Ashgrove State School

Critical Incident Management Plan 2016
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SCHOOL CRITICAL INCIDENT PLAN

Principal notified of incident

In regard to child protection or official misconduct issues, the Principal contacts the Executive Director (schools)

Principal considers status of incident based on duty-of-care, legal, industrial and media perspectives

Principal manages the incident

Principal considers incident critical

**ON SITE**

During School hours

Principal considers immediate action in response to critical incident
- Evacuation
- Lock down
- Emergency Services

Principal contacts Executive Director (schools) and Neighbouring schools

Principal to coordinate implementation of school protocols

**ON SITE**

Outside school hours

Principal communicates with relevant authority
- Emergency Services (000)
- Facilities
- QBuild

Principal contacts Executive Director (schools)

Principal to coordinate implementation of school protocols

**OFF SITE**

Principal liaises with Teacher in charge and monitors immediate action taken in response to critical incident. Information in variation to school routine to be utilised.

Principal contacts Executive Director (schools)

Principal to coordinate implementation of school protocols

**STAFF**

- remain calm
- evaluate best option for child /children and staff
- think of safety of children first look after non injured as well as injured
- Contact emergency services
- Contact school administration and notify of situation
School Team

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ASHGROVE STATE SCHOOL
Evacuation Procedures

ORDER A FIRE OR EMERGENCY EVACUATION.
In the presence of a fire or emergency within the school buildings that require all persons to evacuate to designated assembly points.

The presence of a hazardous air born substance within the school buildings

NOTIFICATION OF NEED TO EVACUATE: Office notified by phone. Otherwise by adult (other than class teacher), by student, or by activating fire “break glass” alarm.

SIGNALLING OF A FIRE OR EMERGENCY EVACUATION.
ALARMS:
♦ EVACUATION: Repeated tone alarm will sound followed by an ‘All Call’ over the Public Address System
♦ SMOKE DETECTORS: May be automatically activated.
♦ ANNOUNCEMENT: An “All Call” will be made over the P.A. system. A broadcasted message “Please evacuate all rooms immediately” communicated by Office staff.
♦ FIRE “BREAK GLASS ALARMS”: A Block only – located on both levels near eastern and western stairwells main foyer and tuckshop.

PROCEDURE: 1. Teacher takes roll from the clipboard outside classroom
2. The children stand and move out from the room in pairs.
3. Proceed in an orderly fashion and assemble on the oval as per plan.

SPECIAL DUTIES
♦ ADMIN STAFF will make an “all call” over the speaker system: “Please evacuate all rooms immediately.”
♦ THE BSM, will contact the Fire brigade (Ph. 3366 0258 or 000) immediately the Fire alarm sounds. If time permits The Gap Police Station (Ph. 3510 1111) should also be contacted.
♦ OFFICE STAFF to take the Visitors Book and the Leaving School Early Register to the assembly area and check the Teacher Aides Room and Sick room.
♦ DEPUTY PRINCIPAL (Junior School) to take the Staff List Clipboard, check all female toilets, tuckshop, clothing store, staffroom, disabled toilet and then proceed to the oval.
♦ DEPUTY PRINCIPAL (Senior School) will check the junior boys’ toilets, male staff toilets, senior boys’ toilet and then proceed to oval.
PRINCIPAL will proceed directly to the oval and use ‘All of School’ PA Microphone to liaise with staff and children.

JANITOR GROUNDSMAN or LIBRARIAN/LIBRARY AIDE to go to Swimming Pool & JB Stephens Centre (including Instrumental Music Room) and OSHC Building and notify them evacuate building.

TEACHERS ROOM AO7 and AO5 (top floor A Block) will check Leaning Central Room and group withdrawal rooms.

TEACHER ROOM AO9 will check Computer Lab

TEACHERS in P07 & P08 Harding Building will check prep/year 1 toilets. TEACHERS in P01 & P05 Harding Building will check lift

TEACHERS in P03 & P04 Harding Building to check IT Server Room

TEACHERS EACH SIDE OF WITHDRAWAL ROOMS will check Withdrawal Room and Store Room.

ONE TEACHER FROM BLOCK H (Demountable classroom building) to check the Creative Skills Centre.

One general Teacher Aide will check Hall and Hall Kitchen and Hall Toilets. SAKG staff or Chaplain SAKG Kitchen, Boardroom, Chaplain Office and Teacher Work Space in E Block and make way to oval via Garden/Staff Car Park.

Tuckshop convenor will take tuckshop volunteer register.

PROCEDURE ON OVAL:
1. Classes are to arrange themselves in a line facing the school. Year 6 is closest to Glory Street, Prep is closest to Otonga Road.

   Woonga Drive

   Prep   Yr 1   Yr 2   Yr 3   Yr 4   Yr 5   Yr 6

   Otonga Rd

   Glory St

   SCHOOL BUILDINGS

2. Seat the children in pairs.
3. Check the rolls.
4. Send a child to inform DEPUTY PRINCIPAL that your class is all present.
5. If any child is missing advise the Deputy Principal who will instigate a search.
6. All Teacher Aides/Tuckshop/Cleaners report to Admin (PA).
7. All School Visitors & Volunteers to report to OFFICE staff.
8. Specialist Teachers to report to DP to be signed off as not class teacher.
9. PRINCIPAL/DEPUTY PRINCIPAL to signal return to rooms.
PLAN OF EVACUATION ROUTES: On wall of each room.
Copy also attached to this notice.

EQUIPMENT:
1. Fire hoses and fire blankets are located in A Block at each end of the top and lower floors.
   Extinguishers are located in the following areas:
   A Block Outsideoffice A18
   A Block (tuckshop) + fire blanket
   C Block (library) – beside each door
   G Block (multi-purpose building)
   E Block (pre-school) has a fire blanket only
   F Block (creative skills centre) has a fire blanket only
   P Block (Harding Building) + fire blanket in kitchen

3. Automatic alarms

4. Automatic Doors: In the event of fire, A Block doors situated on both floors at the entrance to stairwells, close automatically. They may also be operated manually. If closed, they may still be opened from either side to allow escape.

THE TEACHER’S PRIME RESPONSIBILTY REMAINS, HOWEVER, TO TAKE THE CHILDREN OUT OF THE BUILDINGS AS QUICKLY AS POSSIBLE.

EXIT ROUTES, IF AVAILABLE, WILL BE AS FOLLOWS:

A BLOCK (MAIN BUILDING) – TOP FLOOR
   Rooms 1-5 will use the WESTERN STAIRWELL, across the bitumen area and proceed to the oval.
   Rooms 6-12 including the Computer Lab will use the EASTERN STAIRWELL, turn left and proceed down the bitumen to the oval.
   Rooms 11, 12 & 6 (Learning Central) will use the CENTRAL STAIRWELL, and proceed to the oval

DO NOT FORGET TO CHECK WITHDRAWAL AND STORE ROOMS BETWEEN CLASSROOMS. Note: Teachers on each side of these rooms are to check them in case one class is absent elsewhere.

A BLOCK (MAIN BUILDING) – LOWER FLOOR
   Rooms 13-16 will use the WESTERN STEPS, turning right and proceed across the bitumen to the right hand side of the oval.
   Rooms 19-22 will use the EASTERN STAIRWELL and proceed down the steps keeping to the left hand side of the steps to the oval.

DO NOT FORGET TO CHECK WITHDRAWAL AND STORE ROOMS BETWEEN CLASSROOMS. Note: Teachers on each side of these rooms are to check them in case one class is absent elsewhere.
Principal & Deputy Principals will evacuate via CENTRAL STAIRWELL.

General Office, Aides’ Workroom and First Aid Room will evacuate via the CENTRAL STAIRWELL, and out to the oval.

B BLOCK (WOODEN BUILDING)
All Rooms will proceed past the UCA and Hall to the oval.

E BLOCK (SAKG) and J BLOCK (Music Room): Walk via the UCA parade area to the oval.

F BLOCK (CREATIVE SKILLS CENTRE): Proceed out of the front door, turn left and follow the path between the hall and swimming pool to the oval.

MP Block (JB STEPHENS CENTRE): Proceed out the door directly to the oval & join class.

H BLOCK (YEAR 1 BUILDING): Proceed out the door, turn left down stairs and proceed through the UCA parade to the oval.

P BLOCK (Harding Building). Classes on top floor take side stairs to ground level and all classes proceed along the path between hall and swimming pool.

HALL & N BLOCK Year 6 Classrooms & Library proceed directly to oval.

L BLOCK (Yr 6 Classrooms): Move directly to oval.

OSHC: Procced out the door directly to the oval.

SWIMMING POOL: Move directly to the oval to join class teacher.

TEACHERS IN THE STAFF ROOM: Proceed directly to the oval and join your class there.

SAKG GARDEN: Proceed directly to the oval via the staff car park.

TUCKSHOP/UNIFORM SHOP: For practice and actual fire drill all persons in the tuckshop will assemble on the oval.

GROUNDSMAN AND CLEANERS: Assemble on the oval.

TEACHER AIDES / RELIGIOUS EDUCATION TEACHERS AND VOLUNTEERS: These and any other people who may be with a class will proceed with that class to the set assembly area after the class teacher has taken charge. Report to Office Staff so your name can be marked off the roll.

NOTES:
1. Emphasis should be placed on the fact that there is no need to hurry or run. Care must be taken on the stairwells where children should walk on every tread.

2. In the event of a bomb alert, please keep clear of buildings.
LUNCHTIME PROCEDURE

If children are in eating areas,
Teachers on duty will direct them to move to the oval. All available staff to assist.
Prep and Yr 1 children – as for classroom evacuation
Year 2 – Proceed past the UCA and Hall to the oval
Years 3, 4, 5 – Proceed past the Hall to the oval.
Year 6 – Proceed directly to the oval.

If children are outside playing
Duty teachers to instruct children to move to oval (as above).

An announcement will also be made by Admin instructing children where to go.
Teaching staff not on duty to move to oval to ensure all children present.
Admin staff/teacher aides/Groundsman etc to perform required duties as normal.

SPECIAL CIRCUMSTANCES
If classes are on the oval or in an outside location within the school grounds they will proceed to the assigned assembly point.
Students and staff need to proceed to the assembly point by a way other than via buildings in case of fire.

OUTSIDE SCHOOL HOURS PROCEDURE
Cleaning staff and any other staff or children who are present in the grounds to move to the oval. Head cleaner to phone relevant services.

PREPARING CHILDREN FOR THE FIRE OR EMERGENCY EVACUATION IN YOUR CLASSROOM.
Make time for a session of half an hour to discuss the Fire or Evacuation Procedure. For younger students use the context of a dangerous fire in the building that could spread within our school.

Use the following guidelines to direct your lesson
1. Sometimes we are placed in emergency situations – fire, flood etc and to preserve our safety we need to act in a certain way.
2. Today we are going to practice for a fire or emergency evacuation where we need to leave our classroom because this would be safer for us to be out of the buildings.
3. Let’s say we discover there is a fire somewhere within the building. We need to protect ourselves from it until the fire has been dealt with by the Fire Brigade.
4. The Office will tell us when this type of emergency will happen by giving us a special signal – the siren will sound for us to evacuate.
5. When we hear this siren we will move in a quiet and orderly manner to the assembly point as directed by the teachers. Once we reach the assembly point I will call the roll to ensure we have all left the building.
6. Once the fire danger has been removed and we have been told that it is safe to return to our classroom we will be told by the Principal or Administration Officer to do so.
7. Let’s practice this procedure. (Demand that the procedure is carried out seriously with a minimum of noise)
8. Administration will ring this siren so we can practice this procedure. We will call it a Fire Drill.

Please contact the Administration Office after your lesson if there are concerns with how the real practice may go or you need to clarify the procedure.
Ashgrove State School  
Lockdown/Critical Incidents  
Emergency Procedures

LOCKDOWN  
(In the event of Phone Threat, Bomb/Explosion, Terrorist Act, Dangerous Person)

Order a lockdown  
In the presence of a dangerous intruder/staff member/student.  
In the presence of a hazardous air born substance in the local area.  
The school is part of an area that has been cordoned off due to incident in area where policy or emergency services will not allow parents/caregivers access to the school or students and where staff and students cannot leave the school to meet parents/caregivers.

Contact the office immediately the threat is discovered.

Lockdown is signalled  
The office staff will ring the lockdown bell and announce (depending on severity of situation) “Teachers, this is a Lockdown Code Red” or “Teachers, this is a Lockdown Code Blue”. The BSM will then contact the Police 000.

If Lockdown Code Red Office Staff to secure the admin building. BSM to lock centre doors and eastern doors, AO2 to lock western end doors.

EMERGENCY LOCKDOWN PROCEDURES

ALARM: (the office is to be notified immediately of any threat that may require emergency procedures).

The ALERT ALARM will be sounded, and a call will be made over the Public Address for LOCKDOWN PROCEDURES to be immediately put in place.  
Admin staff will alert anyone in the SAKG Garden that Lockdown Alarm is ringing.

LOCKDOWN CODE BLUE

RESPONSE TO ALARM

➤ On hearing the Code Blue Announcement, children and staff to remain in classrooms and continue working. ACCESS DOORS NOT TO BE LOCKED UNLESS SPECIFIED OVER THE P.A. Those children and staff in outdoor areas to move to the nearest lockable space (e.g. classroom/hall/JBS).
LOCKDOWN CODE RED

RESPONSE TO ALARM:

1. (a) **If children are in rooms:**
   On hearing the **Code Red Announcement**, all windows and doors are to be **LOCKED if possible**. Students should sit on the floor close to staff and as far away from doors and windows as possible.

   **NB:** Rooms next door **MUST** be checked to ensure that all windows and doors are **SHUT**. Doors at the ends of passageways must also be **LOCKED**.
   - Specialist teachers will remain with current class.
   - Children in JBS, Hall, Library or SAKG Kitchen will remain there with teacher.
   - Learning Central staff, aides or parents working with children must phone the office to advise which children are with you. **Office Phone 720, 730, 740**.
   - Instrumental Music teachers must phone the office to advise which children they have.

   **Mobile phones must be turned to silent if they are with you!**

(b) **If children are out of the rooms:**
   On hearing the Lockdown Red signal, staff and students will move quickly and quietly to the **nearest** rooms as identified below, lock the doors and windows and stay as out of sight as much as possible.
   - Children on Oval to go to Hall.
   - Children in Prep and Year 1 and 2 playgrounds go to the nearest classrooms.
   - Children on bitumen or undercover areas go to the Hall.
   - Children in SAKG Garden move to nearest classroom in A Block or E Block.
   - Children in Pool will move to Hall or Library.
   - Children waiting in Stop Drop Go Top Carpark go to nearest Year 2 Building.
   - Children waiting in Otonga Road Stop Drop Go & Crossing go to JB Stephens Building.
   - Children working outside with Learning Central Staff/Aides/Parents move to nearest lockable space and staff to inform office if not the child’s own classroom.
   - Children in toilets to remain there until T/Aide comes to check toilets.
   - Children in First Aid room to move to Admin Office.

   - **T/Aides** to check main building, toilets, SAKG garden for any children not secured.
   - **Principal** to assist in Hall with crowd control and class organisation.
   - **Deputy Principals** go to Year 1 and 2 buildings to assist with crowd control and class organisation. **Take master key** in case buildings are locked.
   - Any spare **Specialist Teachers** to assist in closest buildings with crowd control and class organisation.
   - Teachers in the Staffroom go to own classroom or Hall to assist with organising class groups.

2. Everyone remains in **LOCKDOWN** mode until the "ALL CLEAR" is called over the P.A. system. **No-one is to leave their area for any reason.**

3. Once the children return to classrooms a roll must be taken and office informed if any children are missing. **Office Phone Numbers: 720 or 730 (front counter), 740 (back desk).**
POINTS TO NOT CONCERNING EMERGENCY LOCKDOWNS

1. Some students who are outdoors may attempt to enter your room immediately following the sounding of the alarm. If you believe it is safe to do so, allow these students to enter.

2. Once in LOCKDOWN mode, do not allow anyone to enter your room unless directed to do so by school administration or a clearly identified Emergency services worker (Police or Fire).

3. The following standard duties apply to the following personnel:

   **Principal/ Deputies**  Manage situation
   **BSM**  Contact Emergency Services. Secure admin building
   **Specialist teachers**  Assist with marshalling
   **Office staff**  Liaise with all classes incl.specialists.
   **Teacher Aides**  Assist with any of these positions.

OUTSIDE SCHOOL HOURS CARE PROCEDURE
All staff on the premises to move to the main office area. All doors to be locked and one person to contact police.

IMPLEMENTING THE LOCKDOWN IN YOUR CLASSROOM

Make time for a session of half an hour to discuss the Lockdown Procedure. For younger students use the context of a dangerous gas in the air that could blow over our school. Use the following guidelines to direct your lesson

1. Sometimes we are placed in emergency situations – fire, flood etc and to preserve our safety we need to act in a certain way.
2. Today we are going to practice for a new type of emergency where we need to stay in our classroom because this would be the safest place to be.
3. Let’s say we discover there is a dangerous gas in the air. We need to protect ourselves from it until the gas can be controlled.
4. The Office will tell us when this type of emergency will happen by giving us a special signal – the siren will sound.
5. When we hear this siren we will return to our desks, sit down under or near our desk and remain quiet. I will close the windows and door. I will call the roll and ring the Office. We do not move until I give the signal. The signal tells us that all is safe to return to work. If you are in the toilets remain there until the Deputy Principal tells you all is safe.
6. Let’s practice this procedure. (Demand that the procedure is carried out seriously with a minimum of noise)
7. Administration will ring his siren later this week so we can practice this procedure. We will call it a ‘Lockdown’.
8. Please contact the Administration Officer after your lesson if there are concerns with how the real practice may go or you need to clarify the procedure.
ORDER A SEVERE WEATHER LOCKDOWN
In the occurrence or imminence of a severe storm that may have damaging effects.

Severe Storm Lockdown Procedure
Staff noticing a heavy build-up of cloud will contact the office. Office staff will check on the bureau of meteorology website for storm warnings.

1. The office staff will ring the lockdown bell and announce **Severe Weather Lockdown**.

2. Upon hearing the lockdown signal:
   (a) **If children are in rooms:**
       On hearing the signal, all windows and doors are to be shut. Students should sit on the floor close to staff and as far away from doors and windows as possible
   **NB:** Rooms next door **MUST** be checked to ensure that all windows and doors are **SHUT**.
       ➢ Specialist teachers will remain with current class.
       ➢ Children in JBS, Hall, Library or SAKG Kitchen will remain there with teacher.
       ➢ Learning Central staff, aides or parents working with children must phone the office to advise which children are with you. **Office Phone: 720, 730, 740**.
       ➢ Instrumental Music teachers must phone the office to advise which children they have.

   (b) **If children are out of the rooms:**
       On hearing the signal, staff and students will move quickly and quietly to the nearest rooms as identified below, lock the doors and windows and stay away from the windows.
       ➢ Children on Oval to go to Hall.
       ➢ Children in Prep and Year 1 and 2 playgrounds go to the nearest classrooms.
       ➢ Children on bitumen or undercover areas go to the Hall
       ➢ Children in SAKG Garden move to nearest classroom in A Block or E Block.
       ➢ Children in Pool will move to Hall or Library
       ➢ Children waiting in Stop Drop Go Top Carkpark go to nearest Year 2 Building.
       ➢ Children waiting in Otonga Road Stop Drop Go & Crossing go to JB Stephens Building.
       ➢ Children working outside with Learning Central Staff/Aides/Parents move to nearest classroom or lockable space and inform office if not the child’s own classroom.
       ➢ Any spare Specialist teachers to assist in closest building with crowd control and class organisation.
       ➢ Teachers in the staffroom go to Hall or own classroom to assist with organising class groups or closest rooms depending on danger.
       ➢ All students in toilets to remain there until designated officer comes to check toilets.

3. Everyone remains in **LOCKDOWN** mode until the “ALL CLEAR” is called over the P.A. system. **No-one is to leave their area for any reason.**

4. Once children return to classrooms, a roll must be taken and teachers will phone the office **if any children are Unaccounted for**.
Office Phones 720, 730 (front counter) or 740 (back desk).

5. Principal/Deputy Principals will check the school for safety of the grounds after a severe storm and notify the staff.

6. In the event of a severe storm occurring at dismissal time children will be kept in the classroom under teacher’s supervision until danger has passed.

7. Parents who wish to collect children early in the midst of the storm need to come to the classrooms to pick children up prior to the teacher dismissing them. The school is aware this may cause difficulties for parents in the carpark, however the safety of the children is our number one priority.

SPECIAL CIRCUMSTANCES
In the event of windows or structural damage students are to be moved to a safe area within the building ensuring the safety of the students is observed.

STUDENTS AWAY FROM SCHOOL GOUNDS
In event of severe weather while away from the school grounds, the supervising teacher should:
1. Ensure all students are moved to a safe location under cover.
2. Call roll to ensure all students are present.
3. Contact the school regarding situation and early pick up by bus.

IMPLEMENTING THE LOCKDOWN IN YOUR CLASSROOM
Make time for a session of half an hour to discuss the Severe Weather Lockdown Procedure. Use the following guidelines to direct your lesson.

1. Sometimes we are placed in emergency situations – fire, flood etc and to preserve our safety we need to act in a certain way.
2. Today we are going to practice for a new type of emergency where we need to stay in our classroom because this would be the safest place to be.
3. Let’s say we discover there is a storm coming. We need to protect ourselves from it until the storm has passed.
4. The Office will tell us when this type of emergency will happen by giving us a special signal – the siren will sound.
5. When we hear this siren we will return to our desks, sit down under or near our desk and remain quiet. I will close the windows and door. I will call the roll and ring the Office. We do not move until I give the signal. The signal tells us that all is safe to return to work. If you are in the toilets remain there until the Deputy Principal tells you all is safe.
6. Let’s practice this procedure. (Demand that the procedure is carried out seriously with a minimum of noise)
7. Administration will ring this siren later this week so we can practice this procedure. We will call it a ‘Severe Weather Lockdown’.

Please contact the Administration Officer after your lesson if there are concerns with how the real practice may go or you need to clarify the procedure.
A bomb threat is an emergency procedure that demands that the occupants or our school site evacuate to a safe location during the presence of a threat to the health and safety of our school personnel. The bomb threat concludes when the presence of the threat is removed.

HANDLING A BOMB THREAT EVACUATION
Bomb threats can be from various sources - phone, mail, verbal or in the case of a device being found. In the event of a bomb threat being made to the school community the following process needs to be followed.

BOMB THREAT PROCEDURE
- Contact the office immediately the threat is discovered if the threat is not made to the office. If the threat has been made to the office contact the Principal.
- The Office Staff will ring the Emergency Evacuation bell. The office staff will then contact the Police 000.

IN THE CASE OF A TELEPHONE CALL (see checklist on next page)
1. Let the caller finish without interruption and write down as much information as possible
2. Note caller ID number on the phone.
3. DO NOT hang up as police may be able to trace the call.
4. DO NOT discuss the call with other workers.
5. Inform the Principal.

IN THE CASE OF A WRITTEN THREAT
1. The note should not be altered in any way (eg: not stapled or written on) but picked up by fingernails or fingertips and placed inside an envelope large enough to accommodate the note without folding
2. Inform the Principal

IN CASE OF A DEVICE BEING FOUND
1. DO NOT touch, tilt or tamper with a suspected device.
2. Inform the Principal.

Prior to moving the staff and students to a safe area, the area should be checked to ensure there is no suspicious vehicle or other object which might contain the device or a second device.

Proceed to the evacuation assembly area. Follow evacuation procedures as outlined earlier.

Notification of threat should be made to the District Director.
Re-occupation of the building will only occur when approved by the senior police officer at the scene, in consultation with the Principal.
TELEPHONE THREATS
(Response Check List)

A. **Response by Receiver of Call**
   1. Record the exact wording and nature of the threat.
   2. Ask the following questions and record the answers.

   **General Threat**
   What are you threatening to do?
   Why are you making this threat?
   When do you intend to carry it out?
   Do you intend to telephone again?
   What is your name?
   Where are you?
   What is your address?

   **Bomb Threat**
   When is the bomb going to explode?
   Where did you put the bomb?
   When did you put it there?
   What does the bomb look like?
   What kind of bomb is it?
   What will make the bomb explode?
   Did you place the bomb?
   Why did you place the bomb?
   What is your name?
   Where are you?
   What is your address?

   **Identifying /Locating the caller**
   (Tick appropriate boxes)
   **Caller’s Voice/Locating**

   - Male
   - Female
   - Old
   - Young

   - Slow
   - Rapid
   - Soft
   - Loud
   - Laughing
   - Emotional
   - Well spoken
   - Foul

   - Slurred
   - Nasal
   - Stuttering
   - Lisping
   - Raspy
   - Abusive
   - Incoherent
   - Recorded

   - Deep Breathing
   - Cracking voice
   - Disguised
   - Accented
   - Familiar
   - Inconsistent
   - Irrational
   - Message read by caller

   - Street noises
   - House noises
   - Clear
   - Crockery
   - Motor
   - Muffled
   - Voices
   - Aircraft
   - Static
   - PA System
   - Office Machinery
   - Fading
   - Music
   - Factory Machinery
   - Local
   - Animal noises
   - Long distance

   Other details ........................................................................................................

3. Follow pre-arranged telephone procedures to assist in tracing the call. (eg leave phone off the hook, notify police using another telephone)

B. **Response by Principal**
   1. Notify police (Request trace of call)
   2. Assess seriousness of threat
   3. If evacuation is necessary, check exit route for suspicious object, then follow your agreed evacuation plan.
HANDLING OF SUSPICIOUS MAIL OR SUSPICIOUS PACKAGES
PROCEDURES

When handling mail and packages that enter the school, staff need to be vigilant and cautious when opening them. If a package or letter is believed to be suspicious the following procedure needs to be followed.

General principles for people who handle mail
1. It is appropriate that people who handle mail remain vigilant and cautious about threats such as anthrax, but it should be remembered that most reports of suspicious items are false alarms.
2. To minimise disruption in the event of receiving a suspicious letter or package, where possible it is preferable that mail sorting and processing be done in an area separate from the main organisation, for easy containment.
3. People handling mail should have access to disposable Latex Medical Gloves, Bactericidal Wipes (wet ones) and sealable plastic bags. Use gloves for placing suspicious UNopened items in plastic bags. Use wet ones ASAP if hand washing is not immediately available.
4. Display Hand Washing and Glove Removal posters in relevant areas (refer HS-18 InfectionControl).

Some facts about anthrax
1. Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. To do so the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with appropriate antibiotics. People who have anthrax are not contagious.
2. For anthrax to be effective as a covert agent, it must be aerosolised into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.
3. Anthrax is vaccine preventable.

A suspicious letter or package looks like:
Address and labelling details:
1. Excessive postage has been paid
2. Incorrect titles or misspellings of common words
3. Handwritten or poorly typed addresses
4. Title, but no name
5. Foreign or air mail, or special delivery items
6. Visual distractions like large stickers or messages on the wrapper such as “Fragile”, “Do Not Bend”, “Handle with Care” or “Urgent”
7. Marked with restrictive endorsements, such as “Personal” or “Confidential”
8. Marked with a threatening message such as “anthrax”
9. Shows a city or state with a post code that does not match the return address
10. No return address (item is from unknown source)

Physical Characteristics:
11. Unexpected item left at the office
12. Weight is unexpectedly high
13. Excessive securing materials such as masking tape or string
14. Letters have stiffening material in them such as cardboard or metal
15. Oily stains, grease marks or discolorations that could be caused by “sweating” explosives
16. An unusual odour
17. Lopsided or uneven envelope
18. Ticking sound  
19. Protruding wires, aluminium foil or holes that could have been made by wires

Managing a suspicious UNopened letter or package
1. Do not shake or empty the contents of the envelope or package.
2. Put on disposable latex medical gloves and place the item in a plastic bag or container, and seal to prevent leakage of contents. Place in a second bag or container, and seal.
3. If you do not have a bag or container, cover the item with anything (e.g. clothing, paper, rubbish bin) and do not remove this cover.
4. Remove gloves (refer to displayed Glove Removal Poster from HS-18 Infection Control). Place in a plastic bag and seal, for assessment.
5. Keep your hands away from your face to avoid potentially spreading hazardous substances to your eyes, nose or mouth.
6. Wash your hands with soap and water as soon as possible, and prior to leaving your work area, if possible (refer to displayed Hand Washing Poster from HS-18 Infection Control). Proper hand washing is required, regardless of whether bactericidal wipes (wet ones) are used initially.
7. Leave the room and close the door, or section off the area to prevent others from entering. Use signs to alert others not to enter.
8. All those who have touched or been near the item should congregate in a separate area to prevent spreading substances that may have been on the outside of the item. Await advice from emergency personnel.
9. Report the incident: 
   (a) Phone 000 and provide the following:
      i. exact location of incident (street address, building floor etc.);
      ii. number of people potentially exposed;
      iii. description of suspicious item;
      iv. action taken e.g. package covered with black coat, area evacuated and sectioned off.
   (b) Advise Manager or Officer in Charge;
   (c) Advise Building Security where applicable.
10. Compile a list of all people who were in the room or area when the suspicious item was recognised, especially those who had actual contact with it. Provide this list to local public health authorities for medical follow-up and to emergency personnel for further investigation.

Managing a suspicious opened letter or package that contains unknown substances
1. Do not disturb the item further i.e. do not pass it around, do not clean the substance up, and do not brush it off your clothing.
2. Cover any spilled contents immediately with anything, without disturbing it if possible (e.g. clothing, paper, rubbish bin) and do not remove this cover.
3. Keep your hands away from your face to avoid potentially spreading hazardous substances to your eyes, nose or mouth.
4. Wash your hands with soap and water as soon as possible, and prior to leaving your work area, if possible (refer to displayed Hand Washing Poster from HS-18 Infection Control). Proper hand washing is required, regardless of whether bactericidal wipes (wet ones) are used initially.
5. Leave the room and close the door, or section off the area to prevent others from entering. Use signs to alert others not to enter.
6. All those who have touched or been near the substance should congregate in a separate area to prevent spreading the substance and await advice from emergency personnel.
7. Report the incident:
   (a) Phone 000 and provide the following:
      i. exact location of incident (street address, building floor etc.);
ii. number of people potentially exposed;
iii. description of suspicious item;
iv. action taken e.g. package covered with black coat, area evacuated and sectioned off.
(b) Advise Manager or Officer in Charge;
(c) Advise Building Security where applicable.
8. Turn off local fans or ventilation units, and if possible have the air-conditioning turned off.
9. Remove potentially contaminated clothing as soon as possible and place in a plastic bag or other sealable container. Give clothing bag to emergency personnel for proper handling and assessment.
10. Shower with soap and water as soon as possible. Do Not Use Bleach Or Other Disinfectant On Your Skin.
11. Compile a list of all people who were in the room or area when the substance was recognised, especially those who had actual contact with the substance. Provide this list to local public health authorities for medical follow-up and to emergency personnel for further investigation.

If the room is suspected of being contaminated by aerosolisation?
1. Turn off local fans or ventilation units in the area.
2. Leave area immediately.
3. Close the door, or section off the area to prevent others from entering. Use signs to alert others not to enter.
4. Report the incident:
   (a) Phone 000 and provide the following:
      i. exact location of incident (street address, building floor etc.);
      ii. number of people potentially exposed;
      iii. description of suspicious item;
      iv. action taken e.g. package covered with black coat, area evacuated and sectioned off.
   (b) Advise Manager or Officer in Charge;
   (c) Advise Building Security where applicable.
5. Shut down air handling system in the building, if possible.
6. Compile a list of all people who were in the room or area at the time. Provide this list to local public health authorities for medical follow-up and to emergency personnel for further investigation.
MEDICAL EMERGENCY PROCEDURES

A medical emergency is an emergency procedure that requires immediate treatment of a person who may or may not require the attendance of the Ambulance Service.

PROCEDURE FOR A MEDICAL EMERGENCY

1. Quickly assess the situation and send for the First Aid Officer immediately. Office is to be notified of the medical emergency.
2. If the emergency is within the school rounds during recess times the staff member on playground duty should send the RED Card with a reliable student to the office requesting assistance. If in the classroom, teacher is to get a reliable student to notify class teacher in the adjacent room who will contact the office and assist. A reliable student may be sent to the office to notify of emergency.
3. Under no circumstances should a casualty be moved where an injury has resulted from a fall, unless it is essential for resuscitation purposes. The First Aid Officer will assess the situation and treat the casualty accordingly.
4. If emergency services are required office will dial 000 and will need accurate details of medical emergency to ensure emergency services get relevant information in regard to exact location and nature of emergency.
5. Other students need to be moved from area and support any children who may be traumatised by witnessing the event. This will also allow access by emergency services when they arrive.
6. First Aid Officer is to remain with casualty until medical help arrives.
7. A staff member needs to be sent to meet emergency services at entrance or best entry point to direct them to the emergency.
8. Casualty medical details need to be obtained from the schools files to be provided to ambulance officer.
9. Report the emergency to the Principal.
10. Contact the Executive director for advice and support, as appropriate.
11. Direct all media enquires to the media branch. At no time are staff to communicate with the media.
12. If casualty is a student contact the parents as soon as possible and provide details about what has happened.
**EMERGENCY FIRST AID FOR ASTHMA, DIABETES, ANAPHYLAXIS AND EPILEPSY**

**EMERGENCY FIRST AID RESPONSE FOR ASTHMA**

The symptoms and signs that suggest an asthma attack are:

1. Difficulty breathing
2. Shortness of breathe
3. Chest tightness
4. Wheezing
5. Coughing

Not all of these symptoms and signs may be present in all cases of an asthma attack. Although an asthma attack can occur at any time it is especially likely to occur after exercise.

Asthma Foundation of Queensland recommends the following procedure for students who are showing signs of distress resulting from inability to breathe freely. Firstly, check that the student has not inhaled a foreign body that is obstructing the throat. If the likely cause is an asthma attack then proceed as follows.

**ASTHMA FIRST AID PLAN**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Sit the person down and remain calm to reassure the person. Do not leave the person alone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Give four puffs of a blue reliever, Ventolin, Asmol, Airomir or Bricanyl, immediately. If possible, use a spacer. Ask the person to take four breaths from the spacer. The medication is best given one puff at a time through the spacer. Wait four minutes. If there is no improvement give another four puffs of the reliever.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Wait 4 minutes.</td>
</tr>
<tr>
<td>Step 4</td>
<td>If there is no improvement give another four puffs of the reliever.</td>
</tr>
</tbody>
</table>

If there is no improvement, call an ambulance immediately. Repeat steps two and three while waiting. More puffs of the ventolinetc can be administered safely in the interim if necessary and/or directed by the parents.

If a spacer (e.g. Volumatic, nebulizer or other brand is available) **SCHOOL HAS A SPACER**

1. Shake the asthma puffer and insert mouthpiece into spacer
2. Place spacer mouthpiece in person’s mouth and fire 1 puff
3. Ask the person to breathe in and out for 4 breaths.
4. Repeat until 4 puffs have been given.
If no spacer is available

1. Shake the asthma puffer
2. Place the mouthpiece in or slightly away from the person’s mouth. Fire 1 puff as the person inhales.
3. Ask the person to hold that breath for as long as is comfortable.
4. Repeat until 4 puffs have been given.

Special Circumstances

If a person has difficulty breathing, follow the Asthma First Aid Plan immediately whether or not the person is known to have asthma. No harm is likely to result from giving a blue reliever puffer to someone who does not have asthma.
Anaphylaxis Guidelines

School policy to help cater for and deal with students who have anaphylactic reactions to some allergens

Purpose:
Students enrolled at our school who suffer from significant health problems require an environment supportive and flexible to their individual needs. The purpose of this policy is to minimise the foreseeable risk of an anaphylactic reaction, and to make staff and parents/caregivers aware of the school based procedures that may be put in place to manage such reactions.

EQ Policy:
It is Education Queensland policy that State Schools cannot implement blanket food bans or attempt to prohibit entry of any particular food substance to the school. It is impossible to guarantee that any school is ‘nut free’ and stating as such may lead to a false sense of security about exposure to allergens. It is for this reason that we must take other measures to minimise the risk for students with anaphylaxis.

Definition:
Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to a certain allergen – ie a food or insect bite/sting. Reactions usually begin within minutes of exposure and immediate medical attention is required. Anaphylaxis is potentially life threatening. This must be treated as any other emergency, but EpiPen or Anapen can be administered (if stated in anaphylaxis action plan) whilst waiting for medical attention from an emergency service.

1 School management guidelines

This section of the school guidelines is designed to help minimise foreseeable risks.

1.1 Responsibilities of the parents/caregivers of a child with anaphylaxis

1) The parents/caregivers of the child must inform the school principal, in writing, of their child’s medical diagnosis of anaphylaxis.
2) The parents/caregivers of the child must notify the school, in writing, of any specific requests/guidelines from medical practitioners regarding the management of their child’s medical condition.

3) The parents/caregivers of the child are required to meet with their child’s class teacher/s to discuss the child’s action plan and arrange EpiPen placements and policies. Parents may not request where the EpiPen or Anapen is kept.

4) The parents/caregivers of the child should provide a signed copy of their child’s anaphylaxis action plan to both the office staff and their child’s class teacher/s.

5) Parents/caregivers of the child must give the school permission for child’s medical details and photo to be displayed in prominent positions around the school. ie Tuckshop, First Aid room, Staffroom, Pool etc

6) The parents/caregivers of the child should supply at least one EpiPen or Anapen to the office staff. If possible, an additional EpiPen or Anapen can also be supplied to the class teacher/s. Parents/caregivers are also expected to replace these medications if they are used or are past their use by date. It is not school staff’s responsibility to ensure that medications are current.

7) The parents/caregivers of the child must ensure that the office and the class teacher/s have up to date phone number/s of the parents in case of emergency.

8) If the child is attending OSHC, parents must inform the OSHC manager about the child’s medical condition and appropriate action plan. (The school has no jurisdiction in this area.)

9) The parents/caregivers of the child should ensure that their child wears an identification badge or medi-alert bracelet (Badge can be organised at the school office). School staff will then have a way of identifying the child’s condition in case of an emergency.

10) That if included in the child’s action plan, and parents have instructed that an EpiPen or Anapen is required to be with the student at all times, that a bum bag or equivalent is supplied by the parent for such a purpose.

11) That if the child is to have the EpiPen or Anapen with them at all times, then they are responsible for carrying this in a safe and sensible manner within the equipment supplied by the family.

12) Students if on camp or excursion, who has a group leader who may not be a teacher from Ashgrove State School, are to make this leader aware of who they are and their medical condition.
1.2 Responsibilities of the school administration

1) School administration should ensure that class teachers, specialist teachers and substitute teachers are aware (and have written information) if they have anaphylactic students in their class. This information should be displayed clearly in a prominent position in the main classroom of the child.

2) School administration should ensure that class teachers, specialist teachers, teacher aides and other school support staff receive training in administering the EpiPen or Anapen and managing anaphylactic cases.

3) School administration must ensure that summary action plans for anaphylactic students are displayed in the first aid room, and in different areas of the school (i.e. tuckshop, staffroom, library, computer lab) in case of an emergency, and in folders provided to supply teachers.

4) School administration must ensure that the EpiPen or Anapen (to be kept in office) is stored in a visible, safe place in case of an emergency (See EpiPen packaging for storage details). Admin must also ensure that teachers are aware of the specific location of the EpiPen or Anapen in the office.

5) School administration must ensure that parents are aware that the school has anaphylaxis management guidelines and provides access to a copy of the guidelines through handouts.

6) School administration must ensure that anaphylactic emergencies are taken into account when preparing and signing off on ‘variation of school routine’ forms (excursions etc).

7) School administration must ensure that relief teachers and permanent/contract teachers are supplied with a copy of these guidelines and a copy of summary anaphylactic action plans for students that they may encounter.

8) School administration must ensure that Workplace Health and Safety committee members have placed summaries of all anaphylactic children’s action plans in teachers’ duty bags and have made staff aware of the placement of students’ medications for quick access in case of an emergency.
1.3 Responsibilities of all teaching staff

1) Permanent teachers must ensure that they have current training in administering the EpiPen or Anapen regardless of whether or not they have an anaphylactic student in their class and are familiar with these guidelines. The school is willing to pay for this as part of a First Aid certificate.

2) Teachers must ensure that the parents in their class are aware of any students in their class that may have anaphylactic reactions, and what particular allergen/s they may react to. Teachers must seek parental consent from the child’s parent/caregiver to provide this information.

3) Teachers must ensure that (if supplied) the EpiPen or Anapen is stored in a visible, secure, safe place in their classroom.

4) Teachers must ensure that action plans for anaphylactic students are displayed in a visible place (eg in the wet area of their classroom) in case of an emergency, if the parents/guardians of the child have given consent to do so.

5) Teachers must ensure that, on school excursions/off campus activities, EpiPen or Anapen is collected and taken on the excursion/activity.

6) Teachers should ensure that the students in their class are adequately educated about anaphylaxis and the symptoms that an anaphylactic person may incur. This should be done in a thoughtful manner so the affected child does not feel excluded or different and that matters of privacy are not compromised ie class health lessons and such.

7) Class teachers should remind children that (if included in the child's action plan/parents have instructed) EpiPen or Anapen is taken by the child in a bum bag to specialist lessons/learning support (if away from class room) and that the specialist/learning support / special ed teacher is aware that the student is anaphylactic.

8) If a casual teacher does not have Anaphylaxis training they must seek the immediate assistance of a staff member who has been trained or contact the school office for assistance. This information will be placed in relief folders.

9) Relief teachers and teacher aides are encouraged to have training in Anaphylaxis and to have a current first aid certificate.
2 Action Plan

This section outlines for all school staff the procedure for handling an anaphylactic reaction.

2.1 Child experiences anaphylactic reaction in the classroom

1) Assess case in accordance with action plans and medical advice.

2) If case is assessed as requiring EpiPen or Anapen, Teacher (A) accesses the EpiPen or Anapen and administers it to the child. Teacher (A) then seeks assistance from office staff. If the class teacher has not been supplied with an EpiPen or Anapen by the parents of the child, then the office staff (B) must immediately bring the EpiPen or Anapen to the classroom and assist in administering the medication. Teacher (A) must stay with the patient and keep him/her as calm as possible.

3) Office staff (C) or other available adult will then phone an ambulance service for immediate assistance. Office staff should clearly specify directions to the school and classroom.

4) Office staff or other available adult (if not already at the classroom) should then travel to the classroom to assist Teacher (A) with the patient and the rest of the class.

5) Office staff (C) or other available adult will then inform the principal (or deputy) and report that emergency services have been alerted.

6) Principal (or deputy/designated staff member) then contacts the parents/caregivers of the child, informs them of the issue and proceeds to the classroom to provide teachers and students with support.

7) When the emergency service arrives, office staff (C) should ensure that the paramedics are aware of the directions to the appropriate classroom.

8) If parents have not arrived by the time the ambulance needs to depart, the class teacher or principal (or deputy/designated staff member) should travel with the child to the hospital.

9) Staff and principal (or deputy/designated staff member) debrief after incident and activate support as deemed reasonable and appropriate.

10) Teacher debriefs with students in class.

11) NOTE: If after 5 minutes emergency services has not arrived, and symptoms of anaphylactic shock have returned, EpiPen Anapen to be readministered in accordance with the child’s medical action plan.

12) NOTE: If EpiPen or EpiPen Jr. has been administered and conditions deteriorate further, administer defibrillator (available in school First Aid Room A24) or begin CPR. School takes all necessary steps to assist the child regain full health.
2.2 Child experiences anaphylactic reaction in the playground

1) Assess case in accordance with action plans and medical advice.

2) The staff member (A) on playground duty calls office staff for assistance preferably by mobile phone. Office staff (B) or other available adult must be informed of which section of the playground the incident is. Staff member (A) must remain with the patient and keep them as calm as possible. Staff members utilise the child’s EpiPen or Anapen which is in the duty bag.

3) Office staff (B) or other available adult immediately proceed to the playground and assist in administering the medication and playground duty during the incident.

4) Office staff (C) or other available adult contacts an ambulance service for immediate assistance. Office staff should clearly specify directions to the school and playground area.

5) Office staff (C) or other available adult will then inform the principal (or deputy) and report that emergency services have been alerted.

6) Principal (or deputy /designated staff member) then contacts the parents/caregivers of the child, informs them of the issue and proceeds to the playground to provide teachers and students with support.

7) When the emergency service arrives, office staff (C) or other available adult should ensure that paramedics are aware of the directions to the appropriate playground area.

8) If parents have not arrived by the time emergency services need to depart, the teacher or principal (or deputy /designated staff member) should travel with the child to the hospital.

9) Staff and principal (or deputy /designated staff member) debrief after incident and activate support as deemed reasonable and appropriate.

10) Students are debriefed by teachers and principal (or deputy /designated staff member).

11) NOTE: If after 5 minutes emergency services has not arrived, and symptoms of anaphylactic shock have returned, EpiPen or Anapen to be readministered in accordance with the students’ medical action plan.

12) NOTE: If EpiPen or Anapen has been administered and conditions deteriorate further, administer defibrillator (school does not provide) or begin CPR. School staff to take all necessary steps to assist the child regain full health.
2.3 Child experiences anaphylactic reaction on an off campus activity

1) Assess case in accordance with action plans and medical advice.

2) EpiPen or Anapen is taken personally by the classroom teacher to the activity (eg school camp, excursion, sport etc), or classroom teacher arranges for the supervising teacher to take EpiPen or Anapen to the activity. A mobile phone must be taken to any off school campus activities attended by the anaphylactic student. Supervising staff should provide the office with a mobile phone number on file in case of an emergency.

3) EpiPen or Anapen can be taken by the child to the various individual activities by way of bum bag or equivalent (supplied by parent) if required. It may also require the child to identify themselves and their medical condition to the group leader who may not be a teacher at Ashgrove State School.

4) In the event of an anaphylactic episode during the activity, the EpiPen or Anapen should be administered by the supervising teacher. A teacher is required to contact emergency services immediately via mobile phone and then contact the school office.

5) Office staff will then inform the principal (or deputy /designated staff member) and report that emergency services has been called.

6) Principal (or deputy /designated staff member) then contacts the parents/caregivers of the child, informs them of the issue and travels to the off campus incident to provide teachers and students with support.

7) If parents have not arrived by the time emergency services needs to depart, the teacher or principal (or deputy /designated staff member) should travel with the child to the hospital.

8) Staff and principal (or deputy /designated staff member) debrief after incident and activate support as deemed reasonable and appropriate.

9) Students are debriefed by teachers and principal (or deputy /designated staff member).

10) NOTE: If after 5 minutes emergency services has not arrived, and symptoms of anaphylactic shock have returned, EpiPen or Anapen to be readministered in accordance with the students’ medical action plan.

11) NOTE: If EpiPen or Anapen has been administered and conditions deteriorate further, administer defibrillator (school does not provide) or begin CPR. School staff will take all necessary steps to assist the child regain full health.
EMERGENCY FIRST AID RESPONSE FOR EPILEPSY

_Epilepsy Queensland Inc._ recommends the following first aid response.

- Time the seizure
- Remove any hard objects, place something soft under the head and loosen any tight clothing.
- Do not restrain the person or force anything into their mouth.
- Roll the person onto their side to allow excess saliva to drain from their mouth.
- After the seizure allow the person to rest until they have fully recovered.
- If the seizure lasts more than five minutes call an ambulance.

EMERGENCY FIRST AID FOR DIABETES

_Diabetes Australia Queensland_ recommends the following first aid response.

- Ask the person if they can do a blood glucose test or if they are unable to do the test do it for them.
- If the level is less than recommended on the individual management plan treat with quick acting glucose as per the plan.
- Retest in 15 minutes to ensure the blood glucose level is rising.
- If the person is unconscious, lay them on their side, ensure their airway is clear, and administer glucagons as per the management plan and call for an ambulance.