

GREEN BAY SCHOOL

CIVIL DEFENCE AND EMERGENCIES

EMERGENCY

MANAGEMENT

RESPONSE PLAN

EVACUATION AND EMERGENCY POLICY

Aim

The aim of this plan is to provide for the protection and care of students and staff in the event of emergencies, which could affect the premises such as:

Fire, cyclone/storm, hazardous chemical spillage, volcanic eruption and earthquake.

This plan is in addition to the school's existing fire plan.

Objectives

1. To provide a system for responding to emergencies that may occur within the school grounds.
2. To provide education and practice for emergencies for students and staff.
3. To conduct earthquake drills in addition to fire drills.
4. To ensure that all staff are aware of and understand the requirements of this plan.
5. To ensure parents are notified of emergency plans and procedures at the beginning of every year. Information to be conveyed will include:
 - Advice regarding the release of students from the school in an emergency situation.
 - School emergency plans and responsibilities
 - Evacuation procedures
6. To ensure that the premises are maintained in a hazard free state
7. To ensure accurate records are kept of students attending each day.

Action

This plan is to be reviewed and practised on a regular basis.

MEDICAL EMERGENCY

- Use the Emergency Tag near the classroom door and send to the office.
- Call out for the assistance of a first aider from the office.
- Send for the next-door teacher.
- Remember the ABC's of first aid.

Airways

Breathing

Circulation

- Call for an ambulance if necessary
- Have the person's personal record handy just in case ambulance officers ask about medication or allergies.

MEDICAL EMERGENCY

VIOLENCE / PERSONAL THREAT

- Attempt to separate your charges from the person who is being aggressive if you can do so safely
- Try to keep calm – don't panic - do as you are told
- Acknowledge the person's problems and/or feelings. Speak quietly, slowly and calmly
- Move carefully and explain your actions as you move – AVOID SUDDEN MOVEMENTS
- Avoid provocation by careful use of words or body language (attempt to understand the person's problem)
- Try and remember as much as you can about the offender:
 - * height
 - * ethnicity
 - * skin and eye colour
 - * hair colour and style
 - * scars, tattoos, piercings, etc
 - * clothes - style, colour, brand
 - * jewellery
 - * accent
- If safe to do so:
 - Attract the attention of others
 - Dial 111
- Wait for help to arrive

VIOLENCE / PERSONAL THREAT

MISSING PERSON

If one of your charges goes missing:

- Confirm when the child was last seen
- Make a thorough search of the premises, including every space into which a person could crawl
- Ask every person present (including staff, children, parents and visitors) if they have been the child
- Contact the family of the missing child just in case they collected them without your knowledge, or just in case the child has gone home.
- If a staff member is available and the child lives locally, call at the home in person
- Contact the Police

After contacting the police:

- Keep someone by the phone to liaise with Police until they arrive
- The Police will search the premises again
- The Police may ask a staff member to accompany them on an area patrol to search for the child beyond the premises
- Information the Police are likely to require includes when and where the child was last seen, the child's emotional state, whether there was a custody dispute over the child.

MISSING PERSON

EARTHQUAKE RESPONSE PROCEDURE

When shaking starts

If inside stay inside

- Repeat the word “Earthquake” several times
- Students take cover under a desk and hold onto legs
- In an open room, students are to curl into a turtle shape on the floor on their hands and knees with their hands over their heads. Where possible, move to the centre of the room first.
- Staff are to brace themselves against the classroom door

If outside stay outside

- Staff and students are to curl into a turtle shape on the ground on their hands and knees with their hands over their heads
- Stay in that position until the shaking stops

Regardless if you are inside or outside avoid excess movement

After the shaking has stopped

- Check that the area is free of any hazards then assemble at your pre-arranged fire evacuation position
- Account for all students, staff and visitors
- Check for any injuries
- Administer first aid if required
- Check the interior of all buildings to ensure there has been no major structural damage before moving back inside
- Be prepared for after shocks.

**Should the earthquake have been so severe as to require emergency assistance
Phone 111**

EARTHQUAKE RESPONSE

OTHER EMERGENCY RESPONSE

Fire

As per separate evacuation procedure

Cyclonic Storm

- Assemble all students in classrooms
- Stay away from all windows and glass doors
- STAY INSIDE
- Account for all students

Hazardous Substance Spill or Leak

- Assemble all students in classrooms
- Close all windows and doors
- STAY INSIDE
- Account for all students

Volcanic Eruption

- Close all windows and doors
- STAY INSIDE
- Account for all students

Intruder Alert

- The office will notify staff with a pre-arranged code / phrase
- Assemble all students in classrooms (without undue alarm or advertising of the situation)
- Close all windows and doors
- Stay away from all windows
- STAY INSIDE
- Account for all students

Bomb Threat

- Admin personnel will carry out police procedures
- Evacuate as for a fire drill, away from all buildings

In all instances, the Principal or designated deputy, is responsible for the overall safety of all staff and students. If an emergency situation becomes so serious that the premises have to be evacuated, this function will be carried out under the direction of the emergency services or civil defence. Before evacuating, place a sign on the main door where you have been evacuated to, turn off all power and water, ensure all windows are closed and take the attendance register with you.

OTHER EMERGENCY

LOCATION OF EMERGENCY RESOURCES

EMERGENCY TELEPHONE NUMBER – 111

1. Battery powered radio
Office
2. Fire Extinguishers
Every Block
3. First Aid Equipment
Office

These items are to be checked every time a fire or earthquake drill is exercised

OTHER CONSIDERATIONS

Hazard identification and mitigation

The objective of hazard identification and mitigation is to reduce the chances of injury from non-structural hazards when or if disaster strikes.

Repositioning of furniture, bolting heavy or tall items of furniture to walls and removing heavy or sharp objects from high places are inexpensive methods of removing hazards.

Other examples of non-structural hazards are:

- Open shelving
- Objects set on wheels
- Objects stored above head level
- Cabinets without latches
- Free standing cabinets
- Equipment or furniture in hallways which could impede movement
- Blocked exits

Hazard mitigation is an ongoing process

LOCATION OF RESOURCES