples of critical incidents are an on-site accident causing death or serious injury, student or staff suicide, major vandalism, sexual assault at school, students lost or injured on an excursion or intruders on a school site who cause harm to people or damage to property.

Non-government schools are to notify DES of any critical and emergency school incidents.

A Critical and Emergency Incident is defined as follows:

- Death, or life-threatening injury, of a student or staff member at school, or following an incident that occurred at the school, or through a related school-based activity or circumstance;
- Circumstances that pose a critical risk to the health or safety of one or more students or staff;
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, committed against a student by a staff member or student, or another person on the school premises or during school-related activities, whether the abuse is alleged to have occurred recently or in the past;
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for a breach of the Staff Code of Conduct suspected to be grooming behaviour;
- Any incident requiring school closure, lockdown, or a reduction in the number of students or staff attending.

A circumstance posing a “critical risk” for the purposes of this definition is one which would, if action had not been taken or the risk otherwise averted, have resulted in death, life-threatening illness or life-threatening injury to one or more students and/or staff.

A Critical and Emergency Incident Report pdf can be found at:

[http://www.des.wa.gov.au/schooleducation/nongovernmentschools/info-
ngs/critical_incidents/Documents/Critical%20and%20Emergency%20Incident%20Notification%20Form.pdf#search=critical%20incident](http://www.des.wa.gov.au/schooleducation/nongovernmentschools/info-
ngs/critical_incidents/Documents/Critical%20and%20Emergency%20Incident%20Notification%20Form.pdf#search=critical%20incident)

The document is divided into sections for ease of use. The earlier sections relate to **Prevention and Preparedness for an Emergency or Critical Incident**. A later section relates to **Response and Recovery from an Emergency or Critical Incident**.

Atlantis Beach Baptist College is concerned to reduce the traumatic effects of crisis situations both in the short and longer terms. Atlantis Beach Baptist College shall ensure that adequate and appropriate measures are in place to manage the response to traumatic events, including:

1. The establishment of a comprehensive and integrated Crisis Management Plan and ensure that this is communicated to the College staff and is made available to parents on demand.
2. The assurance that there are appropriate organisational systems to allow prompt and effective response to a crisis situation.
3. The establishment and maintenance of liaison with appropriate community organizations (e.g. fire, police, hospital, SES, counselling services, churches) that may be involved in a response to a crisis situation.
4. Adequate in-servicing for staff, particularly those in leadership roles.
5. Ensuring that all students, staff and families have appropriate support and counselling made available to them, should a crisis event occur in the context of College activities or where such an event has significant impact upon the College community.
6. The establishment of a Crisis Management Team.
7. The Crisis Management Plan addresses the four primary aspects of: Prevention, Preparation, Response and Recovery.
8. Appropriate evaluation of response to any accidents, regular review and maintenance of the Crisis Management Plan (annually), induction of new staff to procedures, and an ongoing commitment to remaining cognisant of current research and development in this area.

2.1 Risk Assessment, Prevention and Preparedness

PREPARATION

Atlantis Beach Baptist College has prepared for crisis by:

1. Preparing a Crisis Management Plan including clearly delineated roles and procedures.
2. Maintaining an updated record of contacts pertinent to various crisis situations.
3. Actively using prevention methods to reduce any incidence of crisis including College Behaviour Management System, Health and Safety Procedures, Child Protection Policy, etc.
4. Regular drills to practice our responses to emergencies.

PREVENTION

In the interests of prevention of crisis at Atlantis Beach Baptist College, all staff share a commitment to present excellence in both the educational and pastoral care aspects of College life.

Staffs actively demonstrate their concern for students in their academic performance through excellence in teaching, tutoring and classroom mentoring, and also in the personal / social aspects of student life through the care and concern of Office and Administration staff, Counselling and support services, as well as from general teaching staff.

Staff commits themselves to regularly pray for their students.

Staff monitor student activities around the College actively and set clear boundaries for students to work and play within. The College Behaviour Management Policy and Charter of Good Will outlines expected behaviour from all students.

Staff never allows students to participate in activities which may endanger their well-being – physical, emotional, spiritual.

Staff actively supervise all classes and adhere to health and safety guidelines and rules.

Accidents are recorded in the 'Accidents Book' as soon as practical after the incident.

Any student or staff with a health emergency is taken immediately to Health Campus Emergency Department, or if the activity is off site, to the nearest emergency Centre using appropriate means of transport (staff car for minor injuries, ambulance for more serious health concerns.)

Risk Assessment, Preventing/Mitigating Risk of Emergencies and Critical Incidents

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Undertake risk assessment and develop risk management plan	Annually in February	This document	Principal or site manager	Ongoing
Appoint occupational health and safety coordinator	February	This document	Principal or site manager	Annual

Preparing for Emergencies and Critical Incidents

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Ensure staff members understand those policies and procedures that impact on student and staff safety, health and wellbeing.	Term 1 Or on arrival for new staff	This document	Principal	Beginning of the Year and regularly reviewed.
Ensure staff are aware of standard response to those natural disasters and emergencies that are identified in the school risk management plan	Term 1	This document	Principal	Term 4
Discuss plans with support agencies <ul style="list-style-type: none"> Fire Brigade Local government Local Emergency Management Committee 	Term 1		Principal	Term 1 Term 3 (Fire)
Provide a copy of the school Emergency and Critical Incident Management Plan to the Chairman of the Board	Term 1		Principal	
Update student health care authorisations and emergency health management plans	February	SEQTA	Office Manager	Mid-February

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Identify staff with Senior First Aid certificates	February		College Office Manager	February
Ensure the Evacuation procedures and school site plan are publicly accessible and communicated to staff	February		Principal	February
Set up school evacuation kit	October		Principal	Term 4
Evacuation and Lockdown drills	February May August October		Principal	Term1 (Feb) Lockdown Term 1 (Feb) Evacuation Term 3 (June) Lockdown Term 3 (June) Evacuation
Review and update staff and student contact details.	As changes occur	SEQTA – Staff details SEQTA - students	College Office Manager	As changes occur
Review emergency contact numbers	February	SEQTA	College Office Manager	February
Induct new staff during the year	As required	SEQTA	Principal	As required

Section Three: Emergency and Critical Incident Response:

3.1 Overview: Emergency and Critical Incident Response Plan

Undertaken in order: (Any change to the order of the plan is undertaken by the Principal only)

1. Facilitator notified of critical incident.
2. Immediate Response Team meeting.
3. Whole Staff Meeting to disseminate information and discuss protocol.
4. Dissemination of information to students.
5. Counselling.
6. Immediate Response Team meeting follow up (that day to evaluate and determine direction for the short and long term needs).
7. One week follow up meeting.
8. One month follow up meeting.

3.2 Emergency and Critical Incident Response – AEIOU

A	Assess situation, call emergency services, assist those in danger
E	Evacuate students, staff and visitors, if appropriate
I	Inform Department for Education Services
O	Organise resources, advise parents
U	Undertake recovery operations and return site to normal

The Incident Controller will determine the level of response and specific actions taken by considering;

- the potential and likely impact of the emergency or critical incident on the school community (including students, parents, other schools and community members);
- the timing of the incident (time of day, whether it occurs during a weekend or in the school holidays and upcoming events (e.g. Open Day)
- the extent to which the incident is site-specific or community-oriented;
- the location of the emergency or critical incident;
- weather conditions;
- the cumulative effect of other emergencies or critical incidents which have affected the site in the recent past;
- the age and capabilities of the student population;
- the social, cultural, lingual, economical, geographical and other community factors; and
- the management role that other agencies play under legislature or policy.

A

ASSESS THE SITUATION, CALL EMERGENCY SERVICES AND ASSIST THOSE IN DANGER

ACTIONS	COORDINATED BY
<input type="checkbox"/> Verify information.	As directed by the Principal
<input type="checkbox"/> Take appropriate safety precautions (e.g. turn off gas, water and/or electricity).	As directed by the Principal
<input type="checkbox"/> Administer First Aid where appropriate.	As directed by the Principal
<input type="checkbox"/> Contact emergency services as appropriate: Ambulance, WA Police, Fire Brigade, gas provider, water provider, electricity provider. Phone numbers for each of these are on the <i>Admin office notice board</i> .	As directed by the Principal
<input type="checkbox"/> Ensure the incident site remains secure and undisturbed where WA Police or FESA are likely to be involved.	As directed by the Principal
<input type="checkbox"/> Remove people from the scene to an appropriate assembly area or classroom.	As directed by the Principal
<input type="checkbox"/> Account for everyone in the vicinity.	As directed by the Principal
<input type="checkbox"/> Activate an incident management team to plan further actions and enact the response plan. Allocate specific responsibilities.	As directed by the Principal
<input type="checkbox"/> Record details of event, including the source/s of information. Make notes as information is received. (See the Emergency and Critical Incident Diary in the Appendix).	As directed by the Principal
<input type="checkbox"/> Gain family/WA Police authority to release information.	As directed by the Principal

E

EVACUATE (ON-SITE OR OFF-SITE) OR LOCKDOWN

ACTIONS	COORDINATED BY
<input type="checkbox"/> Consider the need to evacuate either on-site or off the school site.	As directed by the Principal
<input type="checkbox"/> Liaise with school staff, other agencies in considering lockdown.	As directed by the Principal
<input type="checkbox"/> Communicate the evacuation or lockdown using predetermined activation signals.	As directed by the Principal
<input type="checkbox"/> Take the evacuation kit to the designated assembly area/administration area.	Office Manager
<input type="checkbox"/> See checklist of specific lockdown actions.	As directed by the Principal

INFORM the Board


ACTIONS	COORDINATED BY
<input type="checkbox"/> Contact Chairman of the Board (and DES if necessary)	As directed by the Principal
<input type="checkbox"/> Instruct staff to direct media enquiries to the Principal and Chairman of the Board.	As directed by the Principal
<input type="checkbox"/> Contact the Non-government School Psych Service	As directed by the Principal



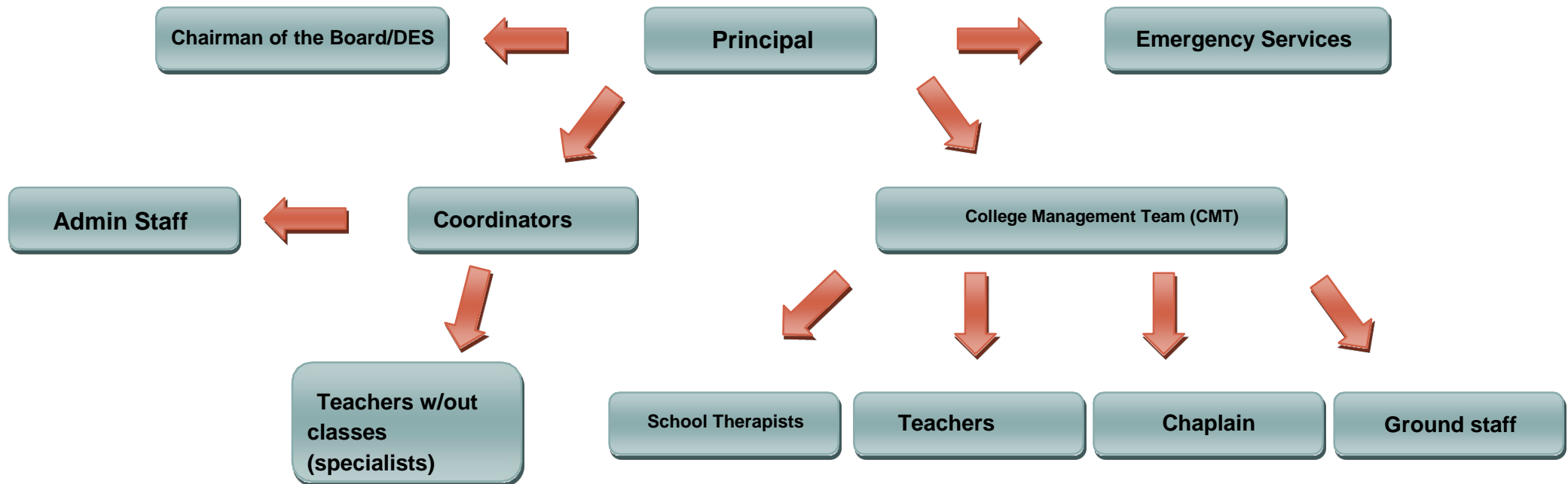
ORGANISE TO SUPPORT THOSE AFFECTED (as determined by the assessment of the situation)

ACTIONS	COORDINATED BY
<input type="checkbox"/> Offer immediate comfort and support to those most affected.	As directed by the Principal
<input type="checkbox"/> Make direct contact with affected staff or families. (In the case of a death, WA Police contact the family.)	As directed by the Principal
<input type="checkbox"/> Prepare a statement for informing students and determine method of delivery.	As directed by the Principal
<input type="checkbox"/> Brief all staff of known facts (see Appendix). Ensure everyone knows how to respond to media (i.e. direct all enquiries to the on-site incident manager) and understands support strategy for students and staff.	As directed by the Principal
<input type="checkbox"/> Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends.	As directed by the Principal
<input type="checkbox"/> Set up a recovery room.	As directed by the Principal
<input type="checkbox"/> Send the inconsolable to the recovery area and/or school psychologist, nurse, chaplain). Make arrangements for students/siblings/parents to be re-united.	As directed by the Principal
<input type="checkbox"/> Prepare a written statement related to incoming enquiries and for students to take home to their parents. Liaise with Chairman of the Board and other agencies before releasing information.	As directed by the Principal
<input type="checkbox"/> Consider staff and students absent or off-site today, relief staff, ex-students and ex-staff that need to be informed.	As directed by the Principal
<input type="checkbox"/> Identify and notify others who need early advice (e.g. P&F, key community agencies, other schools affected, other districts).	As directed by the Principal

Undertake Recovery Operations at the End of the Day

<div>  UNDERTAKE RECOVERY OPERATIONS AT THE END OF THE DAY </div>		
ACTIONS		COORDINATED BY
<input type="checkbox"/>	Debrief all staff as necessary. Review with the Emergency Management team and plan for the next day.	As directed by the Principal
<input type="checkbox"/>	Organise necessary relief/additional staff to meet teaching, support, administration and front office needs.	Office Manager
<input type="checkbox"/>	Ensure support for the leaders of the school response and those who have been supporting others.	As directed by the Principal
<input type="checkbox"/>	Liaise with local agencies for possible after hours/weekend support.	As directed by the Principal

3.2 Critical Incident Communication Chain



3.3 Roles and Responsibilities

PRINCIPAL (Facilitator)

- Appoint on-site coordinator.
- Consider media liaison. Instruct office staff.
- Contact appropriate Board personnel.
- Arrange Response Team Meeting.
- Obtain facts from family; prepare and present statement to whole staff.
- Determine family's wishes re. Funeral, memorial service, etc.
- Send a letter of condolence/card/flowers/notice.
- Give personal file to family.

ON SITE COORDINATOR (Coordinators)

- Evacuate area if necessary.
- Liaise with services e.g. police.
- Arrange for accident site to be cleaned up if necessary.
- Keep Principal informed of developments.

SCHOOL PSYCHOLOGIST

- Address whole staff meeting informing staff of referral procedure for student counselling.
- Explain likely effects and provide photocopies of relevant information.
- Conduct one-week and one-month follow up for students and staff.
- Be available for ongoing counselling.
- Confirm responsibilities of members.
- Determine student population to be informed.
- Prepare time frame for dissemination of information.
- Determine referral procedure for counselling of students.
- Prepare formal statement for Teachers to read to class.
- Liaise with family.
- Have families of distressed students contacted.

CHAPLAIN

- Assume the role of counselling coordinator in absence of school psychologist.
- Be available for onsite counselling.
- Take note of others at risk.

LIAISON OFFICER (COORDINATORS)

- Organise whole Staff Meeting. Mark roll at Staff Meeting.
- Arrange duties during staff meeting with registrar.
- Arrange photocopies of prepared statement for Teachers (as prepared by Response Team).
- Arrange for relief for counselling team members.
- Liaise with the schools of siblings.
- Have deceased name removed from registers, rolls, marks books, computer with registrar.
- Clearance procedure, including accounts.
- Call a Staff Meeting at end of the day.

ALL STAFF

- Take note of other students possibly at risk. Inform Chaplain.
- Be sensitive to curriculum content / test questions.
- Be available for student support.
- Empty deceased's belongings from cupboards, boxes, collect bag or belongings.
- Collect brief statement and personal items from other teachers and compile a file of positive information (to Principal).
- Organise one-week and one-month follow up with Psychologist for student support.

POLICE

- Inform the next of kin in the event of death.

CRISIS MANAGEMENT RESPONSE TEAM

The Crisis Management Response Team will review procedures annually and ensure that staff are aware of protocol. Members of the team will hold significant roles in the Crisis Plan. The Team is made up of:

- Principals
- CMT
- School Psychologist
- Chaplain

And at times may draw in church counsellors, psychologists, etc.

PRINCIPAL / FACILITATOR

- Obtain the facts from the family (and police if appropriate).
- Consider media liaison if appropriate and instruct office staff regarding all inquiries. Deal up-front with reporters; do not try to block them. Set ground rules for media interaction in terms of who can (and cannot) be spoken to, when and how the school can be contacted, whether the school grounds can be entered, and reading over of news items before they are released to the public.
- Contact College Board personnel.
- Determine the time and venue for Response Team meetings and inform all Response Team members.
- Present relevant information to the Response Team and role statements to individual team members.
- Organise a whole school staff meeting to verbally present relevant information to all staff. Advise staff of media procedure.
- Determine family's wishes in relation to funeral arrangements and confirm with family the school's intention.
- Arrange card/flowers/notice for paper, whichever if felt to be most appropriate.
- Give personal file to the family of the deceased (this could be done by the Class Teacher if felt to be more appropriate).

ON SITE COORDINATOR / COORDINATOR

1. Ascertain the needs as to most appropriate way to vacate area.
2. With Psychologist(s) set up crisis counselling (which is different to ongoing counselling).
3. Once area evacuated organise for areas to be cleaned up and returned to pre-accident condition.
4. Liaise with Principal with regard to securing the areas if necessary.
5. Those in the 'front line' need support when they are back from the 'front line'.

LIAISON OFFICER / COORDINATOR

1. Attend response Team meetings.
2. Liaise with Principal to organise whole staff meeting.
3. Arrange for photocopies of prepared statement for Teachers to be distributed to all staff members.
4. Ensure that yard duties are covered by appropriate Response Team members during the whole staff meeting.
5. Organise for counselling team members as required.
6. Liaise with schools attended by siblings.
7. Remove the name of the deceased from rolls and records. (Subject rolls, attendance registers, marks books, computer). Carry out clearance procedures. Notify Bursar.

SCHOOL PSYCHOLOGIST

1. During whole staff meeting, inform teachers of referral procedure and the availability of counselling team members (as determined by Response Team meeting).
2. Give indications as to the likely effects of a critical incident at the school level. Photocopies of relevant information for teachers is to be made available.
3. Meet with staff members involved and record witness reports.
4. Be available for counselling as required. Hands-on counsellors should not be in the 'front line'.
5. Keep Principal and Deputies informed regarding progress of counselling including the identification of students at risk.
6. Attend Immediate Response Team meeting and Follow Up meeting.
7. Conduct a one-week follow up and a further one-month follow up to determine if any staff member or student has a need for more in-depth counselling. Liaise with other Response Team members.
8. Establish and maintain confidential records.

RESPONSE TEAM MEETING PROCEDURE

1. Confirm the responsibilities of each team member. Role statements from Crisis Management Plan document distributed to each member by Facilitator.
2. Prepare a formal statement for Teachers to read to class. If any Teacher is uncomfortable reading this statement to the class, organise another person (Admin staff) to undertake this job.
3. Prepare a time frame for dissemination of information as per Critical Response Plan. Determine what help is needed and who will do 'what' and 'when'.
4. Determine student population to be informed.
5. Determine the referral procedure for counselling students.
 - a. Venue where students will be counselled.
 - b. Timetable of available counsellors.
 - c. Protocol for students unable to remain in class.

Section Four: Important Contact Numbers

4.1 : Emergency Services Contact Numbers

Group		Phone Number
WA Police	Life-threatening or time critical emergency	000
	Non-life threatening incident requiring Police response	131 444
	Local Police Station	Yanchep: 08) 9562 9300
Ambulance		000
Fire and Emergency Services Authority		000
State Emergency Service		132 500
Hospital(s)		Joondalup Health Campus: (08) 9400 9400
Poisons Information Centre		131 126
Gas (regional schools need to check for local number)		131 352
Electricity (regional schools need to check for local number)		131 351
Water Corporation (regional schools need to check for local number)		131 375
Health Direct		1800 022 222
Local Government		9405 5000
Pollution Watch		1300 784 780
Atlantis Beach Baptist Church		TBA
Lake Joondalup Baptist Church		(08) 9400 2310
AISWA School Psychology Service		<ol style="list-style-type: none"> 1. Katy Dias (08) 94411677 or 0429 516 736 2. Sue Mulholland (08) 94411632

4.2 Emergency Contact Numbers for School Personnel

[illegible]

Section Five: Evacuation and Lockdown Procedures

5.1 School Evacuation Kit

The school evacuation kit comprises:

- duties of evacuation personnel;
- megaphone;
- whistle;
- copy of the school *Emergency and Critical Incident Management Plan*;
- copies of student health care plans;
- copy of the student class lists;
- copy of student home and emergency telephone numbers;
- pens/pencils;
- pads of paper;
- first aid kit; student health care medication (e.g. Epipen);

5.2: On-site Evacuation Procedure

DUTIES FOR EVACUATION PERSONNEL	
ROLE	DUTY
Principal or site manager (incident controller)	<p>Assess situation.</p> <p>Raise alarm throughout school and complete final sweep of buildings.</p> <p>Proceed to designated assembly area.</p> <p>Check for damage, gas leaks, power failure and any other hazard.</p> <p>Monitor situation and ensure that no-one returns to any building unless authorised to do so after consultation with emergency services.</p> <p>Advise Chairman of the Board.</p>
Secondary Coordinator	Checkpoint officer - proceed directly to designated assembly area.
College Office Manager	<p>Complete sweep of administration block, lock administration block.</p> <p>Assist principal or site manager with sweep of school.</p> <p>Call 000, upon instructions from on-site incident controller.</p> <p>Notify administration upon instruction from on-site incident controller.</p> <p>Notify preschool.</p> <p>Collect the evacuation kit.</p> <p>Proceed to designated assembly area.</p> <p>Advise checkpoint officer which staff members are absent and their replacement, if applicable, and any visitors on site.</p> <p>Maintain Emergency and Critical Incident Diary (see Appendix).</p> <p>Sound stand down signal when instructed.</p>
First aid officers and Admin staff	<p>Collect a first aid kit and escort any sick students.</p> <p>Proceed to designated assembly area.</p> <p>Report to checkpoint officer.</p>
Teachers	<p>Collect class list then escort students, volunteers and any other persons in their charge to the designated assembly area.</p> <p>Sit class down next to other syndicate class</p> <p>Check class list.</p> <p>Teachers to report any missing students from classes.</p>
Non-teaching staff	<p>Assist teachers to assemble students as quickly as possible.</p> <p>Check buildings and toilets are empty and proceed to the designated assembly area.</p>
All Staff	<p>Stay with any persons in your charge.</p> <p>Students must be escorted to their class teacher.</p>
Canteen	<p>Turn off any cooking apparatus and proceed to designated assembly area.</p> <p>Report to checkpoint officer.</p>
Visitors	All visitors must report to the administration officer, near the checkpoint officer, so they can be marked as present in Visitors' Book.

Teachers and other staff who are replacing absent staff should ensure they familiarise themselves with the emergency evacuation procedures which can be located in teachers' folders and the staffroom notice board.

Should an evacuation be necessary during a lunch period or outdoor activity, teachers on duty are to escort children directly to the designated assembly area.

5.3 Important Locations

AREAS	LOCATION	NOTES
Emergency Assembly area and Control Post	College Oval	
Emergency Assembly area and Control Post (Alternative)	College Library	
Evacuation Kit	Sick bay	
First Aid kit	Sick bay	
Access keys (Note: this could create a security risk depending on how widely this document is distributed)	With All Staff and College Office	
Power board	TBC	
Water mains – shutoff	TBC	
Gas main – shutoff	TBC	
Chemical Storage	Science Prep Area	
List of people on site	Front office	

Atlantis Beach Baptist College

WHOLE OF SCHOOL LOCK DOWN PROTOCOL

In the event of an emergency situation where the lives of students and staff are potentially in danger a “lock down” of the College may be needed e.g. armed person on site.

In this event:

The Principal will make the decision for a lock down (in his/her absence a CMT will make this decision).

Police are immediately contacted with information **(000) or Yanchep Police Station**

e.g. *“Police emergency*

Atlantis Beach Baptist College Primary School

Breakwater Drive Two Rocks

Armed person on site”

Messengers (Admin Staff); will announce via the Phone system, “*Teachers and teacher assistants, there is an emergency, please follow the College Lock Down procedure immediately.*”

Admin Staff then quickly and quietly circulate to all areas of the school to ensure notification of staff of a “lock down”, avoiding the dangerous person/situation. Students moving about the College and place them with the nearest available staff member.

The office will ring through to all areas contactable by phone. Staff will only undertake the role of messenger on a voluntary basis (i.e. no staff member will be forced to undertake this role).

Staff who are teaching - in the event of a lock down the teacher will:

1. Inform the students calmly that they are in a lock down situation.
2. Lock the classroom door.
3. Move all students quietly to the back of the room where they will sit out of sight of the windowed doors, ideally under desks in that area.
4. Encourage the students to sit silently.
5. Keep encouraging the students that they are doing well and that police are on their way – the situation is being handled.

- ❖ Staff in offices will lock themselves into those rooms.
- ❖ No staff member is to tackle a dangerous person on site and place themselves or others at risk.
- ❖ Any evacuation will be under the direction of police.

After an all clear is given, students will proceed directly to their classroom under the supervision of a teacher, if they are not there already, where the roll will be taken and any missing students or staff identified. The College Office Manager will be informed of any missing students or staff via e-mail or verbally. Staff will continue to monitor students and calmly care for them.

When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:

1. Remain in class under the care of their teachers.
2. Be given an extended break where staff circulate amongst the students.
3. Be collected by parents.
4. Have access to counselling staff
5. Or a combination thereof. The Principal will talk to the students and staff. Support agencies will be contacted.

A statement to parents will immediately be written for office staff to make contact / answer questions. Adm in staff will supervise phone contact and others will remain with students in a designated area. No students will be left alone. (Any staff unable to undertake their role due to trauma will go to the Staff Room under the care of a senior staff member.)

Any communication with the press will be managed and not incidental. Where necessary a statement will be issued. As part of our care for students, press will not be encouraged on site and given access to children who may be suffering trauma.

Staff will also have access to counselling / support staff.

After the end of the school day when each student has been collected by parents / gone home, the Crisis Management Team will debrief the day and plan for the following – short and long term (see Crisis Plan from this point).

Section Six: Response to Specific Emergencies and Critical Incidents

6.1 : Armed Hold-up

In the event of an armed hold-up situation:

- Comply with the instructions given by the offender at all times. Try to **REMAIN CALM**.
- Only do what you are told to do – **NO MORE, NO LESS**.
- **DO NOT** argue with, threaten or stare at the offender.
- **DO NOT** attempt to disarm or otherwise apprehend the offender.
- Assume the offender is armed, even if a weapon cannot be seen.
- If the offender is carrying a firearm, it should be regarded as being loaded.
- Raise the alarm only if it is safe to do so.
- Answer any question when asked.
- Avoid any sudden movement that could panic the offender.
- If students are present, try to shift the offender's attention away from them.
- Observe as many details of the offender as possible.
- Note any items and surfaces touched by the offender.
- Immediately after the incident, the principal/site manager is to:
 - secure the immediate vicinity (for example, lock the office/room in which the hold-up occurred);
 - do not allow anyone to approach the area in which the offender was located);
 - notify police;
 - advise the district education office as soon and attend to the post-incident needs of students and staff; and
 - ensure students who are not in the immediate vicinity of the hold-up are kept away from it.

6.2 BombThreat

If you receive a bomb threat by telephone:

- **STAY CALM.**
- **DO NOT** hang up.
- Refer to the *Bomb Threat Checklist* on the following page.
- Try to get as much information as possible.
- Notify principal/site manager. If principal or site manager is off site, notify the deputy principal or district education office. **DO NOT COMMUNICATE THE THREAT TO ANYONE ELSE.**
- Contact WA Police (principal or site manager).
- Decide whether a search of the grounds is warranted (principal or site manager).
- Decide whether the site is to be evacuated (principal or site manager).
- If evacuation signaled, proceed to designated assembly area (refer to *Evacuation Procedures* within this document).
- Ensure staff and students take bags and other belongings with them.
- Leave doors and windows open.

If you receive a bomb threat by mail:

- Avoid handling of the letter or envelope unnecessarily.
- Place the letter in clear plastic bag or sleeve.
- Inform principal or site manager.
- Contact WAPolice and organise emergency personnel to conduct an area search (principal or site manager).
- Consider the need to evacuate (refer to *Evacuation Procedures* within this document) (principal or site manager).

Bomb Threat Checklist

BY TELEPHONE: The person receiving the call is to note/record as many details and ask as many questions as possible. Record this on this form as soon as is practicable.

FROM ANOTHER SOURCE (e.g. WA POLICE): This form is still to be used. The source of notification is asked to provide as much detail as possible.

TELEPHONE BOMB THREATS (Response Checklist)
1. General Questions to Ask
<ul style="list-style-type: none">• What is it?• When was it set to explode OR When will the substance be released?• Where did you place it?• What does it look like?.....• When did you put it there?.....• How will the bomb explode OR How will the substance be released?.....• Did you put it there?.....• Why did you put it there?

TELEPHONE BOMB THREATS (Response Checklist)	
2. Bomb Threat Questions	
<ul style="list-style-type: none"> • What type of bomb is it? • What is the bomb? • What will make the bomb explode? • When is it set to explode? 	
3. Chemical/Biological Threat Questions	
<ul style="list-style-type: none"> • What kind of substance is it? • How much of the substance is there? • How will the substance be released? • Is the substance a liquid, powder or gas? 	
4. Other Questions to Ask	
<ul style="list-style-type: none"> • What is your name? • Where are you? • What is your address? 	
5. Observations from the voice	
<p>Speaker was: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Child</p> <p>Age: <input type="checkbox"/> Very Young <input type="checkbox"/> Adolescent <input type="checkbox"/> Adult <input type="checkbox"/> Old</p> <p>Sobriety: <input type="checkbox"/> Normal <input type="checkbox"/> Intoxicated <input type="checkbox"/> Drugged</p> <p>Speech: <input type="checkbox"/> Normal <input type="checkbox"/> Stammer <input type="checkbox"/> Slurred <input type="checkbox"/> Lisp</p> <p> <input type="checkbox"/> Incoherent <input type="checkbox"/> Well spoken <input type="checkbox"/> Abusive <input type="checkbox"/> Irrational</p> <p>Accent was: <input type="checkbox"/> Message sounded like it was being read by caller</p> <p> <input type="checkbox"/> Message was taped</p> <p>Other:</p>	
6. Observations about the call	
<p>Source: Did it sound as if a public telephone was used? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Background <input type="checkbox"/> Music <input type="checkbox"/> Children <input type="checkbox"/> Talking <input type="checkbox"/> Typing <input type="checkbox"/> Traffic</p> <p>Noises: <input type="checkbox"/> Machinery <input type="checkbox"/> Aircraft <input type="checkbox"/> Harbour <input type="checkbox"/> Other</p> <p>Call received At am/pm</p> <p>by: Line No: Ext No:</p> <p>Duration of Call: Time:</p> <p>Origin of Call: <input type="checkbox"/> Bomber <input type="checkbox"/> Police <input type="checkbox"/> Fire Brigade <input type="checkbox"/> Other</p>	
7. Other information you are able to add	
<p>.....</p> <p>.....</p> <p>.....</p>	

6.3: Emergency Evacuation

PPRR Phases (Prevention, Preparation, Response, Recovery)

PREVENTION PHASE

1. Communication systems can be set up from school or offsite location: email; phone.
2. Staff trained to follow policy/protocols.
3. Emergency evacuation is practised.
4. Survival and evacuation kits are prepared.
5. The College would take the position of evacuation of the premises (not a stay and defend policy). If necessary the College would be pre-emptively closed and families advised; triggering the Critical Incidents and Emergency Policy protocols.
6. The College identifies possible causes of fire and minimises their use on severe fire days e.g. lawnmowers, power tools.

PREPARATION PHASE

1. **Policy and Procedures in place.**
2. **Policy will be communicated to staff; Staff training annually**
3. **Grounds Preparation**
4. **Hazard reduction will include:**
 - Screening ember entry points.
 - Establishing building protection and hazard separation zones.
 - Maintaining fuel levels below 2 tonnes per hectare.
 - Removing fine fuels from ember accumulation areas.
5. **Circle Of Safety**
 - Do not pile wood against or near school buildings.
 - If possible place metal fly wire mesh on all windows or vents to keep sparks and embers out.
 - If possible block any gaps under floor spaces, in the roof space, under eaves, external vents, skylights, evaporative air conditioners, chimneys and wall cladding.
 - Create and maintain a minimum two metre gap between school buildings and tree branches. Shrubs should be a minimum of three times the height (at maturity) of the shrub away from the building.
 - Rake up leaf litter and twigs under trees.
 - Remove shrubs and small trees under and between larger trees.
 - Keep garden mulch away from buildings and grass is kept short.
 - If possible ensure all gaps in external wall claddings are sealed.
 - Keep roof gutters and valleys clear of leaves and bark.
 - Keep LP gas cylinders secured and on the side of the school furthest away from the likely direction of bushfires (where bush is) and placed so they vent away from the building.
 - If possible block any gaps in the roof space.
 - Remove flammable materials and store them away from school buildings.
 - Create a 20 metre circle of safety around school where possible. This area needs to be cleared of all rubbish, long dry grass, bark and material that may catch fire.
 - Prune lower branches to stop a ground fire spreading into the canopy of the trees.
 - Firebreaks as required
 - Cut long grass and dense scrub.
 - Clear obstacles and trees from driveways and access points.
6. **Use of a Safer Location – Evacuation Area**

The school will evacuate to the **Oval** for general evacuation issues. The college **Library** has been identified as a safe space if the fire is near the Oval.

RESPONSE

1. The first person aware of an Emergency will notify the Principal or in their absence the Deputy Principal/CMT.
2. The Principal will control further communications to the Board and DES, etc.
3. The Principal will action the continuous ringing of siren, continuous ringing of bell, or similar unusual continuous noise. If there is a power failure, a hand bell may be used.
4. All classes to stop work immediately.
5. Teachers to count students in the class and check against the daily class roll. Teachers to take class roll with them to the Evacuation Area.
6. If any children are missing they are to advise the Education Assistants.
7. Education Assistants to check all Primary toilets, Primary specialist rooms and take any children in toilets to the Evacuation Area and hand them to the relevant class teacher.
8. All classes to proceed by walking quickly and quietly to the Evacuation Area where teachers are to line class up in 2 lines – boys and girls. Class to sit down and wait for instructions.
9. Teachers to give class roll to the Administration staff.
10. Administration staff to check Secondary toilets and Disabled toilets take any children in the toilets to the Evacuation Area and hand them to the relevant form teacher.
11. Administration staff to take daily Absentee records and daily Visitors records to Evacuation area and reconcile with class groups.
12. Administration staff will advise Principals of unexplained absences or missing children.
13. Office Manager to unlock main gates by Evacuation Area.
14. Principals to advise Administration staff of procedure for missing children.

RECOVERY

1. After the Principal, in consultation with FESA / Police, has determined that the situation is all clear, an all-clear message is given.
2. The Principal will talk to the students and staff.
3. When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 - i. Return to class under the care of their teachers.
 - ii. Be given an extended break where staff circulate amongst the students.
 - iii. Be collected by parents.
 - iv. Have access to counseling staff

EVACUATION PLAN - delegation of duties

Principal

- ✓ Decide on course of action to be taken.
- ✓ Act as overall Co-ordinator.
- ✓ Ring Police and/or emergency services.
- ✓ Ring Chairman of Board, CEO and/or DES.
- ✓ Issue instructions for staff and students to move from the oval.

Office Manager

- ✓ See that all money is locked away.
- ✓ Check that the Administration building has been evacuated.
- ✓ Collect Emergency Form file and sick child reference.
- ✓ Collect details of students on Excursion.
- ✓ Collect Visitors sign in list.
- ✓ Unlock Main gates.

Administration Assistant

- ✓ Check Sick Bay, disabled toilets and take students and list of names and form of sick student with you to oval. Ensure they are supervised.
- ✓ Bring First Aid kits, blankets and sunscreen to First Aid
- ✓ Collect Student Medical Alert booklet.
- ✓ Collect Absentee List
- ✓ Collect Excursion lists.
- ✓ Collect visitors sign in sheet from Reception and deliver to Administrative Assistant (Photocopying)
- ✓ Check that all parent helpers have been notified of the emergency and that they go to the College Oval

Deputy Principal or Senior Coordinators (CMT)

- ✓ Take Master Keys and Services Plans to the Command Post.
- ✓ Assist Emergency Services with site locations.
- ✓ Advise the Receptionist when she/he should leave the switchboard.
- ✓ Co-ordinate the initial warning.
- ✓ Sound evacuation alarm - continuous siren, continuous ringing of bell or similar as directed by Principal.
- ✓ Appoint staff as runners and issue "An Emergency Exists" sheet (if time permits) and/or sound evacuation alarm – continuous siren, continuous ringing of bell or similar.
- ✓ Arrange for staff with First Aid qualifications to be relieved from supervising their class to assist
- ✓ Check off classes and staff from the master timetable.
- ✓ Issue class lists for follow up reconciliation of all students
- ✓ Prepare a list of missing students.
- ✓ Provide list of missing students to Principal
- ✓ Ensure orderly arrival and assembly of students on oval.
- ✓ Manage staff and students on oval.
- ✓ Follow up on missing students.
- ✓ If a long evacuation, consult with Principal regarding possible retrieval of bags from building/supervision of toiletrips.
- ✓ On instructions from the Principal, supervise the orderly movement of the students from the oval back to classrooms at the end of the evacuation.
- ✓ Assist the emergency services to locate services.
- ✓ Check Gas is turned off in Science rooms if safe to do so.

EMERGENCY SERVICES INFORMATION

Emergency Calls

In the event of an emergency requiring the Police, Fire or Ambulance call the Principal who will make the necessary call. (If Principal is not in the College, call the Deputy Principal/Senior Coordinator.)

EMERGENCY MEDIC ALERTS

Emergencies – **000**

Emergency Enquiries - **9334 1234**

Emergencies/Mobile **000** or GSM mobile **112**

Mobile without SIM card or no range – **112**

If a call trace is required phone Police Attendance - 9222 1111

DES – **9441 1900**

EMERGENCY SERVICES - 000

Yanchep Police **9562 9300**

110 Yanchep Beach Road, Yanchep WA 6035

Two Rocks Volunteer Fire Brigade **9301 3911**

Caraway Loop, Two Rocks WA 6037

Electricity **13 13 51**

Water **13 13 75**

Gas **13 13 52**

Hospital

Joondalup Health Campus

Shenton Avenue

JOONDALUP

Ph: 9400 9400

Children's Hospital

Princess Margaret Hospital

Roberts Road

SUBIACO

Ph: 9340 8222

Poisons Info Centre **9381 1177 or 13 11 26**

Media Statement

Card to be issued to all staff controlling the entrances to the College and the Information Post.

Media Statement

"I am unable to answer any questions or make any comments. The Principal or Board will make a statement at the appropriate time."

(Staff please note: This comment is to be made to all non-staff members as journalists will not always present themselves as journalists.)

College Phone Numbers:

9544 3000

6.4 Bushfire (must be read in conjunction with the Bush Fire Policy)

In the event of the development of a bush fire in the general area surrounding the College, regular monitoring of the situation will be carried out by the Principal or designated Coordinator through contact with the Hazard Management Agency – FESA and their website:

FESA Website for all Bushfire Warnings:

<http://www.fesa.wa.gov.au/safetyinformation/warningsystems/Pages/default.aspx>

Should the internet not be available 1300 657 209 can be phoned for EMERGENCY INFORMATION

Two Rocks Volunteer Fire Brigade 9301 3911

Caraway Loop, Two Rocks WA 6037

In the event of a bushfire moving towards the College, in consultation with FESA the following steps will be taken:

If a bushfire is judged to be a risk to the school or college site, the Principal will:

- Make contact with emergency services to establish status of fire and degree of risk.
- Ascertain practicality of staying in the designated safe haven within the school site, which will be the theatre or evacuate the site.

Decision to stay

- Communicate the decision calmly to staff and students.
- Collect class rolls and keep staff and students informed about the bushfire at all times.
- Move to designated fire safe haven (Oval or Library if the Oval is near the fire) and check classrolls.
- Follow Emergency Evacuation Procedure above.
- Keep one telephone line clear. Have mobile telephone phone as back-up if power is lost for a landline.
- If it is possible to do so safely, consider evacuating asthmatics and children with disabilities or special needs.
- Put into action the system for dealing with parents who want to remove their children (principal or site manager).
- Implement a communication strategy to advise parents and media of the evacuation.
- Isolate the gas supply at the main valve if it is safe to do so (principal or site manager).
- Close windows and doors of Library, and block draughts to prevent the entry of smoke and embers.
- Remove combustible materials from walls of Library (for example curtains, posters).
- Keep evaporative air-conditioners in the Library operating as long as possible (to keep filter elements wet) before the fire front approaches. If power is lost, try to:
 - damp down the elements;
 - turn off air-conditioners in Library before fire front arrives.
- Fill as many containers as possible with water to assist in extinguishing small spot fires.
- Turn on sprinklers to wet the area around the safe holding area.
- Deal with spot fires around Library
- Maintain contact with emergency services.
- Coordinators will monitor smoke levels and any impact on students' health
- Students affected by smoke levels will be monitored by teachers.

As the fire front passes

- As this may take up to 10 minutes, it may not be safe outside.
- Be calm and defuse any sign of panic.
- Instruct students to remain on floor, away from windows.
- Restrict movements.

After the fire front passes

- Reassure staff and students.
- Assess exits and surrounds for safe passage.
- Check buildings for signs of smoke.
- Check grounds for burning tress and logs, as there is still a risk of injury.
- Encourage people to drink water.
- Attend to any injuries.
- Arrange for parents and caregivers to collect students and formally sign them out.
- Maintain contact with emergency services.

Decision to go

- Maintain communication with emergency services.
- If you decide to evacuate, do so as early as possible. Late evacuations are dangerous.
- Implement contingency plans for transport.
- Establish whether exit routes and the fire refuge can be reached safely. Confirm with emergency services.
- Implement a communication strategy to advise parents and media of the evacuation.
- Take class rolls and drinking water.

AFTER ALL CLEAR IS GIVEN

- After the Principal, in consultation with FESA / Police, has determined that the situation is all clear, an all-clear message is given.
- The Principal will talk to the students and staff.
- When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 - Return to class under the care of their teachers.
 - Be given an extended break where staff circulate amongst the students.
 - Be collected by parents.
 - Have access to counseling staff

Casualties

In the event of an accident - administer first aid in accordance with the circumstances of the occurrence of the accident.

DO NOT PANIC

- If necessary, seek assistance from someone who is qualified in first aid.
- **DO NOT LEAVE THE INJURED PERSON ALONE.** Send someone else for help.
- If no-one is available to go for help, do whatever you can to assist the person until help arrives.
- **DO NOT** become a casualty. Protect yourself, the casualty and any other person from the danger.
- If the injured person is still in danger, either:
 - remove him or her from the hazard (for example, in the case of smoke inhalation, move the person to an area where there is fresh air); or
 - remove the hazard from the person (for example, in the case of electrocution, switch the power off).
- If the situation looks life threatening, try to get urgent medical attention from paramedics or medical practitioner.
- When medical help arrives, assist in the management of the casualty if asked to do so.

6.5 Chemical Contamination Event

Chemical contamination events that impact on, or have the potential to impact on, the occupants of a site may be as a result of a local mishap or may originate off-site. An example of a localised event could be a chemical spill in a school science laboratory. An off-site event could be in the form of an explosion and chemical fire at industrial premises, with the resultant toxic smoke plume at risk of inundating a nearby school site.

Whilst such events are rare, it is important to appreciate the difference between the two types and to respond appropriately to the circumstances at the time.

On-site Chemical Contamination Event

In the event of a chemical spill or other chemical contamination occurrence that originates on-site, the response must be immediate and in accordance with the circumstances that present at that time.

- If the chemical spill is indoors and presents a potential risk to safety (e.g. explosive or toxic vapour/gas), evacuate the room immediately. Move to a safe area well aware from the spill.
- Upon exiting the room, close all doors and if possible, isolate the electrical power supply to the room in question.
- If the event is outside the control and capability of the principal or site manager to deal with, call emergency services.
- ***Please note that the Science Prep room in the High School has a fully functional emergency shower for students or staff who have been exposed to toxic or harmful chemicals.***

Off-site Chemical Contamination Event

In the event of a chemical spill or other chemical contamination occurrence (e.g. fire resulting in toxic smoke) that originates off-site but which has the potential to adversely impact on a school site or other Department workplace. The Fire and Emergency Services Authority as the responding agency will:

- Make contact with the principal or site manager and provide advice and/or direction as the circumstance dictates. This may involve lockdown or evacuation - any directions given must be complied with.
- The Department of Health will advise the Department's Principal Consultant Environmental Health, who will liaise with all stakeholders.
- Fire and Emergency Services Authority may request on-site monitoring for air contaminants entering the school grounds.

6.6 Civil Disorder and Illegal Occupancy

Based on the information available, during school opening hours, the principal or site manager should consider the following operational levels:

Level 1. Normal Operation

Level 2. Report of a Potential Situation

If there are indications that trouble is a distinct possibility and the information has been received from credible sources:

- Notify WA Police and request assistance.
- Notify the district education office.
- Restrict staff and students to quadrangle areas and the immediate surrounding buildings.
- Secure perimeter gates if the school is fenced.
- Prevent people leaving or entering the school or college site except by the main gate.

Level 3. Incident is Imminent

- Refer to lockdown procedures.

If out of school hours contact School Security.

6.7 Handling of Suspect Mail and Packages

It is appropriate that staff handling mail remain vigilant and cautious at this time, but it should be remembered that most reports of suspicious packages are false alarms.

All staff handling mail should be made aware of the emergency procedures for responding to and reporting a suspicious article.

Where possible, the sorting and processing of mail and packages should be conducted in an area that is separate from the main area of business.

The procedures outlined below are to be followed should staff receive a suspicious package or mail item.

If the package or mail item has not been opened:

- Do not disturb, move or touch the item any further. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
- Keep your hands away from your face to avoid contaminating your eyes, nose or mouth.
- If possible, without leaving your work area, wash your hands.
- Stay in your office or immediate work area – this also applies to co-workers in the same room – and prevent others from entering the area and becoming contaminated. **Remember** – you are not in immediate danger.
- Call the WA Police for help on 000. Inform the WA Police operator about:
 - exact location of the incident – street address, building floor;
 - number of people potentially exposed;
 - package/device; and
 - action taken.
- Wait for help to arrive.

If the package or mail item has been opened:

- Do not disturb, move or touch the item any further. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
- Keep your hands away from your face to avoid contaminating your eyes, nose or mouth.
- If possible, without leaving your work area, wash your hands.
- Stay in your office or immediate work area - this also applies to co-workers in the same room – and prevent others from entering the area and becoming contaminated. **Remember** – you are not in immediate danger.
- Call the WA Police for help on 000. Inform the WA Police operator about:
 - exact location of the incident – street address, building floor;
 - number of people potentially exposed;
 - package/device; and
 - action taken.
- Wait for help to arrive.

If there is suspicion that the mail item may contain an EXPLOSIVE DEVICE:

- Follow your normal emergency procedures.
- Ring 000 and report the package to the WA Police.
- Evacuate the area.

6.8 Sieges/Hostage Situations

Siege and hostage situations are two of the most significant emergencies or critical incidents that a school may encounter. They often develop with unpredictability, speed and lethality. These events may involve armed or unarmed people, using a carefully planned or completely unplanned method. Many of these situations are over within several minutes. It is essential that, if the safety of students or staff is at immediate risk, decisive actions are taken to reduce access to additional victims. This includes immediate notification of the WA Police.

Before the arrival of emergency services, the decision to instigate lockdown or to evacuate all or part of the school premises is a decision to be taken by the principal or site manager. Where time permits this decision should be made in consultation with the WA Police.

Large scale evacuation will always be a last resort. The decision will need to balance the risks as to whether students and staff are afforded better protection by remaining where they are or by evacuation. If a decision to evacuate is made, the aim will be to evacuate the optimum number of people expeditiously and safely.

Parents and other persons who arrive on a school site during a siege or hostage situation should be mustered to a safe location.

The preservation of life will take precedence. Perpetrators should not be approached or challenged.

6.9 Suicide

Schools, particularly secondary settings, need to be mindful of the risk of suicidal behaviour in students and alert to the potential for a contagion/clustering influence in which one death by suicide can increase the likelihood of other suicides.

Particular considerations for schools include:

- Providing opportunities for enhancing the health and wellbeing of students and staff is a significant way to prevent suicide.
- Any students expressing suicidal thoughts or threats or engaging in self-harm behaviour need to be taken seriously.
- Notification to prime care givers (parents) except in extraordinary circumstances where WAPolice or DCP may need to be notified of this.
- Students with an identified risk of suicidal or self-harming behaviour should be appropriately assessed and supported.
- Raising staff awareness of risk factors associated with suicidal behaviour.
- Discouraging students from undertaking assignments that focus on suicide.
- Maintaining alertness to suicide risk and behaviour in students and staff.
- Avoiding any strategies that normalise, glamourise or increase identification with a person who died by suicide. Given the potential for harm and negative outcomes for at-risk students, schools **should not** include suicide as a discrete topic within the school curriculum. This includes guest speakers and teachers providing discrete suicide education to students; teachers should discourage students from providing suicide education to other students and discourage students from completing assignments focused on suicide as a topic.
- Avoiding screening strategies as a way to identify students at risk of suicide. Evidence has shown that although there have been positive results when using screening strategies; there are also problems when using this approach. Screening activities are often subject to a high number of false positive results and false negative results. A false positive result indicates a person is at risk of suicide when they are not. A false negative indicates a person is not at risk of suicide when they are.
- The need to liaise closely with district education office Student Services personnel.

The Ministerial Council on Suicide Prevention website provides useful advice relevant for schools. The website is located at www.mcsp.org.au. The MindMatters website has valuable resources for schools. This website is www.mindmatters.edu.au.

Emergency response

FIRE

Quick reference
sheets

Emergency Response for Fire Evacuation

Principal

- The Principal will make the decision for a fire evacuation (in his/her absence a Coordinator will make this decision).
- The Principal will notify the office staff who will contact the Fire Brigade.
- The Principal will set the siren in the administration block to ring continuously.
- The Principal and office staff will move directly to the evacuation area. (The College Oval).
- The Principal will arrange for messengers to quickly circulate to all areas of the school to notify staff of the fire evacuation.
- After the Principal has determined that the situation is all clear, an all-clear message is given.
- The Principal will talk to the students and staff.
- When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 - Return to class under the care of their teachers.
 - Be given an extended break where staff circulate amongst the students.
 - Be collected by parents.
 - Have access to counselling staff

Emergency Response for Fire Evacuation

Coordinator

- The Coordinator will check the external doors in the School.
- The Coordinator will then move directly to the evacuation point.
- The Coordinator will ensure the students and staff assemble in an orderly manner at the evacuation site.
- The Coordinator will direct teachers to take the roll.
- Teachers will ensure that the registrar gets the attendance register and is informed of any missing students.
- A list of students and staff who are unaccounted for will be forwarded to the Coordinator. This list will be passed onto the emergency services when they arrive.
- The Coordinator will maintain contact with emergency services
- When the all clear has been given, when all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 - Return to class under the care of their teachers.
 - Be given an extended break where staff circulate amongst the students.
 - Be collected by parents.
 - Have access to counselling staff

Emergency Response for Fire Evacuation

CMT (College Management Team)

- The CMT will check the external doors of the School.
- The CMT will then move directly to the evacuation point.
- The CMT will ensure the students and staff assemble in an orderly manner at the evacuation site.
- The CMT will liaise with the Office Manager and ensure that all visitors are accounted for.
- A list of students, staff and visitors who are unaccounted for will be forwarded to the CMT. This list will be passed onto the emergency services when they arrive.
- When the all clear has been given, when all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 - Return to class under the care of their teachers.
 - Be given an extended break where staff circulate amongst the students.
 - Be collected by parents.
 - Have access to counselling staff

Emergency Response for Fire Evacuation

Office staff

- The Principal will make the decision for a fire evacuation (in his/her absence a CMT will make this decision).
- The Fire Brigade (000) are immediately contacted by the office staff with information:
eg “We have a fire in ...(give specific location)
Atlantis Beach Baptist College, Breakwater Drive, Two Rocks”
- An Office Staff member responsible for reception will collect a list of the absentees for the day, the late book and the sign out book and move to the evacuation area.
- An Office Staff member will wear a fluorescent jacket and open all access gates before proceeding to the School car park to evacuate visitors and alert emergency services on their arrival.
- The Office Manager will check the admin block to ensure all people are out safely and will then collect the First Aid and evacuation bags before locking all doors and moving to the evacuation point.

Emergency Response for Fire Evacuation

Staff with a class

- Calmly ask students to line up outside of the classroom.
- Collect the attendance register and a pen.
- Collect student medication – epi pens / inhalers etc.
- Turn off air conditioner.
- Check that all students are out of the classroom.
- Close and lock the classroom door.
- Lead the class to the Emergency Assembly point on the oval.
- If dry, sit the class down in 2 rows.
- Use the register to check the roll, note missing students.
- Hand the checked roll to the registrar and inform him / her of any missing students.
- Wait with the class for the all clear or further instructions from the Principal.

Emergency Response for Fire Evacuation

Staff in the Library with a class

- Calmly ask students to line up at one of the emergency exit doors.
- Collect student medication – epi pens / inhalers etc.
- Check that all students are out of the toilets, etc.
- Close and lock the Library doors.
- Lead the class to the Emergency Assembly point on the oval.
- If dry, sit the class down in 2 rows.
- Collect the class register from Admin to check the roll, note missing students.
- Hand the checked roll to the registrar and inform him / her of any missing students.
- Wait with the class for the all clear or further instructions from the Principal.

Emergency Response for Fire Evacuation

Staff without a class

- Teachers and Educational Assistants without classes are to assist in moving students calmly and quickly to the evacuation area and into class groups. Have students sit down if the weather permits.
- After the Principal has determined that the situation is all clear, an all-clear message is given.
- The Principal will talk to the students and staff.
- When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 - Return to class under the care of their teachers.
 - Be given an extended break where staff circulate amongst the students.
 - Be collected by parents.
 - Have access to counselling staff

Emergency response

LOCKDOWN

Quick reference sheets

Emergency Response for a Lockdown

Principal

- The Principal will make the decision for a lock down (in his/her absence a CMT will make this decision).
- Police are immediately contacted by the office staff with information (000) :
eg “Police emergency
Atlantis Beach Baptist College
Breakwater Drive, Two Rocks
Armed person on site”
- The Principal will arrange for a message to be sent on the Phone system informing teachers of the Lockdown.
Messengers to quickly and quietly circulate to all areas of the school to notify staff of a “lock down” and collecting any students in the corridors and placing them in the nearest classroom, avoiding the dangerous person/situation.
- The Principal will arrange for office staff to ring through to all areas contactable by phone.
- After the Principal has determined that the situation is all clear, an all-clear message is given via the phone system and room to room.
- Teachers will return students to their classroom if needed and take the roll. Any missing students or staff identified need to be reported to the Primary registrar via e-mail or verbally. Staff will continue to monitor students and calmly care for them.
- The Principal will talk to the students and staff.
- When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 - Remain in class under the care of their teachers.

- Be given an extended break where staff circulate amongst the students.
 - Be collected by parents.
 - Have access to counselling staff
- The Principal will write a statement to parents for office staff to make contact / answer questions. A number of staff will be delegated to supervise phone contact and others to remain with students in a designated area.
- Any communication with the press will be managed by the Principal.
- After the end of the school day when each student has been collected by parents / gone home, the Principal will organize a Crisis Management Team debrief of the day and plan for the following – short and long term (see Crisis Plan from this point).
- The Principal will arrange for staff to have access to counselling.

Emergency Response for a Lockdown

Coordinator

- The Principal will make the decision for a lock down and convey this via the Phone system (in his/her absence a CMT will make this decision).
- Police are immediately contacted by office staff.
- Messengers (CMT) will quickly and quietly circulate to all areas of the school to notify staff of a “lock down”, avoiding the dangerous person/situation.
- The office will ring through to all areas contactable by phone. Staff will only undertake the role of messenger on a voluntary basis (ie no staff member will be forced to undertake this role).
- Messengers (CMT) will collect any students moving about the College and place them with the nearest available staff member.
- After an all clear is given via the Phone system and room to room, students will return to their classroom under the supervision of a teacher, where the roll will be taken and any missing students or staff identified. Staff will continue to monitor students and calmly care for them.
- After the end of the school day when each student has been collected by parents / gone home, the Crisis Management Team will debrief the day and plan for the following – short and long term.

Emergency Response for a Lockdown ***CMT (College Management Team)***

- The Principal will make the decision for a lock down and will convey this message via the phone system (in his/her absence a CMT will make this decision).
- Police are immediately contacted by office staff.
- Messengers (CMT) will quickly and quietly circulate to all areas of the school to notify staff of a “lock down”, avoiding the dangerous person/situation.
- The office will ring through to all areas contactable by phone. Staff will only undertake the role of messenger on a voluntary basis (ie no staff member will be forced to undertake this role).
- Messengers (CMT) will collect any students moving about the College and place them with the nearest available staff member.
- After an all clear is given via the phone system and room to room, students will return to their classroom under the supervision of a teacher, where the roll will be taken and any missing students or staff identified. Staff will continue to monitor students and calmly care for them.
- After the end of the school day when each student has been collected by parents / gone home, the Crisis Management Team will debrief the day and plan for the following – short and long term.

Emergency Response for a Lockdown

Office Staff

- Under the direction of the Principal, the office staff will ring the police (000) with the information:
eg “Police emergency
Atlantis Beach Baptist College
Breakwater Drive, Two Rocks
Armed person on site”
- The Principal will arrange for office staff to inform teaching staff via the Phone system of the Lockdown and to ring through to all areas contactable by phone.
- Office Staff will lock themselves into the admin block or offices within the admin block.
- Once the all clear has been given, the Principal will write a statement to parents for office staff to make contact / answer questions.
- Any communication with the press will be managed by the Principal.

Emergency Response for a Lockdown

Staff with a class

- An Admin staff member will announce the following over the phone system... 'Teachers and teacher assistants, there is an emergency, please follow the College Lock Down procedure immediately.' An Admin staff member will move around the School and convey the same message verbally to any staff member who has not heard the announcement.
- Any students found between classes will be placed in the nearest classroom by an Admin staff member.
- Inform students CALMLY that the College is in a Lock Down situation.
- Check that the outer door of your classroom has been locked.
- Lock the classroom door.
- Move all students quietly to the back of the classroom out of sight of the windowed doors, ideally under desks in that area.
- Encourage students to sit quietly.
- Keep encouraging the students that they are doing well and that the police are on their way – the situation is being handled.
- Once the danger has passed an all clear will be given over the phone system as well as manually.
- Teachers then take a roll call of their class. Any missing students are reported to the Office via e-mail or verbally.
- When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 - a) Remain in class under the care of their teachers.
 - b) Be given an extended break where staff circulate amongst the students.
 - c) Be collected by parents.
 - d) Have access to counselling staff

Emergency Response for a Lockdown

Staff without a class

- A lockdown will be announced via the Phone system.
- Messengers will quickly and quietly circulate to all areas of the school to notify staff of a “lock down”, avoiding the dangerous person/situation.
- The office will ring through to all areas contactable by phone.
- Staff will only undertake the role of messenger on a voluntary basis (ie no staff member will be forced to undertake this role).
- Messengers will collect any students moving about the College and place them with the nearest available staff member.
- Staff in offices will lock themselves into those rooms.
- No staff member is to tackle a dangerous person on site and place themselves or others at risk.
- Any evacuation will be under the direction of police.
- Available staff are to assist in moving students calmly and quickly to the evacuation area and into class groups.
- After an all clear is given via the phone system and room to room, students will be required to return to their classroom, where the roll will be taken and any missing students or staff identified. Available staff are to assist students return to their classes after the all clear is given. Staff will continue to monitor students and calmly care for them.
- When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 - a) Remain in class under the care of their teachers.
 - b) Be given an extended break where staff circulate amongst the students.
 - c) Be collected by parents.
 - d) Have access to counselling staff

Emergency Response for an external Lockdown

Staff on duty

- A lockdown will be announced via the phone system.
- If time warrants – the siren/bell/note will occur indicating the end of recess or lunch. Staff will proceed to classrooms and observe the internal lockdown procedure.
- Three short rings, a pause and then three more short rings on the siren will be rung.
- If possible, messengers will quickly and quietly circulate to all areas of the school including the toilets to notify duty staff and students of a “lock down”, avoiding the dangerous person/situation. Students found circulating around the school will be placed with the nearest duty teacher.
- Students on the basketball courts will assemble with the oval duty teacher and make their way to the library.
- Students on oval will assemble with the duty teacher and make their way to the library.
- Students in the undercover area will assemble with the duty teacher and make their way to the Library.
- Once inside, normal classroom lockdown procedures should be followed.
- After the all clear is given via the phone system, all available staff are to assist in moving students calmly and quickly to their classrooms.
- After an all clear is given, classroom teachers will return to their classes and a class roll will be taken.
- Any students unaccounted for need to be reported to the Office immediately.
- When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 1. Be given an extended break where staff circulate amongst the students.
 2. Be collected by parents.
 3. Have access to counseling staff

Emergency Response for a Lockdown

Staff in the Library

- An Admin staff member will announce the following over the phone system... 'Teachers and teacher assistants, there is an emergency, please follow the College Lock Down procedure immediately.' An Admin staff member will move around the School and convey the same message verbally to any staff member who has not heard the announcement.
- Inform students CALMLY that the College is in a Lock Down situation.
- Check that ALL exterior doors in the Library have been locked.
- Move all students quietly into one of change rooms.
- Encourage students to sit quietly.
- Keep encouraging the students that they are doing well and that the police are on their way – the situation is being handled.
- Once the danger has passed an all clear will be given over the phone system as well as manually.
- Teachers then direct students to line up.
- Make your way back to class for roll call.
- When all have been accounted for, students will, at the direction of the Principal, and depending on the incident/level of trauma, either:
 1. Return to class under the care of their teachers.
 2. Be given an extended break where staff circulate amongst the students.
 3. Be collected by parents.
 4. Have access to counselling staff