



# EVACUATION AND LOCKDOWN POLICY

## AUGUST 2020

### 1. **PURPOSE**

This policy aims to:

- i. Establish a set of guidelines for responding to an emergency situation.
- ii. Familiarise the school community with evacuation and lockdown procedures.

### 2. **POLICY STATEMENT**

At St Patrick's Primary School we strive to ensure the safety of all students and staff. A policy is essential if we intend to minimize confusion, fear and uncertainty in the event of an emergency. This policy will clarify, for the whole school community, the evacuation and safety measures to be followed and to ensure the safety of all.

### 3. **SCOPE**

This policy applies to all students, staff members, volunteers and visitors to the site at St Patrick's.

### 4. **GUIDING PRINCIPLES**

- i. The word "emergency" is used to encompass a range of events which could otherwise be described as incidents, accidents, catastrophes or disasters. An "emergency" therefore embraces the range of terms frequently used to describe a hazardous event that threatens the safety of people or property.
- ii. An emergency would usually result from the threat or impact of:
  - a. Assault/sexual assault/injury/fatality
  - b. Cyclone, storm damage or flooding
  - c. Damage to building or equipment
  - d. Earthquake/collapse
  - e. Firearms/bomb threat
  - f. Fire in school building/bushfire
  - g. Fumes/spill/leak/contamination by hazardous material
  - h. Military conflict
  - i. Outbreak of disease
  - j. Siege/hostage/disappearance or removal of a student
  - k. Vehicle accident
- iii. **Minor Incident:** Emergencies range in nature, intensity and duration. At one end of the continuum, an emergency may be small and localised affecting a single workplace. It may last minutes or hours, and may be resolved by the workplace without the need for outside help.
- iv. **Major Incident:** At the other end of the continuum, an emergency may assume disaster proportions, so large that it requires resources to be committed for days, weeks or months. It may require regional, state or even federal level coordination, including assistance from all emergency services and other agencies.

### 5. **RESPONSIBILITIES**

- i. During Term 1 week 3 and Term 3 week 3, the principal coordinates evacuation and lockdown drills:
  - a. From the classrooms, and:
  - b. From the playground.

ii. **EVACUATION**

- a. Prior to the evacuation: If any staff member, student, volunteer or visitor perceives a potential threat to safety, the clerical officer and /or executive teacher in charge should be informed immediately via the internal telephone network. Under no circumstances should a student be sent to relay a message.
- b. Emergency Signal: The clerical officer or the executive teacher in the administration block switches on the red button (evacuation alarm which sounds continuously).
- c. Contacting emergency services: The clerical officer or the executive teacher in the administration block phones the emergency services.
- d. Responding to the evacuation signal when the students are in the classrooms
  - Teachers collect their class rolls.
  - Teachers move students in an orderly and calm fashion to the classroom exit and ascertain the source of danger.
  - Teachers evacuate the students by the safest route to the Emergency Assembly Area (EAA) which is the car park, closing the doors and windows as they leave the classroom.
  - On arrival at the EAA, teachers call each student's name from the class roll. Report to the principal (or delegated person in charge) that either all students are present or that a student (or more than one student) is missing.
  - If a student is missing, a staff member is sent to search for the missing student. Students are not to be sent to search for missing people.
  - The executive teacher who is not teaching evacuates people from the canteen, toilets, library, study room and music room.
  - Staff, volunteers and volunteers in buildings other than classrooms exit from those buildings by the safest route to the EAA, closing the doors and windows as they leave the building.
  - Clerical officer (or a learning support assistant on days when there is no clerical officer) proceeds to the gate on Northcote Avenue to wait for emergency services.
  - For the duration of the emergency, students, staff, volunteers and visitors must remain at the EAA, with the exception of any staff members who have been sent to search for missing people.
  - The evacuation ceases when the principal (or delegated person in charge) makes the announcement.
- e. Responding to the evacuation signal when the students are on the playground
  - Teachers in the administration block:
    - Collect a set of class lists from the bench next to the photocopier.
    - Move in an orderly and calm fashion to the exit and ascertain the source of danger.
    - Close the doors and windows as they leave the administration block.
  - Teachers move students in an orderly and calm fashion to the EAA which is the car park, and close the doors after leaving the administration block.
  - On arrival at the EAA, teachers call each student's name from the class roll/list. Report to the principal (or delegated person in charge) that either all students are present or that a student (or more than one student) is missing.
  - If a student is missing, a staff member is sent to search for the missing student. Do not send students to search for missing people.
  - The executive teacher who is not teaching evacuates people from the canteen, toilets, library, study room and music room.
  - Staff, volunteers and visitors in all other buildings exit from those buildings by the safest route to the EAA, closing the doors and windows as they leave the building.

- Clerical officer (or a learning support assistant on days when there is no clerical officer) proceeds to the gate on Northcote Avenue to wait for emergency services.
- For the duration of the emergency, students, staff, volunteers and visitors must remain at the EAA, with the exception of any staff members who have been sent to search for missing people.
- The evacuation ceases when the principal (or delegated person in charge) makes the announcement.

f. Important points to consider

- Keep all doorways and exits clear at all times.
- Emergency services may only be contacted after consultation with the person in charge.
- If a child is not with the class at the time of the emergency signal, then the child is to go to the EAA.

iii. **LOCKDOWN**

- a. Prior to the lockdown: If any staff member, student, volunteer or visitor perceives a potential threat to safety, the clerical officer and /or staff member in charge should be informed immediately via the internal telephone network. Under no circumstances should a student be sent to relay a message.
- b. Emergency Signal: The clerical officer or the executive teacher in the administration block switches on the orange button (lockdown alarm which sounds intermittently).
- c. Contacting emergency services: The clerical officer or the executive teacher in the administration block phones the emergency services.
- d. Responding to the lockdown signal when the students are in the classrooms
  - Switch off lights.
  - Lock doors and windows.
  - If adjacent classroom(s) are vacant, ensure that all doors and windows are locked.
  - Close blinds.
  - Instruct students to move onto the floor, remaining below window level and out of sight if possible.
  - Instruct students to remain silent, except to respond to the roll call.
  - Instruct students to switch off mobile phones.
  - Call each student's name from the class lists.
  - If it is safe to do so, phone to report to the clerical officer or the executive teacher that either all students are present or that a student (or more than one student) is missing.
  - Move onto the floor, remaining below window level if possible.
- e. Responding to the lockdown signal when the students are on the playground
  - Teachers on the playground move students, visitors and volunteers in an orderly and calm fashion to the library.
  - Other staff members move to the library to assist if it is safe to do so.
  - Staff members in the library:
    - Collect the set of class lists which is hanging inside the library door.
    - Switch off lights.
    - Lock doors and windows.
    - If adjacent classroom(s) are vacant, ensure that all doors and windows are locked.
    - Close blinds.
    - Instruct students to move onto the floor, remaining below window level and out of sight if possible.
    - Instruct students to remain silent, except to respond to the roll call.
    - Instruct students to switch off mobile phones.
    - Call each student's name from the class lists.

- Phone to report to the clerical officer or the executive teacher that either all students are present or that a student (or more than one student) is missing.
  - Move onto the floor, remaining below window level if possible.
- f. Anybody outside when the alarm is sounded
- Proceeds as quickly as possible to the nearest room that is occupied by another adult.
  - Moves onto the floor, remaining below window level and out of sight if possible.
  - Remains there until the notification that the threat has passed.
- g. Anybody in the administration block when the alarm is sounded
- Switches off lights.
  - Locks doors and windows.
  - Proceeds as quickly as possible to the staffroom.
  - Moves onto the floor, remaining below window level and out of sight if possible.
  - Remains silent.
  - Remains there until the notification that the threat has passed.
- h. Important points to consider
- Once the lockdown has begun, under no circumstances is anyone to go looking for missing students, staff, volunteers or visitors.
  - If a staff member is being threatened, nobody is to place themselves at risk in any way, including attempting to remove a weapon.
  - Buildings remain locked down until the clerical officer or executive teacher phones the classrooms / library to confirm that the lockdown has ceased.

iv. **EARTHQUAKE RESPONSE**

- a. During the earthquake
- People who are indoors:
    - Stay indoors.
    - Instruct everybody to take cover under tables, benches, desks or internal doorframes.
    - Ensure that nobody moves around or leaves the building.
    - Keep away from windows, shelves and overhead fittings.
  - People who are outside keep everybody clear of buildings, walls, powerlines, trees, etc.
- b. After the earthquake
- Check for injuries and apply first aid.
  - Do not move seriously injured people unless they are in immediate danger.
  - Avoid use of telephones (to alleviate congestion) unless there is a serious injury, fire or other serious problem.
  - Turn off electricity and water.
- c. Evacuation
- Evacuate everybody, staying clear of buildings, walls, powerlines and trees.
  - Do not light matches until a check is made for gas or fuel leaks.
  - Heed warnings and advice from radio stations.
- d. Damage survey
- Check for water or sewerage leaks.
  - Do an external check for cracks and damage.
  - Be prepared for aftershocks.
  - Do not re-enter slightly damaged buildings until an engineer has checked them.

v. **EMERGENCY ACTIONS**

- a. Notify:
- An executive teacher
  - Appropriate emergency services

- Appropriate CSO personnel
- b. When reporting to emergency services, state:
  - The location of the incident.
  - The nature of the incident.
  - The name of the person reporting the emergency.
  - Phone contact details.

vi. **WHICH EMERGENCY SERVICES TO CALL**

- a. Phone 000 for:
  - Doctor/Ambulance: Serious injury
  - Fire brigade: Fire in building, grass or bush
  - Police:
    - Assault
    - Damage to building or equipment
    - Disappearance or removal of a student
    - Fatality
    - Impact by equipment/machinery/aircraft
    - Motor vehicle collision/impact in workplace
    - Natural hazards
    - Siege/hostage/firearms
    - Bomb threat
- b. Phone 132500 for State Emergency Services for flood, severe storm, cyclone, earthquake.

6. **BUDGET**

The school will devote a proportion of its budget to the provision of funds for professional development to support the staff in relation to this policy.

7. **NEXT REVIEW DATE**

This policy will be reviewed in 2023 in consultation with relevant staff.

8. **DEFINITIONS**

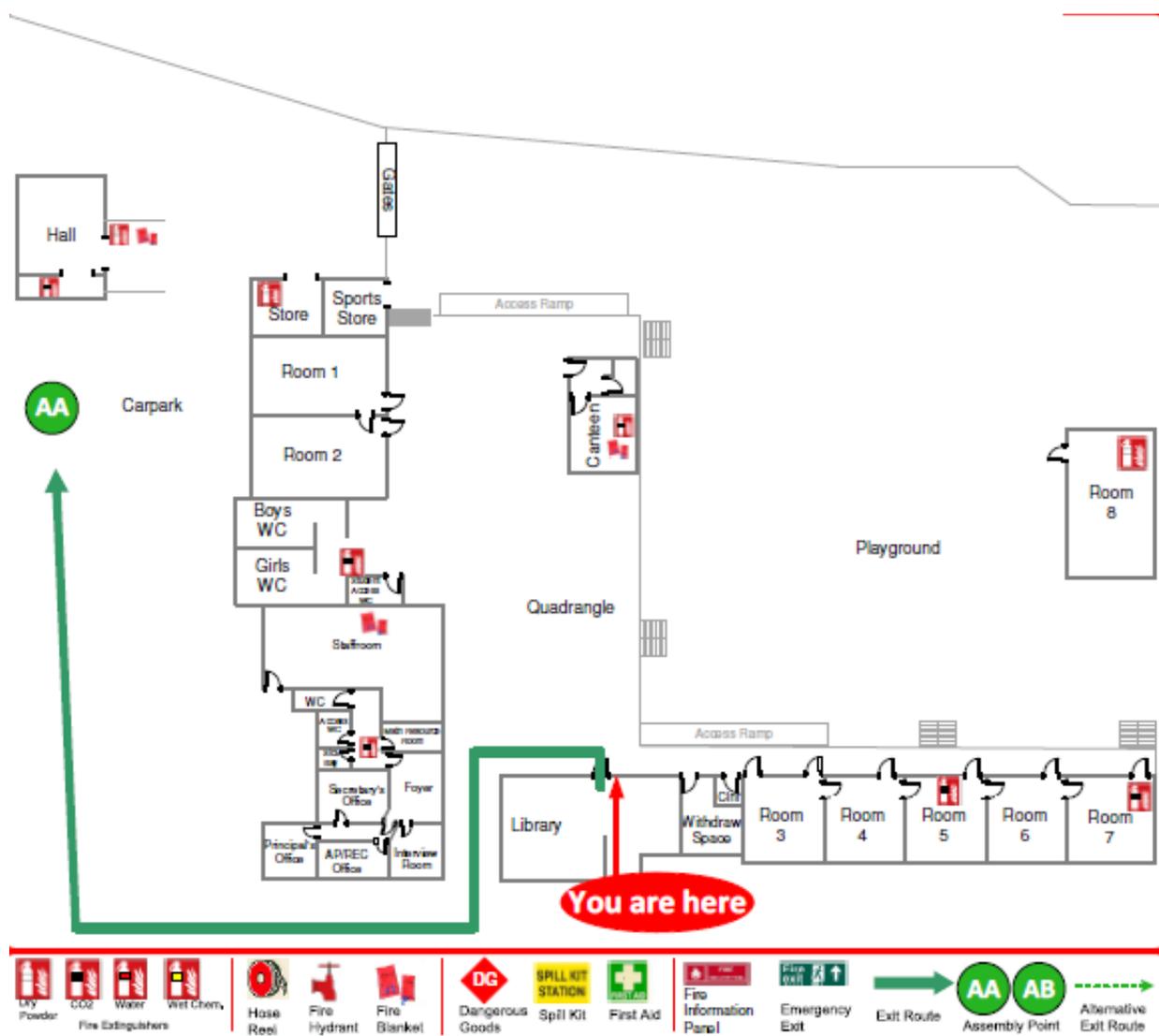
- i. Evacuation drill: The method of practising how to evacuate the school in the event of a fire or other emergency.
- ii. Lockdown drill: The means of practicing preparedness in a workplace in the event of an intruder or criminal act.

9. **LEGISLATIVE / PROFESSIONAL GUIDELINES**

- i. Work Health and Safety Act 2011.
- ii. Work Health and Safety Regulation 2011.

# EVACUATION PROCEDURES: AUGUST 2020

1. The emergency wardens are **Bronwyn Sartori** (secretary), **Peter Green** (principal) and **Ben McCarthy** (assistant principal). The role of the emergency warden is to:
  - Continuously press red button (evacuation alarm).
  - Contact emergency services.
  - Lock administration building doors and windows.
  - Evacuate administration building.
  - Evacuate people from the canteen, toilets, library, study room and music room.
2. **Classroom teachers:**
  - Collect rolls / class lists.
  - Close doors and windows.
  - Move students in an orderly and calm fashion to the Emergency Assembly Area (EAA)
  - Mark the roll.
  - Remain at EAA until person in charge announces that the evacuation is finished.
3. The emergency warden/s proceed to gate on Northcote Avenue to wait for emergency services.



# LOCKDOWN PROCEDURES: AUGUST 2020

**1. The emergency wardens are Bronwyn Sartori (secretary), Peter Green (principal) and Ben McCarthy (assistant principal). The role of the emergency warden is to:**

- Continuously press orange button (lockdown alarm).
- Contact emergency services.



**2. Teachers:**

- Switch off lights.
- Lock doors and windows.
- If adjacent classroom(s) are vacant, ensure that all doors and windows are locked.
- Close blinds.
- Instruct students to move onto the floor, remaining below window level and out of sight.
- Instruct students to remain silent, except to respond to the roll call.
- Instruct students to switch off mobile phones.
- Mark the roll.
- Phone to report missing students.
- Move onto the floor, remaining below window level and out of sight.

**3. Anybody outside proceeds to a room and moves onto the floor and out of sight.**

**4. Anybody in the administration block:**

- Switches off lights.
- Locks doors and windows.
- Proceeds to the staffroom.
- Moves onto the floor, remaining below window level and out of sight.
- Remains silent.