Evacuation and Lockdown Policy

Classification: Workplace Health & Safety

GRACE
CHRISTIAN SCHOOL

22 Vittoria Road BUNBURY WA 6230
P O Box 7 BUNBURY WA 6231

T. 08 9726 4200
E. *enrol@grace.wa.edu.au*

www.grace.wa.edu.au

@gracechristianschoolwa

Review and Responsibility

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1. Policy Statement

Rationale

The effective and efficient management of emergency incidents is critical to school and personnel safety.

2. Emergency and Critical Management Plan

a) The school will maintain an Emergency and Critical Incident Response Plan, which clearly describes how the school will respond during an emergency to ensure ongoing safety of staff, students and visitors.

b) Safety of staff, students and visitors will always be the prime focus of the emergency management plan.

c) Adequate counselling and trauma support will be a feature of the plan.

d) All emergency or criminal activity, in which the safety or well-being of staff or students is at risk, or where there is a threat to property, must be reported immediately to the Principal who will notify the Board Chair, DES, Local Pastor and other persons as described in "Critical Incident Policy". This includes incidents which occur during camps, excursions or outdoor adventure activities; during travel to or from school; involve the media; or issues for potential negligence or legal liability.

e) Emergency response drills will be conducted annually except in the case of Early Learning classes where drills will be conducted every 3 months.

f) Review: This policy will be reviewed as part of the school's two-year review cycle. The Evacuation Plan included in this policy will be reviewed immediately following an incident or after each unannounced emergency drill. This review will be conducted at the next WHS committee meeting following the incident or drill.

3. Evacuation Plan (Ref: R/10/962 - Poster and R/17/3622 - Map)

a) Evacuation Signal

i. The signal for evacuation will be a an alternating high/low tone together with a verbal prompt sounded for 60 seconds at the Principal's direction. This will be broadcast externally and internally on the schools intercom system (or in Principal's absence, a senior staff member).

See Evacuation and Lock Down poster.

In the absence of power, megaphone or air horns will replace the intercom system.

ii. Students, staff and visitors should move to the oval at the designated assembly area.
Note:
- *All Sirens can be activated remotely by PC's at Student Services, and Records Officer.*
- *Location of megaphones and air horns: Admin Building storeroom (located off the main hallway).*

b) Responsibilities

i. Principal (or delegate in Principal's absence) wearing lime green jacket CHIEF WARDEN
- Assess emergency initiate evacuation if necessary.
- Organise sounding of evacuation signal through sirens or the intercom. (or alternatives if no power).
- Contact 000 ask for Police or the appropriate emergency service – provide necessary details.
- Take charge of the evacuation.

- Remain in fixed location where wardens can report to. Position should be southern side of oval on embankment opposite entry to visitor's car park, where incoming traffic can also be managed.
- Wait for emergency services and explain status on arrival. Ensure a clear passage for emergency vehicles.
- When the "All Clear" has been given by emergency services, the Principal will co-ordinate the return to normal services.
- In the case of major damage as a result of a fire or other destructive event, the Principal will consult with emergency services to determine a plan for accommodating safe return to normal services.

ii. Class Teachers

- Keep pupils calm and assert control.
- Evacuate according to the Evacuation routes indicated on plan in red (see exit door).
- Move children out of the room, shut windows, turn of air conditioners where possible, lock the door only if you are certain there is no-one left in the room. (Locking the door indicates to the warden checking, the room is cleared of people.)
- Take your students to the "Assembly Area" where they should assemble in an orderly line, in their Year Level (Primary) or Home Groups (Secondary).
- Secondary teachers are responsible for directing their class at the time of the evacuation to the oval assembly area and directing them to their Home Group.
- Year Level (Primary) or Home Group (Secondary) teachers are to mark the roll and ensure all students are accounted for. Once confirmed, students are to be seated quietly and remain so while awaiting further instructions.
- A runner from each Primary class must report to the Bursar (Warden 7 – *Fiona de Ridder*) stationed near the crosswalk with a completed class list as a matter of priority. Teachers must remain with their class group. Once the class has been checked, have the students seated and remain quiet.
- A runner from each Secondary class must report to the Information and Records Officer (Warden 6 – *Kez Forsyth*) stationed near the crosswalk with a completed class list as a matter of priority. Teachers must remain with their Home Group.
- Wait for further instructions from Principal.

*Note: All class rolls will be issued to teachers by **Warden 9** (Sunelle Pieterse - Primary) and **Warden 10** (Christy Langerman - Secondary) as classes arrive at the assembly area. Once checked, it is important students are seated in their class rows and remain quiet. Teachers are to remain with their classes. This is also an indicator to the Chief Warden regarding progress of completed role calls.*

iii. Wardens

The Wardens are as follows:

- Warden No 1: Deputy Principal Primary (or nominated deputy) LIME Jacket = W1 – *Donna Holman*
  Ensure EC1 – P14 classrooms and toilets are checked, evacuated and locked.

- Warden No 2: Head of Student Management Primary (or nominated deputy) LIME Jacket = W2 – Chris van Deventer
  Ensure Multi-Purpose Room (Old Primary Music Room), Secondary Art Room, Resource Centre including toilets, Learning Enrichment, Chaplains Office, Canteen, Computer Labs, Home Economics Room, are checked, evacuated and locked.

- Warden No 3: Deputy Principal Secondary (or nominated deputy) LIME Jacket = W3 – *Andrew Woods*
  Ensure T1 – T3 classrooms, Tennis Courts and Sports Shed, Technology Workshops, Primary Science and Languages Room and Maintenance Shed are checked, evacuated and locked.

- Warden No 4: Business Manager (or nominated deputy) LIME Jacket = W4 – *Mark Thomas*
  Ensure School Administration building (including Camp Australia Room), Music Centre are checked have been evacuated and locked. Check Auditorium (including toilets), if unlocked and in use for school events. Manage any groups present.

- Warden No 5: Head of Student Management Secondary (or nominated deputy) LIME Jacket = W5 – *Jessica Rossouw*
  Ensure Secondary Staff Preparation Room, Rooms S1 – S11, including toilets, are checked, evacuated and locked. Manage any groups present.

- Warden No 6: Information and Records Officer (or nominated deputy) LIME Jacket = W6 – *Kez Forsyth*
  Ensure the sign-out book, visitor's book and an up-to-date class rolls including absences, are printed and taken to the assembly area, hand primary class lists to W9 (Sunelle Pieterse) and Secondary Home Group list to W10 (Christy Langerman) Collate secondary class rolls once complete and inform the Principal immediately once all classes/students are accounted for.

- Warden No 7: Bursar (or nominated deputy), to be stationed with Principal or Co-ordinator LIME Jacket = W7 – *Fiona de Ridder*
  Take Emergency phone list, mobile phone and whistle, and redirect phone. Collate primary class rolls and inform the Principal immediately once all classes/students are accounted for.

- Warden No.8: Student Services (or nominated deputy) LIME Jacket = W8 - First Aid – *Anel van Rooyen*
  - Take First Aid kit/s;
  - student "Medical Alert File – Action Plan";
  - student health care medication (e.g. EpiPen, etc.); and
  - take mobile phone to evacuation area in front of the oval shed and set up first aid station in front of the oval shed.

- Warden No.9: Enrolment Officer LIME Jacket = W9 – *Sunelle Pieterse*
  - Distribution of Primary class cones.

- Distribution and collection of Primary class lists, ensuring completed lists are passed on to the Bursar in timely manner.

- Warden No.10: Community Relations Officer LIME Jacket = W10 – *Christy Langerman*
  - Distribution of cones for Secondary Home Groups.
  - Distribution and collection of Secondary class lists, ensuring completed lists are passed on to the Information and Records Officer in a timely manner.

Nominated Deputy Warden

In the absence of a Warden, a Nominated Deputy Warden shall assume all duties and responsibilities of the Warden for the duration of the absence. The appointed Nominated Deputy Warden is *Angie Strooh*.

iv. Assembly Areas

Students are to be organised behind class markers. (*Approximate positions):*

Little Sprouts – Year 2:	Southern side of main oval
Year 3 to Year 6:	Centre of oval
Year 7 – Year 9:	Northeastern end of oval
Year 10 – Year 12:	Northeastern end of oval (closest to Farmer's Market)
First aid station:	Verandah on the main oval shed
Wardens including W6 & W7:	Oval embankment, in front of relevant school sections.
Principal:	Oval embankment, adjacent to crosswalk.

Note: No students or staff members should be on the embankment. This provides a clear line of sight to Warden 6, Warden 7 and for the Principal.

v. Search Procedures for missing persons

i. If the roll call at the assembly area reveals a missing person, the details must be reported to a warden who will immediately inform the Principal.

ii. The Principal will assign search areas to available wardens who must conduct a detailed search and visually check every part of the building/area assigned including cupboards, under desks and possible hiding spots. Don't assume that 'no answer' means the place is empty.

iii. Once the area is thoroughly searched the warden is to lock the door to the area. When the search is complete the warden must immediately report the search results to the Principal. *No person should re-enter a locked room.*

4. LOCKDOWN (Ref : R/10/962: Poster)

Lockdowns may be necessary in the event of terrorism or unwelcome visitors, with potential to harm damage property or kidnap members of our community.

a) Lockdown Signal

Audible (all school):

- A repeated rising tone together with a verbal prompt sounded at the Principal's direction (or in Principal's absence, the Principal's delegate or a Senior Staff Member). (See Evacuation/Lock Down poster next to exit door).

Audible (in class):

- A repeated rising tone together with a verbal prompt will be sounded via the intercom system. This may be limited to a relevant area in the case of an estranged parents, e.g. Early Childhood or Primary classes.
- The Principal will also initiate direct calls to staff offices and rooms should this be necessary.
- Considering the specific circumstance, the Principal and/or representative may move quietly around the school notifying classes.

b) Procedure

- If lockdown occurs during lunchtime or recess, the intercom will alert all staff in the staff room.
- Teachers should move to their own classroom as quickly as possible; students must go to the closest classroom. Staff support is essential by moving quickly to rooms where students are present.
- All class activity is to cease immediately.
- All doors and windows are to be locked, and blinds drawn, if possible.
- Avoid drawing attention to the class by having students keep out of sight and sitting on the floor away from doors.
- Wait quietly and calmly, until the all *clear* is delivered by the Principal or nominated delegate through the school's intercom system.

5. FIRE

a) Precautions to be taken to minimise danger

- Class teachers will regularly assess class storage of materials, paper, and other equipment to minimise fire hazards.
- Wastepaper bins will not be stored near doorways or windows, where possible.
- When lessons involve heating or burning, such practicals will be kept well away from windows or doors, wherever possible.
- All appliances or heaters will be switched off at the end of each day or, if appropriate, when the classroom is vacated during breaks.
- Smoking in classrooms or on school grounds is prohibited.
- Any fault in electrical installation, connection or appliance should be reported to the Principal or Groundsman immediately.
- Equipment or other obstructions will be kept well away from doorways, so as not to block orderly, quick passage in the event of an emergency (especially upstairs classrooms)
- Grounds are maintained in a manner that reduces fire potential including the school managed bush area.
- Staff members receive training in the correct use of fire extinguishers on a regular basis; every two years is preferable.

b) Bushfire, scrub fires

There is limited risk of bushfire occurring in the area although there is potential in our bush block and perhaps neighbouring areas. Should a fire be noted on school grounds:

- Principal notified immediately.
- Spot fires that can be managed by school personnel should be, unless there is a risk of harm.
- Fire and emergency services contacted on 000, should it be deemed necessary.
- Principal or representative will determine if whole or partial evacuation is necessary.
- Should evacuation be necessary, follow evacuation procedure.

- In the case of embers being a risk to students, classes will be directed to safe rooms to avoid embers. Primary students – Auditorium, Secondary students – S2 – S 11. See 'Bushfire Shelter Locations' map – R/17/427.

c) Fire starting in the classroom

Should a fire start in a classroom the teacher must immediately:

- evacuate the room. The teacher's responsibility is firstly to the students in their care. However, common sense should prevail to assess whether earlier intervention is possible. E.g. use of fire extinguisher for spot fire.
- send two students to inform the Principal immediately while the remainder stand approximately 20 metres away, providing it is safe with adult supervision and wait for further instruction.
- use a fire extinguisher if it can be safely discharged or fire blanket.
- The Principal or representative will determine if a whole school evacuation or partial evacuation is necessary. If the fire cannot be contained the order to evacuate will be given and classes are to proceed with evacuation process.

6. EARTHQUAKE

a) During an earthquake

- Students and staff should move no more than a few steps to a safe place (such as under a sturdy table, or next to an interior wall) drop, cover, and hold on.
- Stay away from windows and mirrors and remain under shelter until instructed otherwise – there may be dangers not visible at the time.
- Do not attempt to run outside.
- If outside, move no more than a few steps to a safe place, drop, cover, and hold. Keep well clear of buildings and other structures, power lines, trees etc.
- It is most important to remain calm at all times and try to reassure the children. Think carefully of the consequences of any actions that you wish to take.
- Assist others near you if possible.
- Staff should be wary of falling plaster, bricks, light fixtures, high bookcases, cabinets, shelves, and other furniture that might slide or topple. These are all a danger.

b) After an earthquake

- Expect aftershocks.
- First check for injured children and render assistance. If any are found seriously injured, do not attempt to move them unless they are in danger of further injury.
- After checking for injuries, you should survey the damage to the building. In particular, check for fire and fire hazards such as gas leaks, damage to electrical equipment, exposed electrical wires, chemical spillage, etc. To avoid the danger of electrical shock, treat all exposed electrical cables as live and do not touch the cable or any objects in contact with wires.

- If any doubt arises concerning the structural integrity of a building, students should be evacuated if safe to do so, and moved to the evacuation assembly area. The Principal or nominated delegate should be notified.

UNDER NO CIRCUMSTANCES SHOULD EVACUATION BE CARRIED OUT UNTIL THE PATHWAY TO THE EXITS OR THE EXTERNAL PARTS OF THE BUILDING HAVE BEEN CHECKED TO MAKE SURE THEY ARE SAFE.

7. SIEGE AND HOSTAGE SITUATIONS

a) Siege and hostage situations are two of the most significant emergencies or critical incidents that a school may encounter. They often develop with unpredictability, speed and lethality. These events may involve armed or unarmed people, using a carefully planned or completely unplanned method. Many of these situations are over within several minutes. It is essential that, if the safety of students or staff is at immediate risk, decisive actions are taken to reduce access to additional victims. This includes immediate notification of the WA Police (000).

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

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

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

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

8. CYCLONE/ FLOOD

a) In cyclone-prone areas, the Principal's/Site Managers should establish links with their local State Emergency Services (SES) and familiarise themselves with the various actions required under each "alert stage".

b) If flooding is imminent, make contact with the local SES as soon as possible.

c) If the school is still occupied, ensure students and staff are located in the highest sheltered areas.

d) Where possible, ensure that high value equipment and records are relocated away from impending floodwaters.

e) Ensure potential electrical hazards have been eliminated (for example, isolate power supply) (ONLY WHEN IT IS SAFE TO DO SO).

f) Remain at the safe location while it continues to offer protection.

g) Do not allow anyone to enter floodwaters.

9. BOMB THREAT

If you receive a bomb threat by telephone: STAY CALM. DO NOT hang up.

Refer to the *Bomb Threat Checklist attached*.

- Try to get as much information as possible.
- Notify Principal / If the Principal is off site, notify the Principal's delegate. DO NOT COMMUNICATE THE THREAT TO ANYONE ELSE.

- Contact WA Police (principal or site manager).
- Decide whether a search of the grounds is warranted (Principal or delegate)
- Decide whether the site is to be evacuated (Principal or delegate)
- 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 delegate.
- Contact WA Police and organise emergency personnel to conduct an area search (Principal or delegate).
- Consider the need to evacuate (refer to Evacuation Procedures within this document) (Principal or delegate).

10. ARMED HOLDUP

In the event of an armed hold-up situation:

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

11. Refer to:

R/25/1692 Lockdown Poster
R/25/304 Evacuation Map
R/17/427 Bushfire Shelter (Safe Room) location

R/15/2411 Bomb Threat Checklist