

## **2016 Emergency Management Plan**

**Reviewed 23 February 2016**

## INTRODUCTION

This emergency evacuation procedure has been designed for the safety of all school personnel. It is each staff member's responsibility to read the plan regularly so that the contents will become familiar.

**NOTE:** On-the-spot modification may be necessary depending on the circumstances at the time of the evacuation.  
**Common sense must prevail and the safety of the students MUST come first.**

## ASSEMBLY AREA & EXITS

Assembly area for all is on the **Big Oval** near the Archery shed. All classes are to **assemble in room order** beginning with the **Kindy children closest to the cricket pitch**.

**BOMB THREAT** – assemble on **BIG OVAL** initially – see map for exit routes

.Wardens to attend to the following responsibilities:

Responsibilities	Wardens (All Wardens to wear High Vis Jackets)	2016 Wardens
PP1, PP2, Kindergarten	PP1 teacher or Education Assistant	Louise Brewster Jeneen Filipich
Staff toilets, Computer Lab, Science Room, Office Block area, Rooms 10, 11 Take loud hailer	Principal	Kim Fraser
Staffroom, Rooms 9, 8, 7, 6, Take back up thumb drive <b>and</b> back up hard drive	Manager of Corporate Services Or School Officer	Michelle Vandenhelm
Student Toilets, Rooms 5, 4, 3, 2, 1, Library, Canteen, Hall, Art Room, Music Room	Deputy Principal or Curriculum Manager	Helen Pynes Lorraine Manning
Take mobile phone, Visitors' book, Staff & Students movement books, and First Aid kit.	School Officers	Julia Crowweller Val Cucuzza

### The Principal or Associate Principal will:

- Dial 000
- Sound the appropriate alarm and make any necessary notices over the PA
- Check office area and east wing (Principal); check north wing (Registrar) and move to the Emergency Assembly Point
- On leaving the office Principal, Registrar and School Officers will take the mobile phone, back up hard drive, back up thumb drive, Visitors' Book, Staff/Students Movement Books and First Aid kit.

### At Emergency Assembly Point:

- Children are to line up in **room order** at the Emergency Assembly Point; beginning with the Kindy group closest to the cricket pitch.
- All students move to their class teacher.
- Teachers mark class roll, if all students are present, have them sit. Send one student to inform the Principal all students present.
- **IF A STUDENT IS MISSING – INFORM THE PRINCIPAL IMMEDIATELY**
- Parent volunteers and any other visitors should inform the Principal of their presence
- Once **CODE GREEN** is announced over the Loud Hailer, staff and students should return to their rooms in an orderly manner.

**It is impossible to foresee all possibilities. If it is found impractical to follow the procedures outlined, teachers should act on their own initiative, always bearing in mind that the safety of children and staff is their prime consideration.**

## DISASTER CONTROL STRUCTURE

1. The **Principal** has ultimate responsibility for the emergency plan.
2. **Principal/Associate Principal** sounds the appropriate signal.
3. **Principal, Associate Principal/MCS** to turn off power.
4. **Wardens** to check allocated areas.
5. **Principal/Associate Principal/MCS** to bring the mobile phone, back up hard drive, back up thumb drive, Visitors' Book, Staff/Students Movement Books and First Aid kit, in case of out-of-class evacuation.

### **1. EVACUATION PROCEDURE – CODE RED**

- Announce over PA type of emergency: **CODE RED – critical incident**
  - **Siren sounded in three blasts - If electrical supply is intact**
  - **or use loud hailers or continuous ringing of handbell.**
- Students stand quietly, line up and move towards the **Emergency Assembly Point 1** on the Big Oval in a calm and orderly manner.
- Teacher takes class attendance list and closes door as they leave. ***DON'T lock it.***
- All students and staff move quickly but quietly to the **Emergency Assembly Point 1** on the Big Oval.
- If incident occurs during cross setting times e.g. Numeracy Block, then students move to their class teacher **on the oval.**
- If incident occurs during specialist lesson, the **specialist teacher is responsible** for taking the class and a class list to the Emergency Assembly Point where they will be met by the class teacher.
- In case of fire on golf course or surroundings, the assembly area will be on the bitumen quadrangle.
- Remain at emergency assembly points until **CODE GREEN**, the all clear signal, is announced via loud Hailer.
- During lockdown communication will be either by the PA system, email or mobile phones.

## 2. LOCK DOWN PROCEDURE – CODE BLACK

- In case of unauthorised person(s) on school grounds the lockdown procedure will be initiated.  
**One long Blast and 'CODE BLACK'.**
- Communication will be via email, phones and PA system.
- Upon the signal, classroom windows and doors are shut and locked if possible. Lights are turned off. Students and staff are to position themselves on the floor and stay down low.
- Staff members who are outside with their classes need to make a decision whether to return to the room or evacuate the school, depending on their position at the time. If the decision is made to evacuate, staff should usher students in a timely and orderly manner to a safe location.
- Students/Staff who are out of class at the toilet should close the toilet door and remain in the toilet until the all clear is given.
- Students who are out in other rooms e.g. on time-out, running errands should commence lock-down in the room they are in at the time, or the closest safe location. This may be a classroom, toilet block, canteen, office, library etc.
- Once **CODE GREEN** is announced over the PA system, staff may unlock rooms and resume regular classroom activities.

PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)	
Actions (to activate, and during, a lockdown)	Completed
Liaise with school staff, other agencies and the education regional office in considering a lockdown	
Activate lockdown using the predetermined activation signal	
Advise WA Police and other appropriate emergency service agencies	
Advise Regional Executive Director/education regional office	
Establish the incident management team (to plan further actions and enact the response plan)	
Allocate specific responsibilities	
Collect evacuation kit	
Guide visitors to safety	
Divert parents and returning groups from the school	
Ensure a telephone line is kept free	
Keep public address system free	
If possible, stop the usual school siren from sounding period changes or break times	
Secure external doors and entrances	
Keep main entrance as the only school entry point. This entrance must be constantly monitored and no unauthorised people have access	
Have a delegated staff member wait at the main entry to the school to guide emergency services personnel, if safe to do so	
Ascertain (as possible) if all students, staff and visitors are accounted for	
Record some details of actions undertaken and times (use Emergency and Critical Incident Diary from Appendix)	
Await de-activation advice from emergency services personnel	

**PRINCIPAL OR SITE MANAGER CHECKLIST**

<b>Actions (to activate, and during, a lockdown)</b>	<b>Completed</b>
Liaise with school staff, other agencies and the education regional office in considering a lockdown	
Activate lockdown using the predetermined activation signal	
Advise WA Police and other appropriate emergency service agencies	
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**SCHOOL STAFF CHECKLIST**

<b>Staff actions during a lockdown</b>	<b>Completed</b>
If in class, stay in the classroom	
If out of class, move to the closest classroom or safe area	
Direct students who are out of class into their regular or the closest classroom	
Do not leave classroom to get students	
Close the classroom door (lock it if possible)	
Close windows, blinds and shutters	
Turn lights off	
Keep all people close to the ground (e.g. on the floor) and away from windows and doors	
Tell students that mobile phones are not to be used and are to be turned off	
Record the names of all people in the classroom	
Stay calm and encourage others to be calm and quiet	
Provide information to the principal or site manager, as required	
Do not allow any unauthorised people into the room	
Remain in the room until the de-activation signal is given	
If emergency medication is required then contact the administration office for advice	
If a young child needs to use a toilet consider use of a plastic lined bin	
When de-activation is signalled listen for/await any specific instructions from the principal or site manager	
Explain any special instructions (as requested by the principal or site manager)	
Follow any specific instructions from the principal or site manager	

### 3. BOMB THREAT

If you receive a bomb threat by telephone:

- **STAY CALM.**
- **DO NOT** hang up.

**Refer to the *Bomb Threat Checklist*.**

- 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 education regional office. **DO NOT COMMUNICATE THE THREAT TO ANYONE ELSE.**
- Principal or Associate Principal to Contact WA Police.
- 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 signalled, 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 WA Police 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

## One long Blast

### Announce over PA – CODE BROWN.

- Students move in a calm and orderly manner towards their designated exit point. Assemble at the **Emergency Assembly Point 2** – vacant block end of PP Play area.
- If incident occurs during cross setting times e.g. Numeracy Block, then students move to the **Emergency Assembly Point 2**
- If incident occurs during specialist lesson, the **specialist teacher is responsible** for taking the class and a class list to the **Emergency Assembly Point 2** where they will be met by the class teacher.
- In case of fire on golf course or surroundings, the assembly area will be on the quadrangle.
- Wait for instructions from the Warden.
- Remain at emergency assembly points until **CODE GREEN**, the all clear signal, is announced via loud Hailer.

## 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)
<b>1. General Questions to Ask</b>
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? .....
<b>2. Bomb Threat Questions</b>
What type of bomb is it? .....
What is the bomb? .....
What will make the bomb explode? .....
When is it set to explode? .....
<b>3. Chemical/Biological Threat Questions</b>

**TELEPHONE BOMB THREATS (Response Checklist)**

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**

What is your name? .....  
Where are you? .....  
What is your address? .....

**5. Observations from the voice**

- Speaker was:**  Male  Female  Child  
**Age:**  Very Young  Adolescent  Adult  Old  
**Sobriety:**  Normal  Intoxicated  Drugged  
**Speech:**  Normal  Stammer  Slurred  Lisp  
 Incoherent  Well spoken  Abusive  Irrational  
**Accent was:**  Message sounded like it was being read by caller  
 Message was taped  
Other: .....

**6. Observations about the call**

- Source:** Did it sound as if a public telephone was used?  Yes  No  
**Background Noises:**  Music  Children  Talking  Typing  Traffic  
 Machinery  Aircraft  Harbour  Other  
**Call received by:** ..... At ..... am/pm  
Line No: ..... Ext No: .....  
**Duration of Call:** Time: .....  
**Origin of Call:**  Bomber  Police  Fire Brigade  Other

**7. Other information you are able to add**

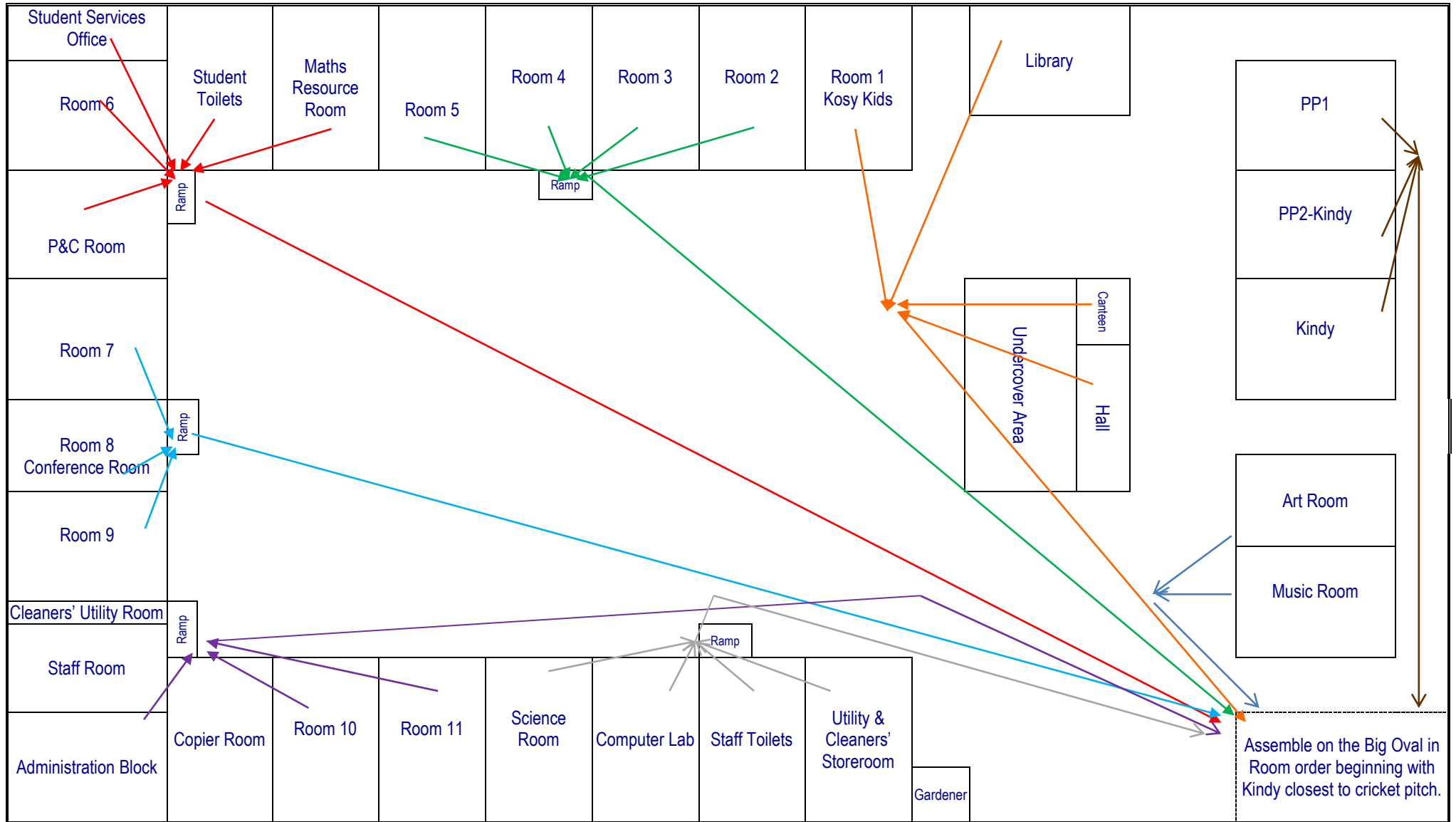
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# ASSEMBLY POINT 1:

# Yokine Primary Independent Public School 2016 Evacuation Plan

Move to the vacant land North end of the PP and assemble in your



# ASSEMBLY AREA 2:

# Yokine Primary School 2016 Evacuation Plan

