EMERGENCY MANAGEMENT PLAN for
Tuntable Creek Public School

Effective: September 2012
Date of last review:
Review date: September 2013
# PART 1: Emergency management plan

## 1.1 OVERVIEW OF EMERGENCY MANAGEMENT PLAN

### Purpose and objectives

#### Purpose

To ensure the safety of staff, students and others in the event of an emergency.

#### Objectives

- To identify potential emergencies and implement elimination or control measures to prevent those emergencies, where possible
- To enable effective preparation for emergencies through appropriate training of personnel, testing of equipment and practice of evacuation drills
- To provide staff and students with a clear understanding of how to respond effectively in the event of an emergency
- To ensure the recovery of staff, students and the workplace after an emergency.

### Scope of the emergency management plan

This plan applies to all activities at the workplace and takes into account hazards that may occur within one kilometre of the school.

**Note:** Planning for excursions and other off-site activities are subject to separate risk management and emergency planning processes. Each school excursion must be risk managed separately.
Relationship with other plans

This plan is subject to the actions and operations of emergency services on a larger scale in the event of a large scale emergency impacting on the community e.g. evacuation in the event of a major flood, bushfire.

Description of the workplace

The co-educational primary school has 14 students. It is a small school located in The Channon area, at Tuntable Creek, about 26 kilometres north away from the main area of Lismore. The school is set in a beautiful, natural rainforest environment. Tuntable Creek runs beside the school. The school has a teaching principal K-6, 1 part-time librarian/RFF teacher, including a specialist music teacher. We also have an Administrative Manager, and a part-time General Assistant.
The school backs directly onto farming and natural rainforest. Fencing and a gate have been locked to restrict access.

Roles and responsibilities

Emergency planning committee (responsible for emergency planning)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact phone numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Bath</td>
<td>Relieving Principal</td>
<td>Work: 66886212 Mobile:0412145755 Home: 66286902</td>
</tr>
<tr>
<td>Kathleen McMahon</td>
<td>Administrative Manager</td>
<td>Work: 66886212 Mobile:0434151250</td>
</tr>
</tbody>
</table>

Emergency control organisation (responsible for evacuation and emergency response)

Chief Warden

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact phone numbers</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Deputy Chief Wardens

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact phone numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen McMahon</td>
<td>Administrative Manager</td>
<td>Work: 66886212 Mobile:0434151250</td>
</tr>
</tbody>
</table>

Floor Wardens

<table>
<thead>
<tr>
<th>Name</th>
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<th>Contact phone numbers</th>
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<tbody>
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<tr>
<td>Kathleen McMahon</td>
<td>Administrative Manager</td>
<td>Work: 66886212 Mobile0434151250</td>
</tr>
</tbody>
</table>

First Aid Officer

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact phone numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen McMahon</td>
<td>Administrative Manager</td>
<td>Work: 66886212 Mobile0434151250</td>
</tr>
</tbody>
</table>
Communications Officer

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact phone numbers</th>
</tr>
</thead>
</table>
| Kathleen McMahon | Administrative Manager | Work: 66886212
                                | Mobile: 0434151250           |

Process for notifying, alerting and reporting emergencies

Notifying emergencies
All teachers and other staff are to ensure the principal is notified in the event of an emergency.

Alerting the workplace to emergencies
The principal is to undertake appropriate action to alert the workplace of the emergency including commencement of evacuation procedures, where required. Where the principal is absent from the workplace, the nominated Administrative Manager is to undertake this responsibility.

Reporting emergencies
- Contact emergency services immediately where required
- Notify the School Education Director of the emergency immediately
- Notify the School Safety and Response Unit hotline if the incident involves violence, weapons, illegal drugs or major criminal activity
- Complete the Department’s serious incident report as soon as possible
- Contact the WHS Directorate is to be contacted in the event of a death, serious injury or dangerous occurrence at the workplace.

Identified evacuation assembly areas and evacuation routes

Assembly area one
Clearing near cedar tree down behind the school

Assembly area two
Front of school outside the gate-carpark

Off-site assembly area
Across the road to the clearing in front of the hall

Location of emergency coordination centre and recovery premises

1. School administration office area when practicable
   or
2. Location to be confirmed by communications officer after consultation with fire warden
   (Refer to site plan, Part 2)

Review dates
September 2013, September 2014 etc.
The emergency management plan will also be reviewed:
- following any emergency that impacts on the workplace
- following drills where the need for change is evident
• if there are major structural changes or other changes that affect the ability of the plan to be implemented.

**Strategy for communicating the plan** (e.g. training, newsletters, posters)
Plan to be communicated through staff meetings. The plan will be displayed at all telephone access positions and in all offices and classrooms.

**Essential services on premises** (e.g. location of hydrants, water main, etc)
Fire hydrants located in every building. Fire blankets in staff room and kitchen. Water tank located at front of school, just inside of the gate.

**Types of installed communication systems**
Telephones, manual bell, whistles

### 1.2 PREPARING FOR AN EMERGENCY

**Risk assessment process**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact phone numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Bath</td>
<td>Relieving Principal</td>
<td>Work: 66886212, Mobile: 0412145755, Home: 66286902</td>
</tr>
<tr>
<td>Kathleen McMahon</td>
<td>Administrative Manager</td>
<td>Work: 66886212, Mobile: 0434151250</td>
</tr>
</tbody>
</table>

**Risk assessment consultation**

<table>
<thead>
<tr>
<th>Person or group</th>
<th>Timeframe for consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roads and Traffic Authority (RTA)</td>
<td>As required</td>
</tr>
<tr>
<td>Safety and Security Directorate</td>
<td>As required</td>
</tr>
<tr>
<td>State Emergency Services</td>
<td>As required</td>
</tr>
<tr>
<td>Parents and Citizens Association</td>
<td>As required</td>
</tr>
<tr>
<td>Local Council</td>
<td>As required</td>
</tr>
<tr>
<td>Student Representative Council</td>
<td>As required</td>
</tr>
</tbody>
</table>

**Review dates**

<table>
<thead>
<tr>
<th>Risk assessment completed on</th>
<th>Key changes introduced (see also risk management strategies below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September, 2012</td>
<td></td>
</tr>
</tbody>
</table>
## Risk management strategies for prevention or control of emergencies

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Risk associated with hazard</th>
<th>Key risk elimination or control measures</th>
<th>How often</th>
<th>Key staff responsible for implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>Unauthorised Intruders</td>
<td>Pass system for visitors. Teacher and student awareness.</td>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Violence between students</td>
<td>Implementation of student welfare policies including suspensions and expulsions.</td>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td>Road safety and vehicle collision with workplace</td>
<td>Accident with pedestrian/car</td>
<td>Communication strategy for parents and students</td>
<td></td>
<td>Principal</td>
</tr>
</tbody>
</table>

## Training against emergency management plan

<table>
<thead>
<tr>
<th>Type of training</th>
<th>How often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training on the workplace emergency management plan</td>
<td>Once every 12 months</td>
</tr>
<tr>
<td>Emergency care training for teachers taking excursions</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Training schedule attached – Part 2

## Frequency of emergency response drills

<table>
<thead>
<tr>
<th>Type of emergency response drill</th>
<th>How often (see Part 2 – Schedule of completed emergency response drills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building evacuation (e.g. fire emergency)</td>
<td>Once every 6 months</td>
</tr>
<tr>
<td>Lockout</td>
<td>Once every 6 months</td>
</tr>
<tr>
<td>Lockdown</td>
<td>Once every 6 months</td>
</tr>
</tbody>
</table>

Training schedule attached – Part 2

## Arrangements for disabled persons

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Person responsible for action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominated person to assist disabled person in event of emergency</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Consultation with student and parents about emergency arrangements including evacuation</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Emergency services to be notified of disabled person’s whereabouts where necessary</td>
<td>Class Teacher</td>
</tr>
</tbody>
</table>
Testing of equipment

<table>
<thead>
<tr>
<th>Type of equipment</th>
<th>Frequency of testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire fighting equipment (including fire extinguishers, fire blankets)</td>
<td>Every 6 months</td>
</tr>
<tr>
<td>Emergency lighting</td>
<td>N/A</td>
</tr>
</tbody>
</table>

First aid requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Action completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First aid officer appointed</td>
<td>Principal and SASS</td>
</tr>
<tr>
<td>First aid officer participates in emergency drills</td>
<td>Yes</td>
</tr>
<tr>
<td>Portable first aid kit available</td>
<td>Yes</td>
</tr>
<tr>
<td>Asthma kit available</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Communications during an emergency

<table>
<thead>
<tr>
<th>Requirement</th>
<th>List form of communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary means of communication in the event of an emergency (e.g. alarm system, Public Announcement system)</td>
<td>bell, whistle</td>
</tr>
<tr>
<td>Secondary or alternative means of communication</td>
<td>Internal phone system</td>
</tr>
</tbody>
</table>

1.3 RESPONSE

The process for making decisions

Once an emergency is reported, the Chief Warden will assess:
- What is the nature of the emergency?
- How the emergency is developing (getting closer, moving away etc)?
- Which emergency services should be contacted (Police, Fire, Ambulance and State Emergency Service)? (see table below)
- The immediate response actions required based on the initial assessment?

The Chief Warden will then immediately initiate necessary actions and responses e.g. evacuation, lockout or lockdown.

Immediate response actions (actions will often take place at the same time)

- Implement emergency evacuation, lockdown or lockout procedures where required
- Ensure first aid is administered and medical treatment provided as soon as possible
- Contact and liaise with relevant emergency services
- Secure the area, remove people from the area and make it as safe as possible while maintaining personal safety
- Establish the facts: assess the situation, plan who to contact, who will do what, what assistance is needed from regional office, School Safety and Response, Safety and Security Directorate, WHS Directorate and the Media Unit
- Report incidents involving violence, weapons, illegal drugs or major criminal activity to School Safety and Response on 1300 363 778; and incidents involving malicious damage, break and enter, fire and security breaches to School Security on 1300 880
Ensure telephones are not used for anything other than incident communications
Contact the injured person’s family if required
Report the emergency through the Department’s incident reporting procedures
(serious incident report, employee incident report if required)

**Vehicle control during emergency** (e.g. keeping lane clear for emergency services)

**Who:** General Assistant (if available) or nominated Staff member

**How:** Keep driveway clear for emergency services using hand held sign and wearing fluorescent vest where time permits.

**When:** After emergency services have been called until their arrival.

**Evacuation procedures (summary)** – Full procedures included in Part 2

- Chief Warden decides on the need to evacuate, where possible in consultation with emergency services
- Chief Warden to ring emergency evacuation bell (continuous ring of the main bell, four rings for fire)
- Teachers to evacuate in an orderly manner with all members of their classes via the shortest and safest route to the cedar tree in bottom playground unless advised of alternative evacuation assembly area.
- Wardens to check that all classrooms are clear and lock them where possible
- When whole school is assembled, roll will be marked
- Office staff cedar tree or alternative location when advised
- Chief Warden to check designated blocks and toilets
- Chief Warden to brief staff on emergency and await arrival of emergency services or take other appropriate action
- Chief Warden to advise when to return to the school in consultation with emergency services.

**Response procedures for specific emergencies**

Response procedures are provided in Part 2 for the following emergencies:

- Violent Intruder
- Bomb threat
- Car Accident
- Student lost on excursion
- Bushfire
- Emergency Health Situation
- Storm
- Earthquakes
- Death at work
- Death of Staff/Student
- Electrical Hazard
- Explosion
- Flood
- Letter or parcel bomb
- Outbreak of disease

**Emergency contacts**

<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police station</td>
<td>66260599</td>
</tr>
<tr>
<td>School Education Director</td>
<td>0408430996</td>
</tr>
<tr>
<td>School Safety and Response Hotline</td>
<td>1300 363 778</td>
</tr>
<tr>
<td>Security Hotline</td>
<td>1300 880 021</td>
</tr>
<tr>
<td>Local medical centre</td>
<td>N/A</td>
</tr>
<tr>
<td>EAP counsellor</td>
<td>1300 360 364</td>
</tr>
</tbody>
</table>
1.4 RECOVERY

<table>
<thead>
<tr>
<th>Strategy and description (documents included in Part 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling strategy – how the school will provide counselling in the event of an emergency</td>
</tr>
<tr>
<td>Recovery time line – key actions that need to be undertaken to ensure the school returns to normal as quickly as possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trauma counselling and description</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counsellor (General Incidents)</td>
<td>Sarah Firth</td>
</tr>
<tr>
<td>District Guidance Officer (Serious Incidents)</td>
<td>Steve Holmes</td>
</tr>
</tbody>
</table>

Managing the media strategies (documents included in Part 2)

As per Media Policy “Working with the Media” May 2002

<table>
<thead>
<tr>
<th>Return workplace to normal</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ensure appropriate strategies are in place.</td>
</tr>
<tr>
<td>School Education Director</td>
<td>Ensure appropriate strategies are in place.</td>
</tr>
</tbody>
</table>
PART 2: Evacuation procedures and other attachments

TUNTABLE CREEK PUBLIC SCHOOL
Emergency Evacuation Procedures/Policy

Emergency ACTION PLAN

Report disaster to local emergency services and Lismore District Office.

Telephone Numbers
000

<table>
<thead>
<tr>
<th>Fire Station</th>
<th>Lismore Police Station</th>
<th>66215660</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulance</td>
<td>Lismore Base Hospital</td>
<td>66202400</td>
</tr>
<tr>
<td>District Office</td>
<td>State Emergency Service</td>
<td>132500</td>
</tr>
<tr>
<td>School Safety and Response</td>
<td>School Security</td>
<td>1300 880 021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency Type</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flood</td>
<td>Discourage students and teachers from travelling in times of flooding. Students remain at home and teachers report to the nearest school. Staff living in area to attend school where possible.</td>
</tr>
<tr>
<td>Sewerage, Gas Leak, Electrical Failure</td>
<td>Danger to be assessed by the Senior Teacher of the day and a decision made on evaluation. Appropriate tradesperson or maintenance contractor notified to rectify situation.</td>
</tr>
<tr>
<td>Fire</td>
<td>Evacuate all personnel. Contact local emergency services. Minimise fire damage with fire extinguishers</td>
</tr>
<tr>
<td>High Winds</td>
<td>All personnel to remain in classrooms until winds cease</td>
</tr>
<tr>
<td>Bomb Threat, Earth Quake</td>
<td>Evacuate all buildings / lock down Contact local emergency services Contact Lismore District Office Contact School Security</td>
</tr>
<tr>
<td>Hostage, siege with weapons</td>
<td>Evacuate all buildings / lock down Contact local emergency services Contact Lismore District Office Contact School Security</td>
</tr>
<tr>
<td>Violent Intruder</td>
<td>Ensure children are in a safe area e.g. Lockdown Contact local emergency services Contact Lismore District Office Contact School Security</td>
</tr>
<tr>
<td>Emergency Drill</td>
<td>Emergency evaluation, lockdown/lockout drill practised each semester. Vital documents to be gathered by Senior School Assistant. Admission Register Cash on hand Student Register and Class Lists</td>
</tr>
</tbody>
</table>
Emergency Evacuation Procedures

Steps to implement Evacuation:
1. Continuous ring of bell is evacuation, or hand bell – Four rings for Fire
2. Contact 000
3. Teachers will be responsible for their class groups and will take class rolls when exiting rooms.
4. Senior Teacher to take control i.e. Principal
5. Children to assemble at designated emergency assembly point
6. Teacher to do a roll check
7. SAM to do a visitor list check
8. Report any person missing to Senior Teacher.
9. First Aider to take charge of any injuries. Delegate responsibility for treatment to senior staff with first aid certificates. In event of First Aid Officer being absent, staff with current certificate will take charge of injuries.
10. Senior School Assistant to report with relevant documents.
11. Follow direct of emergency service personnel.
Lockout/in is a procedure which prevents unauthorised persons from entering the school and is commonly used when the threat is general or the incident is occurring off the school property. This procedure allows school activities to continue as normal (as possible) during the outside disruption.

Lockdown is a procedure used when there is an immediate threat to the school eg. school intruders. Lockdown minimises access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorised person eg. principal or police officer.

**Lockout/in Procedures**

**Steps to implement lockout/in:**
1. Continuous short sharp ring of the bell will alert staff to implement the lockout/in.
2. Where necessary the principal or the duty teacher will direct students who are in the playground or outside the school grounds (eg. before or after school) to immediately go to the nearest secure school building or classroom.
3. The principal or duty teacher and classroom teachers should ensure that all doors are secure and that all students are accounted for and are safe.
4. The only entry to the school for the period of the lockout/in will be via the main gates. The principal or duty teacher will ensure that access is monitored and that only authorised personnel have access.
5. The principal will liaise with NSW Police and/or emergency services if necessary, to develop and implement a plan for students to depart at the end of the school day or arrival at school if the incident is still in process.

**Lockdown Procedures**

**Steps in implement lockdown:**
1. Continuous short sharp ring of the bell will sound if an intruder is identified, the staff member who identifies the intruder should contact the principal who will determine if lockdown procedures should be implemented.
2. Principal or duty teacher calls 000
3. Principal or duty teacher co-ordinates all staff to lock and secure all exterior doors and entrances.
4. If safe to do so the principal or duty teacher will wait outside the main entrance of the school to direct emergency services. Only authorised personnel should be allowed access to school premises.
5. All outside activities should cease immediately. Where appropriate the principal or duty teacher should direct students who are in the playground or outside school fences (eg. before or after school) to immediately go to the nearest school building or classroom or evacuate to a central position (eg. library).
6. Staff should secure doors and windows and move students out of line of sight of doors and windows. Staff should ensure that students remain calm and quiet.
7. Staff should check outside their classrooms for nearby students and direct them into their classroom. Staff should not leave the classroom to get students. The door should then be closed and locked.
8. Staff should record the names of all the students/staff that are in the room and if possible let the principal know as requested.

9. Where the lockdown lasts for an extended period of time or extends beyond normal school hours, the principal or teacher in charge should notify parents via local media and with assistance of local police.

10. In conjunction with local police and emergency services, the principal or teacher in charge should arrange for parents to pick up students from school at a designated safe area.

11. The principal or teacher in charge will give an all clear signal.

NATURE OF HAZARD

BOMB THREAT OR SUSPECTED DEVICE

Bomb threats may occur at schools or colleges and campuses due to a range of risk factors. Workplaces should be prepared to respond to bomb threats in an effective and appropriate way.

RISK FACTORS

- History of bomb threats for workplace
- Student, ex-student or other person seeking to cause disruption to workplace
- Examination periods or other significant workplace activities.

PREVENTION STRATEGIES

White level inspections

Upon receipt of a bomb threat, conduct a white level inspection. A white level inspection is undertaken by conducting a visual search of an area in order to determine if anything is unusual, unfamiliar or out of place. The workplace manager should consider conducting a white level inspection before a decision is made to evacuate. It is good practice to carry out a white level inspection prior to examinations in all rooms that are being used for examinations to reduce the level of threat and minimise the need for evacuation and disruption to students.

Once staff are satisfied that the area is as it should be, the area should be locked and all access denied until the room is officially opened for use (e.g. for examination students). Students should take their personal belongings with them into the examination room and place them around the perimeter walls or in another designated area within the room.

In the event of a threat being made, normal procedures for assessment of the bomb threat should be followed, however, the need to evacuate should be assessed by the workplace manager in consultation with the police.

RESPONSE

There are two aspects of response to bomb threats: Receipt of a bomb threat and Procedures for bomb threats or suspected devices.
Receipt of a bomb threat

A bomb threat is usually received by telephone but may be received by mail. If a bomb threat is received, it is important to remain calm as the information given by the caller, and replies to the questions asked by the person taking the call, could be of vital assistance to police. Efforts must be made to keep the caller on the telephone as long as possible to obtain the information needed by the police.

If you receive a bomb threat, obtain and record the following information:

• Where the bomb is located
• Time of the explosion
• General appearance of the device
• What will make the device explode
• Type of bomb
• Why the bomb was placed and the motive (including the people or groups involved)
• The name, address and/or location of the caller.

All workplaces should keep a copy of the Department’s bomb threat report to assist in recording these points. Do your best to record the exact words of the caller, details of any background noises and the caller’s voice (e.g. rational or irrational, young or old).

Do not hang up the telephone. If the caller terminates the call, leave the handset off the hook. There is a possibility that the police will be able to trace the call. Use other telephones for communications. Call the police immediately on 000.

If a bomb threat is received by mail, immediately seal the letter and envelope in an envelope. If the threat is received by email, do not delete the item or forward it to any other recipient.

Also notify the appropriate senior officers, e.g. School Education Director, College Director. The bomb threat report will assist with these communications.

Police are responsible for the overall management of incidents involving bombs or devices within the workplace. This includes searching for devices.

Procedures for bomb threats or suspected devices

Remember

DO NOT TOUCH, tilt or tamper with a known or suspected explosive or incendiary device
DO NOT DELAY phoning the police

Initial action

Call 000 and promptly relay all information to the police. The police will come to the scene and ensure safety or will provide advice to the site manager. Police are responsible for the overall management of bomb-related incidents.
Evacuation

If a device is located, or the information gathered by the police indicates that it is warranted, the police will determine that buildings should be evacuated. Principals should ensure that evacuation routes are clear before using them. Note that the police can take control of the site where required.

Staff and students should take personal belongings with them including school bags which are in their immediate possession, and proceed to the evacuation assembly area. Staff and students should not delay evacuation by collecting other personal belongings not in their immediate possession.

The workplace manager or designated serious incident coordinator is to ensure that all staff and students reach and remain in the designated safe assembly area.

Search

If an assessment by the police and school executive determines that the threat is serious enough to require evacuation, the police will implement a systematic search. Workplace managers should assist the police to familiarise themselves with the layout of the buildings, provide access to locked areas and assist them to identify any foreign objects.

If no area has been specified, the police will concentrate initially on external areas and those which are accessible to the public. They will start from the bottom floor and work their way up.

If an area or room has been specified in the threat, initially the Police will concentrate on that area.

Located devices

If you believe that you have identified an explosive device, take the following action:

- Do not allow the use of radio transmitters or mobile phones within 50m of a suspected device. You may use radio transceivers for reception only
- Evacuate students and staff to a safe distance (assume an explosive device in an open area will damage property and may injure people within a radius of at least 100m).

RECOVERY ACTIONS

- Decide when to re-open the workplace, in consultation with the senior police officer at the scene
- Provide staff and students with accurate information about the current situation unless there is a legal issue that prevents this occurring
- Implement procedures to resume workplace activities, which include providing counselling and support to those affected by the incident
- Review the emergency management plan.
FURTHER INFORMATION

- Safety and Security Directorate
- See also Letter or Parcel Bomb or White Powder Letter and Explosion
# BOMB THREAT REPORT

To be completed by the person who received the call and advised the workplace manager and NSW Police

Time of call: _________________ Date: _________________

Name of person who received the call: _________________________________

Exact wording of threat:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Questions to ask caller:

What time will it explode? _____________________________________________

Where is it? __________________________________________________________

What type of device is it? ______________________________________________

Why are you doing this? _________________________________________________

What is your name? _____________________________________________________

Analysis – indicate with an X

<table>
<thead>
<tr>
<th>Type of call</th>
<th>Voice</th>
<th>Accent</th>
<th>Background noise</th>
</tr>
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<tr>
<td>☐ Local</td>
<td>☐ Male</td>
<td>☐ Local</td>
<td>☐ Radio/TV</td>
</tr>
<tr>
<td>☐ STD</td>
<td>☐ Female</td>
<td>☐ British</td>
<td>☐ Train</td>
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<td>☐ Angry</td>
<td>☐ American</td>
<td>☐ Children</td>
</tr>
<tr>
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<td>☐ Other (please specify)</td>
<td>☐ Traffic</td>
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<td>☐ Giggling</td>
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</tr>
<tr>
<td>☐ Other</td>
<td></td>
<td></td>
<td>☐ Other</td>
</tr>
</tbody>
</table>

Did the caller appear familiar with the building? ☐ Yes ☐ No
BUSHFIRE

NATURE OF HAZARD

Every year New South Wales experiences a large number of bushfires, usually caused by lightning or humans. Most are not disasters, however, if not quickly detected and extinguished, bushfires can become an emergency which threatens both life and property.

RISK FACTORS

Bushfire prone areas are those that can support a bushfire or are likely to be subject to bushfire attack. These are generally areas consisting of or close to bushfire hazards such as forest or grasslands. If your workplace is in a bushfire prone area (whether in a rural or urban area) there is a risk that your workplace will be affected by bushfire, particularly during the spring and summer months.

PREVENTION STRATEGIES

Before the bushfire season:
- Have firebreaks maintained and garden rubbish, native shrubs and tree branches kept well clear of buildings
- Conduct fire drills
- Liaise with emergency services about emergency procedures
- Discuss with emergency services other issues where appropriate e.g. back burning in bush area adjacent to the workplace
- Arrange for contractors to clear gutter of dry leaves and other debris
- Listen to the local radio station for bushfire or weather warnings and advice during the time of year when the risk of bushfire is highest
- Outline bushfire response procedures at a staff meeting in September each year.

RESPONSE

In the event of a bushfire:
- Contact Fire Brigade on 000. Do not assume that the fire has been reported
- Check that taps are working and fill available containers with water
- Leave sprinklers on, where possible
- Bring hoses and tap fittings indoors
- Remove flammable items from windows
- Stay clear of windows
- Listen to the local radio station for information and advice.

In the case of bushfire, evacuation of students and staff should take place only under the direction of the incident commander of the NSW Fire Brigades, Rural Fire Service or NSW Police. However, if it is apparent that the lives of students and staff will be endangered unless they are evacuated immediately, and the workplace manager is unable to contact the appropriate emergency services, the workplace manager should make immediate arrangements to evacuate to a place of safety. In such cases, transport arrangements as
outlined in the workplace emergency evacuation procedures should be implemented in consultation with local police. It would be unwise to permit students to proceed unsupervised to their homes with possible exposure to the threat of bushfires.

If the organised movement of students to a safe location is impossible, the following procedures should be followed:

- Direct students and staff to remain within the building and to assemble on the lower floor in the case of multi-storey buildings
- If time allows, block gutters and fill them with water and hose down the building
- All windows and doors should be closed and blinds drawn (if fitted) and the base of doors should be covered to prevent smoke entry
- Air conditioning should be turned off
- Students should be assembled away from the part of the building which will be initially exposed to the fire, in accordance with established evacuation procedures
- When the fire has passed, the students and staff should leave the building in an orderly manner by the nearest, safest exit and assemble away from the initial exposure area
- Attempts may then be made to extinguish parts of the buildings which have been ignited, provided personal safety is not endangered
- A roll call should be conducted in a safe area away from the building.

Bushfires can turn around. The safe area needs to be away from trees and other items capable of sustaining a flame.

**RECOVERY ACTIONS**

Implement the workplace emergency management plan recovery strategy. For example:

- Decide when to re-open the workplace, in consultation with local emergency services
- Normally, the NSW Fire Brigade will check that utilities (water, electricity and natural gas) are either safe to use or are disconnected before they leave the site. Do not attempt to turn on utilities yourself
- Implement procedures to resume workplace activities, which include providing counselling and support to those affected by the incident
- Where property has been damaged, liaise with the emergency services and Asset Management
- Review the emergency management plan.

**FURTHER INFORMATION**

- [NSW Fire Brigades](#)
- [NSW Rural Fire Service](#)
- [Emergency Management Australia](#)
DEATH AT THE WORKPLACE OR DURING A DEPARTMENT ACTIVITY

This fact sheet addresses the situation of death at the workplace, whether or not it is work-related, and death during Department activities away from the workplace. Non work-related deaths away from the workplace are addressed in the fact sheet on death of staff or student or other members of the community (not work-related).

NATURE OF HAZARD

There are a range of safety hazards at all workplaces that must be addressed in order to prevent accidental death, injury or illness from occurring.

RISK FACTORS

All safety issues must be considered at the workplace in developing a comprehensive safety culture where accidents are unacceptable and risk management programs are in place to eliminate risks or control them to an acceptable (safe) level. This includes risks relating to:

- Design and layout of grounds (e.g. traffic around workplace)
- Geographic location (risks through proximity to industrial and manufacturing premises)
- Activities undertaken (activities at the workplace and risks associated with those activities)
- Climate (potential natural disasters)
- Security threats
- Off-site emergencies (excursions, sporting and other activities).

PREVENTION STRATEGIES

- Safety program for the workplace
- Awareness of WHS responsibilities for staff
- Communication and consultation
- Risk management programs in place
- Emergency management planning complete
- Incident management and investigation processes in place.

RESPONSE

In the event of the death of any student, staff member or member of the wider workplace community, either at the workplace or during a Department activity, the emergency management plan should be implemented.

- Call emergency services immediately, seek urgent medical assistance, and arrange for them to take control of the scene
- Take steps to ensure the safety and welfare of other staff and students
- Isolate the victim(s) (do not cover or move the person; leave this for emergency services personnel as this may affect an investigation)
- Remove all people not directly connected with the incident from the site
• Workplace managers must ensure that reporting of emergencies occurs in accordance with the Department’s Safe Working and Learning requirements for incident reporting. This will include completion of a Department serious incident report. The incident must also be reported to WHS Directorate who will report it to WorkCover if required.
• Make arrangements with police for parents or carers or next of kin to be notified.
• Arrange immediate counselling and support for staff and students. Refer to the Employee Assistance Program, or fact sheets on suicide or death of staff or student or other members of the community (not work-related) for further information.
• In the case of an international student, ensure that parents and family overseas are informed. Also inform the International Students Centre. You may also need to organise accommodation, airport pickup, an interpreter, and/or communicate with the authorities for family arriving from overseas.
• Provide information to assist police to determine the reason for the accident.

RECOVERY ACTIONS

The death may have a significant impact on individuals who worked or studied with the person who died. Actions to be taken include:
• Appropriate procedures need to be identified to assist staff and students in dealing with the grieving process and to help students (particularly younger students) to understand their reactions to the death.
• Evidence based procedures should be used when providing support for those grieving.
• Local factors, for example, cultural context, will need to be considered.
• Implement procedures to resume workplace activities, which include providing counselling and support to those affected by the incident.
• Those affected should have ready access to counselling from TAFE NSW or school counselling services (students), Staff Support Officers or the Employee Assistance Program (staff).
• Simple, factual information about the death should be provided to all those affected.
• Close staff or student records so that no unnecessary mail is sent.
• In the case of suicide, specific guidance is available in the fact sheet on suicide.
• Review the emergency management plan.

FURTHER INFORMATION

• Safe Working and Learning
• Student Welfare Directorate
This fact sheet addresses the situation of deaths away from the workplace, where non-departmental activities are being undertaken. Where suicide is involved refer to the fact sheet on suicide. Where death is at the workplace, whether or not it is work-related, or is during Department activities away from the workplace, refer to the fact sheet on death at the workplace or during a DET activity.

NATURE OF HAZARD

The death of students, staff or other members of the community can have a major impact on the health and wellbeing of staff and students at the workplace.

RISK FACTORS

- Major accident or event impacting on a community (e.g. motor vehicle accident)
- Any death of a staff or student, including recent ex-students, which is sudden or unexpected.

PREVENTION STRATEGIES

- Safety awareness program for the workplace
- Emergency management planning complete. (see links in Further Information)

RESPONSE

- Notify the death to the relevant School Education Director, Institute Director or senior officer and forward the Department’s Serious Incident Report Form
- Arrange immediate counselling and support for staff and students
- If an international student is involved, ensure that parents and family overseas are informed. Also inform the International Students Centre. You may also need to organise accommodation, airport pickup, an interpreter, and/or communicate with the authorities for family arriving from overseas.

In most cases of death, and especially in the case of suicide, information is best provided in small rather than large groups. A statement should be prepared which can be read to classes or groups by the teacher. This statement should include information about what support services are available and how they may be accessed. Small group sessions may need to be held with those people most directly affected by the death. This will allow specific issues or questions to be addressed. Teachers must be fully briefed so that appropriate responses can be provided.

The death of a person will affect individuals in varying degrees, at different times after the death. This is particularly the case if the death is a suicide and/or involves a child or young
person. A wide variety of reactions, from extreme distress to no observable impact, are to be expected. Teachers and other staff are encouraged to consult with counselling staff on procedures for informing, supporting and monitoring students and for advice on any related issues or concerns. Counselling should never be forced on anyone. Sensitivity to the person’s stage of grief, and to their wishes, is essential. Students should be allowed to attend the funeral if they wish and, in the case of younger students, if this is acceptable to the family.

A means for the students, staff or members of the wider workplace community to say goodbye to the person/people who have died may be arranged at an appropriate time. Suitable activities include a short service at the workplace, a class or group activity and messages to the family. Those schools that have a tradition of maintaining a memorial symbol for students who have died may wish to place that symbol at this time. Please note, the memorial process for students whom have died by suicide should be carefully considered – see the fact sheet on suicide. If an international student is involved, ensure family overseas receive any memorial service mementos, posthumous graduation certificate or official letter of condolence.

Responses to life-threatening illness involving students or staff require careful consideration. There are many possible reactions to this information. There is a need to be sensitive to the range of feelings and staff are advised to discuss the matter with a workplace counsellor to identify appropriate support.

Students who may have witnessed a death, in particular a suicide, must be identified. Such students may be at risk of serious psychological consequences. They should be offered support and encouraged to seek counselling. In the case of children and adolescents, a greater level of support is likely to be required and teachers should monitor these students more closely for possible emotional or behavioural problems. Close friends of the deceased similarly need careful monitoring and support.

Relevant staff who are known to the students and who have the appropriate skills (such as the ability to offer support in an ongoing, unobtrusive way, using good listening skills) may also be able to provide support. These people may be more effective and comforting than counsellors brought in from outside who are unknown to the students and who will have no ongoing relationship with them.

Students should be advised of the availability of support through the workplace counselling service. These counsellors can also advise students of alternative or additional support services available within the community.

Staff members who have witnessed a death should be provided with support and advised of the availability of Employer Assistance Program services.

**RECOVERY ACTIONS**

The death may have a significant impact on individuals who worked or studied with the person who died. Actions to be taken include:
• Appropriate procedures need to be identified to assist staff and students in dealing with the grieving process and to help students (particularly younger students) to understand their reactions to the death
• Evidence based procedures should be used when providing support for those grieving
• Local factors, for example, cultural context, will need to be considered
• Implement procedures to resume workplace activities, which include providing counselling and support to those affected by the incident
• Those affected should have ready access to counselling from TAFE NSW or school counselling services (students), Staff Support Officers or the Employee Assistance Program (staff)
• Simple, factual information about the death should be provided to all those affected
• Close staff or student records so that no unnecessary mail is sent
• In the case of suicide, specific guidance is available in the fact sheet on suicide
• Review the emergency management plan.

FURTHER INFORMATION

• Safe Working and Learning
• Student Welfare Directorate
NATURE OF HAZARD

Australia is shaken by about 200 tremors each year, but most register only about 3 on the Richter scale and usually occur in the outback. However a major earthquake is always possible, such as the Newcastle Earthquake in 1990.

RISK FACTORS

The actual movement of the ground in an earthquake is seldom the direct cause of death or injury. Most casualties result from falling objects and debris because the shocks can shake, damage or demolish buildings and other structures. Buildings do not automatically collapse in earthquakes. Some, such as timber-framed houses, may withstand shock very well. However chimneys, parapets, ceiling plaster and light fixtures may fall. There could be flying glass from broken windows. Fallen power lines are another hazard, and may leave communities without power for days. Areas with a history of earthquakes have the highest potential risk.

PREVENTION STRATEGIES

- Know your area’s earthquake history
- Identify the age of buildings. Large historic artefacts or monuments over entrances that may fall during an earthquake must be avoided during the earthquake, and alternative evacuation routes selected.

RESPONSE

The effects of an earthquake vary depending upon geographic location, ground type, intensity of the earthquake and construction of the building. In the event of an earthquake, the following procedures should be implemented:

Indoors

If staff and students are indoors, they should stay there. Staff and students could be hit by falling debris outside. Everyone should take cover under a door frame, table, bench, desk or bed and keep away from chimneys and windows.

Outdoors

If staff and students are outdoors, where possible they should get away from buildings, high walls, electric power lines and dangling electric wiring and sit down.

If staff and students are beside a big building, they should seek refuge under archways and doorways, which could offer protection from falling debris.
When the earthquake stops

- Clear the immediate area and check egress routes before evacuating. If time allows, turn off all equipment including electrical equipment, air handling system, gas supply, heaters and other appliances
- Immediately evacuate the building, if possible, in case the building collapses. Staff and students should take personal belongings in their immediate possession with them and proceed to the evacuation assembly area, which needs to be well clear of the building, but not under trees. Staff and students should not delay evacuation procedures by collecting other personal belongings not in their immediate possession
- Take class rolls, if possible
- Close all the doors (do not lock)
- Notify emergency services (Fire Brigade on 000) and the workplace manager
- If damage has occurred, turn off electricity, gas and water at mains, if possible
- A staff member should be designated to meet the Fire Brigade and direct them to the incident location
- Check class rolls at the evacuation assembly area
- Implement procedures to resume workplace activities, including arranging counselling support for anyone seriously affected by the earthquake.

RECOVERY ACTIONS

- Seek support immediately from emergency services
- Do not re-enter the workplace until safe to do so – confirm with emergency services or Asset Management
- Normally, the Fire Brigade will check that utilities (water, electricity and natural gas) are either safe to use or are disconnected before they leave the site. Do not attempt to turn on utilities yourself
- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident
- Review the emergency management plan.

FURTHER INFORMATION

- Emergency Management Australia
ELECTRICAL HAZARD

NATURE OF HAZARD

Electricity is potentially very dangerous if care is not taken. In addition to posing a direct risk of fatality or serious injury, an electrical fault can trigger a chain reaction (e.g. fire).

RISK FACTORS

- Electrocution from faulty electrical wiring or equipment, frayed chords, bad connections, overload of power boards or other electrical fault
- Fire arising from faulty electrical equipment
- Use of high risk electrical equipment such as handheld equipment (e.g. power tools, hair dryers, commercial kitchen compliances)
- Portable equipment (equipment that due to its size or mass can be easily moved from place to place e.g. floor polisher, vacuum cleaner, fans, heaters).

PREVENTION STRATEGIES

- Ensure testing of electrical equipment
- Encourage reporting of all electrical faults
- Consider electrical safety as part of WHS risk assessment and risk management programs
- Encourage general safety precautions:
  - Use the correct appliance for the specified task
  - Ensure that appliances are dry and clean
  - Do not use a general purpose electrical appliance when it is wet or you are in wet areas
  - Keep loose cables off the floor
  - Do not withdraw a plug from a socket by pulling the cable.

RESPONSE

Rescue following electrocution

Isolate the area and hazard and provided it is safe, the following can be performed:
- If domestic electricity is involved switch off the current; do not cut the cable
- If high voltage electricity is involved (such as fallen power cables):
  - Wait until the current is disconnected by the appropriate electricity authority
  - Ensure you and any bystanders are safe
  - Do not touch the person or any conducting material which is also in contact until the current is disconnected
- Act immediately to arrange first aid and to contact emergency services
- Warn any onlookers of the danger
- Ensure any faulty equipment is tagged to prevent use (see tagging of equipment).
Wires down

Damaged electrical mains wires should always be assumed to be live. If the wires touch the ground, the surrounding earth can be live. Stepping into this ‘live’ area can expose a person to a fatal electric shock. If people are standing in the vicinity of where a wire fell, instruct them to stand still and do **not** move their feet. Remove all bystanders and call the NSW Fire Brigades.

**RECOVERY ACTIONS**

- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident
- Review the emergency management plan.

**FURTHER INFORMATION**

- [Safe Working and Learning – Management Guidelines (Machinery and Equipment Safety)](#)
EXPLOSION

NATURE OF HAZARD

Explosions can occur due to fires, gas leaks and other dangerous situations such as the build up of gas or fumes in confined spaces due to inadequate venting.

RISK FACTORS

- Insufficient maintenance of facilities (see LPG safety)
- Damage to gas pipes or gas outlet
- Faulty portable Liquid Petroleum Gas (LPG) gas tanks
- Fire in the workplace
- Spill of flammable substance
- Proximity to industrial areas or major transport links (e.g. road, railway).

PREVENTION STRATEGIES

- Ensure that students understand the potential risks associated with the risk factors and that safe operating procedures are in place e.g. chemical safety, use of gas
- Ensure proper maintenance of facilities
- Ensure fire precautions in place.

RESPONSE

Following an explosion:

- Consider an evacuation as an explosion may have weakened the building structure or damaged the electrical wiring
- Assist all persons to evacuate, where possible
- Raise the alarm
- Notify emergency services on 000 (NSW Police, Fire Brigade or ambulance, as necessary). Do not assume someone else has notified them.

Where adjoining buildings or facilities are affected, the workplace manager should act in accordance with the advice of the fire brigade or police, or order immediate evacuation where deemed necessary. In some circumstances, it may be necessary to contain students and staff within the buildings rather than evacuate them.

- Notify staff of the situation
- Close doors and windows, and turn off air conditioning systems if required
- Ensure staff and visitors remain indoors unless an evacuation is required
- Commence evacuation if required.
RECOVERY ACTIONS

- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident
- Manage the media
- Review the emergency management plan.

FURTHER INFORMATION

- Emergency Management Australia
- NSW Fire Brigades (see section on Hazardous Materials)
- Chemical Safety In Schools Manual
- Material Safety Data Sheets (ChemWatch)
- LPG safety
- See also Bomb Threat or Suspected Device and Bomb Threat Report and Letter or Parcel Bomb or White Powder Letter
NATURE OF HAZARD

Types of fires include building fires, industrial fires, transport fires and bushfires. Each type of fire needs to be approached differently depending on where and how the fire occurred.

RISK FACTORS

• Evacuation plans are not clearly communicated or not regularly tested
• Staff and students are not aware of, or unclear on, procedures and warden responsibilities in case of fire
• Staff are unsure of their responsibilities under the evacuation plans if a fire occurs
• Trees around buildings drop leaves and branches, blocking gutters and cluttering grounds
• Heaters or gas hot water system is not working properly
• Procedures for full evacuation of schools, colleges and campuses have not been updated for some years
• Proximity to major roads or industrial sites.

PREVENTION STRATEGIES

• Educate staff and students about workplace fire prevention and safety
• Conduct fire drills
• Liaise with emergency services
• Develop evacuation arrangements with local bus company/relevant transport company
• Conduct fire safety audits (see below)
• Maintain heaters and gas hot water system
• Prune trees around buildings and keep gutters clear.

Fire safety audits

To facilitate the implementation of emergency management a fire safety audit should be conducted. The audit is not to be confused with the risk assessment audit which identifies and addresses occupational health and safety issues. The fire safety audit, which should be conducted by the appropriate contractor, should cover but not be limited to:

• Means of escape
• Exit signs
• Emergency lighting
• Fire rated doors
• Penetrations (voids)
• Smoke lobbies
• Fire extinguishers
• Fire hose reels and hydrants
• Sprinkler system
• Automatic fire detection systems
• Manual call points
• Building emergency warning system

• Emergency power supply
• Emergency procedures
• Housekeeping
• Flammable gases.
The audit should deal with specific issues for the workplace and references made to the *Building Code of Australia* and relevant Australian Standard.

**RESPONSE**

In the event of fire:
- **Assist** all persons to evacuate, where possible
- **Raise the alarm** and follow the emergency procedures
- **Contain** by closing doors (don’t lock) to the fire
- **Extinguish** – attempt to extinguish the fire, but only if you are trained and it is safe to do so and it is the right type of extinguisher.

The outbreak of fire is to be reported immediately to someone in authority at the workplace who must alert the fire brigade, giving the following information:
- Name and address of the workplace including the nearest cross street and appropriate vehicle access
- Location and nature of the fire within the workplace.

A staff member should be designated to ensure that the fire brigade has access to the site of the fire, e.g. that gates are opened and vehicles are not blocking access.

Approximately 80% of fire fatalities are caused by smoke inhalation or the breathing of superheated air and gases. It is therefore necessary to evacuate staff and students without delay if an internal fire occurs. If necessary, evacuation procedures as previously outlined should be implemented. If possible, doors and windows should be closed (not locked) on departure to prevent the spread of fire and smoke.

Fire fighting equipment, i.e. extinguishers and hose reels, should only be used in the case of entrapment or potential entrapment. The use of fire blankets on small fires in areas such as staff rooms, kitchens or laboratories should only occur if the risk of injury to staff and students will not be increased.

Neighbours should also be notified if necessary.

**RECOVERY ACTIONS**
- Secure the site. Do not enter the damaged site. Fires can rekindle from hidden, smouldering remains. Be watchful for structural damage caused by the fire. Roofs and floors may be damaged and subject to collapse
- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident
- Normally, the Fire Brigade will check that utilities (water, electricity and natural gas) are either safe to use or are disconnected before they leave the site. Do not attempt to turn on utilities yourself
- Where necessary, arrange security to prevent theft or vandalism
- Review the emergency management plan.

**FURTHER INFORMATION**
- NSW Fire Brigades
- NSW Rural Fire Service
NATURE OF HAZARD

Many homes, farms and workplaces across metropolitan and rural areas of NSW are susceptible to flooding. Workplaces should be aware of their local history and the risk of flooding in their area.

RISK FACTORS

Floods are a natural occurrence on low-lying land close to rivers and creeks. While the pattern of flooding varies, there are few communities that do not have some flood risk. The State Emergency Service (SES) is responsible for responding to floods in NSW. Most river catchments have a flood height prediction system consisting of flood watches and flood warnings. In these areas, a flood watch is issued when forecast weather conditions could result in flooding. Flood warnings are issued when rainfall shows flooding will occur and include predicted river heights at the local river gauge and their arrival time. A flood warning may be issued without a flood watch having first been issued.

Each workplace should attempt to establish the flood heights that may affect the site. The SES and local council can provide this information. Other information issued by the Bureau of Meteorology may indicate flooding is a severe weather warning or severe thunderstorm warning. These warn of sudden heavy rainfall that can cause flash flooding.

Warnings will typically be issued directly by the SES to schools, and communicated to the general community through radio broadcasts, doorknocking and [www.bom.gov.au](http://www.bom.gov.au). The predicted level of flooding and time available to undertake action will determine the course of action to be taken.

PREVENTION STRATEGIES

Always

- Prepare a flood plan covering actions needed to be undertaken always, when a flood is likely, during a flood and after a flood
- Prepare an emergency kit consisting of at least a portable radio with spare batteries, a torch with spare batteries, a first aid kit and manual, waterproof bags, emergency contact numbers, waterproof footwear with non-slip soles, waterproof and puncture resistant gloves, cleaning products and boxes
- Inform staff and students of the flood risk
- Train staff and students in flood response procedures
- Ensure occupational health and safety procedures cover specific flood risks
- Back up important records.
RESPONSE

When a flood is likely
When a flood watch is issued the following actions should be undertaken:
• Check the spare batteries for the portable radio
• Listen to the local radio station for updates on forecasted flood heights and timings
• Ensure the emergency kit is ready to use.

Protecting students and staff:
• Notify all staff and students of the flood watch
• Ensure staff know a safe flood evacuation route
• Check the availability of staff and others to assist with emergency actions if required.

Protecting property:
• Check the availability of resources required to undertake emergency actions
• Ensure critical records are safe.

When a flood warning is issued predicting that a workplace will be flooded the following actions should be undertaken:
• Listen to the local radio station for further information and advice.

Protecting students and staff:
• Notify all staff and students of the flood warning
• During school hours – coordinate the safe return of students in consultation with emergency services and school transport operators to their homes. Note: in some cases this may be difficult because student’s homes may also be affected or isolated by flooding
• Outside of school hours – close down the school and notify students and staff of the temporary closure of the school
• Direct all staff to evacuate via a safe evacuation route before the property is flooded
• Avoid driving or walking through floodwaters (these are the main causes of death during flooding).

Protecting property – implement procedures to minimise damage:
• Secure items that are likely to float
• Move as much plant, equipment, fittings and furniture as practical to a location above the forecast flood level
• Protect critical records
• Relocate chemicals and waste containers well above floor level
• Turn off electricity, gas and water where they enter the school and lock all buildings.

During a flood event, if a school is not going to be flooded, but the safe travel arrangements for students to go home is likely to be disrupted by flooding and/or road closures arrange for the early release of affected students before flooding occurs in consultation with the SES. If you require information or assistance during floods, phone the SES on 132 500. For life-threatening emergencies phone 000 immediately.
RECOVERY ACTIONS

Undertake the following actions:

- Listen to the local radio station and do not return until the SES has advised that it is safe
- Have utilities checked
- Use the emergency kit, if required.

Protecting people:

- Do not enter floodwaters
- Take the advice of emergency services before entering premises. An assessment by emergency services should include but not be limited to:
  - Structural safety of buildings
  - Safety of electrical and gas supplies and equipment
  - The potential for slips, trips and falls particularly with mud and water
  - Venomous spiders and snakes
  - Sharp debris
  - Manual handling and lifting hazards
- Clean up in accordance with WHS procedures e.g. wear protective clothing including enclosed, waterproof, non-slip footwear and waterproof, puncture resistant gloves
- Ensure all staff wash properly after cleaning flood damaged premises.

Protecting property:

- Clean and dry as much plant, equipment, fittings and furniture as is salvageable
- Remove debris and clean, repair and disinfect premises
- Replace lost furniture, floor coverings, plant, equipment etc with more flood resistant products.

Restoring operation:

- Decide when to re-open the workplace, in consultation with local emergency services
- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident
- Review the emergency management plan.

When undertaking activities outside of school property on low-lying land close to rivers and creeks, be aware of the potential for flooding as a consequence of heavy rain. Ensure you are aware of any current warnings before undertaking activities.

FURTHER INFORMATION

Contact your local SES or [NSW State Emergency Services](http://www.emergency.nsw.gov.au/)
EMERGENCY HEALTH SITUATION

NATURE OF HAZARD

Staff and students may suffer sudden, emergency health conditions at the workplace or during workplace activities. These may involve the sudden onset of a life-threatening condition or other situation where an immediate response is essential.

RISK FACTORS

- Staff and students at the workplace with medical conditions that may require emergency response
- Distance from emergency services or other medical assistance
- Individual health care plans for student not in place or updated
- Environmental risks that may trigger health condition (e.g. anaphylaxis).

PREVENTION STRATEGIES

- Implementing individual health care plans for students (e.g. with anaphylaxis or other life threatening health condition)
- Having effective emergency and first aid response plans in place at the workplace
- Educating staff on how to respond in an emergency health situation (first aid)
- Implementing policies and procedures to support the health and wellbeing of staff and students
- Managing health risks at the workplace (e.g. the workplace environment)
- Developing effective emergency response strategies to emergency health conditions in consultation with all relevant groups (e.g. parents and carers, emergency services).

RESPONSE

- Administer first aid and provide medical treatment as soon as possible, including specialised responses in accordance with individual health care plans (e.g. for a student with anaphylaxis, asthma etc)
- Contact and liaise with relevant emergency services
- Establish the facts: assess the situation, plan who to contact and their roles, and what assistance is needed from regional office
- Ensure telephones are not used for anything other than incident communications
- Contact the injured person’s family. For international students this includes parents and family overseas.

RECOVERY ACTIONS

- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident
• If an international student is involved, you may need to organise accommodation, airport pickup, an interpreter, and/or communicate with the authorities for family arriving from overseas
• Review the emergency management plan.

FURTHER INFORMATION

• NSW Health
• Safe Working and Learning
LETTER OR PARCEL BOMB OR WHITE POWDER LETTER

NATURE OF HAZARD

From time to time Department workplaces may receive suspicious letters and parcels. Because of the potential harm such items can pose, they must be treated seriously and responded to effectively.

RISK FACTORS

- Letter or package bombs represent an anonymous delivery method to an attacker if the motive of the attack is to inflict injury upon individuals in a workplace
- Receipt of high volumes of mail at some Departmental workplaces
- Current security climate relating to terrorism.

PREVENTION STRATEGIES

- Careful monitoring of incoming mail with thorough training and awareness of relevant staff
- Train staff to recognise letter or parcel bombs. They may be recognisable by the following characteristics:
  - Labelled ‘bomb’, ‘danger’, ‘do not open’, or similar
  - Similar to a device described in a prior communication
  - Excessive weight, considering size
  - Rigid envelope
  - Lopsided or uneven envelope or package
  - Excessive securing material (tape or string)
  - Protruding wires, strong tinfoil etc
  - Oily stains or disfigurations
  - Visual distractions (misleading marking or labels of the contents)
  - Unexpected or unsolicited mail from an unknown source
  - Restricted marking e.g. private, personal, confidential
  - Excessive postage on local mail
  - Handwritten or poorly typed address, no return address, incorrect title
  - Title without a name
  - Misspelt commonly used words
  - Unbalanced envelope or parcel
  - Springiness on top, bottom or sides
  - Addressed to someone from a religious, racial or political group which is the subject of dissension.

RESPONSE

- Contact emergency services
- Consider full or partial evacuation if required
Letter and parcel bombs

If after opening a letter, an extra envelope is addressed to someone, examine it for signs of danger. Regard any envelope tightly taped or bound with string as suspect and handle with extreme caution.

Precautionary measures

Do not:
- Immerse the letter or package in water
- Shake or tumble the suspect object
- Take identification markings for granted as they might have been falsified
- Assume the letter or package is bona fide because it has passed through mail procedures. Some might be sent through couriers or delivered in person
- Assume the letter or package contains high explosives. Be prepared for the possibility of an incendiary device and have fire extinguishers ready
- Allow the use of radio transmitters within 25m of a suspect device. This does not preclude using radio transceivers exclusively for reception.

Letter with white power

New forms of harassment and threats are emerging in society everyday. One form which has been highly publicised is letters which contain powder. Should a school receive such an item, they should consider the threat seriously and take the following actions:
- Do not handle the package or attempt to clean up the suspicious substance
- Contact emergency services. The Fire Brigade is the primary response agency for dealing with hazardous material incidents
- Isolate persons who may have been contaminated to prevent possible spread of contamination to others
- Turn off all fans or ventilation units and isolate air conditioning
- Evacuate the room and close the door
- Wait for arrival of emergency services and follow their directions.

RECOVERY ACTIONS

- Provide staff and students with accurate information about the current situation unless there is a legal issue that prevents this occurring
- Decide when to re-open the workplace, in consultation with the senior police officer at the scene
- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident
- Review the emergency management plan.

FURTHER INFORMATION

- Safety and Security Directorate
- NSW Police
- See also Bomb Threat or Suspected Device and Bomb Threat Report and Explosion
STAFF OR STUDENTS LOST ON AN EXCURSION

All schools are to prepare for excursions in accordance with the Excursions Policy and support tools and, where applicable, Guidelines for the Safe Conduct of Sport and Physical Activity in Schools.

NATURE OF HAZARD

Excursions involve travel to and activities at a range of different locations in different environmental contexts. For this reason, excursions are potentially the most hazardous activities for school related accidents. The duty of care owed to students applies whether the school excursion is held during school hours, after school, on the weekend or during school holidays.

RISK FACTORS

- Department’s Excursions Policy not followed
- Risk assessments not conducted
- Untested assumptions about the safety of staff and students on excursions
- Unanticipated events whilst on excursions.

PREVENTION STRATEGIES

- Ensure that all aspects of the excursion are planned in accordance with the Excursions Policy, including conducting a risk assessment of potential hazards on the excursion and communicating the risk management plan (e.g. bushwalks or overnight camping in isolated areas, excursions in urban areas with large crowds)
- Implement control measures to prevent students getting lost on excursions by using regular headcounts, roll calls and buddy systems, along with maps and rendezvous points. This will assist in preventing students getting lost, abducted and assaulted by strangers.

RESPONSE

Where it is suspected that a student is lost or missing (excursions)

- Confirm that the student is missing (count heads and check rolls)
- Identify the student’s name, description and what they were wearing
- Ascertaining the location where the student was last seen and any unusual circumstances about when the student went missing
- Contact the police
- Report in accordance with the Department’s procedures
- Where required, in consultation with police, notify parents or caregivers that the student is missing.
**Bushwalking**

Schools should refer to [Guidelines for the Safe Conduct of Sport and Physical Activity in Schools](#). All walking and orienteering must be carefully planned with the highest priority given to safe walking practices in accordance with those guidelines.

- Send two people (at least one of whom is a staff member) to retrace the group’s steps for 15 minutes only, calling out and listening and carefully observing signs.
- Only ever separate the group into two subgroups – one searching and one staying put.
- In situations where there is no immediate access to a mobile telephone or other communication equipment:
  - Identify two people (at least one of whom is a staff member) to go for assistance.
  - Discuss the route to be taken by this pair.
  - Note relevant details on paper for the pair to carry (including time, day and date, the location with grid reference and land features, the time the students were lost and how they are equipped, the composition of the remaining group, events leading up to the incident, intentions of the group left behind and supplies required).
  - Equip the pair as a fully contained unit for an overnight hike (including a tent as well as emergency food, clothing, water and torch and map).
- In general, the remaining group should make camp in a sheltered position and keep notes of actions, including times and other relevant information.
- Police are the appropriate agency to contact. They will organise the search and call other agencies as required. The park ranger must also be contacted, where applicable.
- Also contact the workplace manager (school principal or Institute Director) who should report the emergency in accordance with the Department’s procedures.

**Orienteering**

- Check the area (for example, with a reliable staff orienteer running the course in reverse and checking the major tracks).
- Search and continue searching the perimeter (using a vehicle or on foot) stopping to whistle, call or toot a car horn and waiting to listen for a response.
- If unsuccessful, notify the police and ranger (if applicable) and the school principal or prearranged school contact person. Police assistance should be sought if the student has not been found within an hour, to allow searching in the daylight.
- Record on paper a description of the student, the area which has been searched and list possibilities in the area where the search could widen.

**RECOVERY ACTIONS**

- Provide counselling to those affected by the emergency.
- Manage the media through the Department’s Media Unit or School Education Director.
- Review the emergency management plan.

**FURTHER INFORMATION**

- [Excursions Policy](#)
- [Guidelines for the Safe Conduct of Sport and Physical Activity in Schools](#)
- WHS Directorate’s Excursions support tool and [Venue and Safety Information](#)
OUTBREAK OF INFECTIOUS DISEASES

NATURE OF HAZARD

The transmission of infectious diseases is an ongoing hazard in all workplaces, particularly at certain times of the year and in the event of outbreaks of serious infectious diseases nationally or at the local level.

RISK FACTORS

- Lack of awareness of standard precautions for infection control at the workplace
- Shared facilities increase risk of infectious diseases
- No way of reliably identifying all persons carrying infectious disease
- Preparation of food is potential area of risk for communicable diseases.

PREVENTION STRATEGIES

- The incorporation and consistent application of standard precautions for infection control into daily practice and the use of specific controls for particular situations will minimise the risk of illness due to infectious diseases
- Application of Department’s Infection Control Policy and procedures
- Consultation with relevant persons and organisations e.g. NSW local Public Health Units, parents, cleaners, etc.

RESPONSE

- Encourage staff to report injuries and illnesses
- Encourage parents or carers to report infectious conditions to the school or facility if a student is absent due to illness. If many students or staff are absent and appear to have similar symptoms, an outbreak may be occurring and the local Public Health Unit should be notified
- Staff should be aware of students displaying signs of illness and ensure that they seek medical attention immediately
- Ensure that infection control procedures are followed, especially during outbreaks of infectious diseases
- Isolate unwell people away from well people if possible
- Exclude unwell staff and students if necessary, according to advice from the local Public Health Unit.

For more detailed information concerning management of infectious diseases, please refer to the Department’s Infection Control Policy and Infection Control Guidelines.
RECOVERY ACTIONS

- Liaise with the local Public Health Unit about the return of individuals or groups to the workplace.
- Work with local Public Health Unit and Regional Office to return the workplace to normal as soon as possible.
- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident.
- Review the emergency management plan.

FURTHER INFORMATION

- [NSW Health](#)
- [Infection Control Policy](#)
- [Infection Control Guidelines](#) (includes a list of NSW Public Health Units)
PEDESTRIAN ACCIDENTS

NATURE OF HAZARD

Pedestrian accidents are a potential cause of harm to all staff and students for all Department workplaces including schools, TAFE colleges and campuses and administrative workplaces.

RISK FACTORS

- Proximity to major roads
- Insufficient pedestrian safety awareness programs for students or staff
- Insufficient traffic controls in place.

PREVENTION STRATEGIES

- Traffic controls (pedestrian crossings, traffic controllers etc)
- Liaison with the local council and the Roads and Traffic Authority
- Rules issued in writing to parents regarding safe drop-off and pick-up of students e.g. no double parking, no vehicles inside the school, not letting children out of vehicles on the roadside, no reversing
- Drive by, no parking, drop off areas in the morning and afternoon with a traffic monitor
- Supervised areas for infant/primary students to sit and wait for pick up by parents, which include assistance into vehicles by traffic monitors
- “No parking” signs at front of school to prevent congestion and double parking etc
- Road safety awareness lessons for students
- Parking officers at peak times to discourage parking violations
- Schools awareness of the RTA publication, A practical guide to addressing road safety issues around schools.

RESPONSE

In the event of a pedestrian accident, the following procedures shall be followed:

- Notify emergency services on 000 (Police, Fire Brigade, or ambulance as required)
- Apply first aid using standard precautions i.e. avoid direct contact with blood and bodily fluids
- Notify parents or carers
- Report the incident as soon as possible in accordance with Departmental procedures.

RECOVERY ACTIONS

- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident.
- Review pedestrian arrangements as a matter of urgency.
- Review the emergency management plan.

FURTHER INFORMATION

- Roads and Traffic Authority
- RTA Kids and Traffic
- Vehicles on School Grounds
NATURE OF HAZARD

Storms can happen anywhere, at any time of the year. They are more common in NSW during the main storm season, from October to the end of April, but it is important to stay prepared all year round. Severe storms may cause major damage and pose a risk to life. They may be accompanied by torrential rain, strong winds, large hailstones and lightning and may cause flash flooding, unroof buildings and damage trees and powerlines.

RISK FACTORS

- Danger from high winds where trees located on or around the workplace not regularly checked and trimmed
- Electrocution from fallen wires
- Roofs in need of repair
- Excursion activities undertaken without risk assessment.

PREVENTION STRATEGIES

The following actions should always be undertaken to prepare for storms, but not when they are occurring:

- Ensure gutters and downpipes are cleaned regularly
- Ensure overhanging branches are trimmed
- Ensure roofs are in good repair
- Prepare an emergency kit consisting of at least a portable radio with spare batteries, a torch with spare batteries, a first aid kit and manual, waterproof bags, emergency contact numbers, waterproof footwear with non-slip soles, waterproof and puncture resistant gloves, cleaning products and boxes
- Prepare a storm plan covering actions needing to be undertaken.

When undertaking activities outside the workplace be aware of storm risks (e.g. high winds) and ensure you identify an appropriate shelter nearby. Be aware of any storm warning before undertaking activities.

RESPONSE

When a storm warning is broadcast or you see a severe storm approach the following actions should be undertaken:

Before the storm

- Listen to the local radio station for information and advice
- Unplug electrical devices
- Direct students and staff to assemble indoors
- Stay well clear of windows
- Secure loose objects in open areas, e.g. garbage bins
Ensure the emergency kit is ready to use.

**During the storm**
- Listen to the local radio station for further information and advice
- Direct students and staff to stay indoors and stay well clear of windows
- Avoid using fixed line telephones
- If driving, put on your hazard lights and pull over to the side of the road, clear of streams, trees and powerlines
- If caught outdoors, seek shelter in a building or vehicle, but not under a tree. If unable to find shelter, crouch down, preferably in a hollow, with feet together and remove metal objects from head and body. Do not lie down but avoid being the highest object in the vicinity. If your hair stands on end or you hear buzzing from nearby rocks, fences etc, move away to a new position immediately
- Use the emergency kit, if required.

**After the storm**
- Listen to the local radio station for further information and advice
- Check buildings for damage
- Instruct students and staff to stay well clear of creeks and drains, fallen trees and power lines and damaged structures
- Conduct a roll call at the first opportunity
- Keep students and staff on premises until it is safe to return to normal activities or to go home. Beware that travel arrangements may be hindered by storm damage or flooding
- Use the emergency kit, if required
- If you need help from phone the SES on 132 500. For life-threatening emergencies phone 000 immediately.

**Remember**
While the storm is passing through, stay indoors if possible. If you are driving, put on your hazard lights and pull over to the side of the road, clear of flood ways, streams, creeks, causeways, trees and powerlines.

**RECOVERY ACTIONS**
- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident
- Review the emergency management plan.

**FURTHER INFORMATION**
- [Emergency Management Australia](#)
Contact your local SES or [NSW State Emergency Services](#)
MAJOR INCIDENTS INVOLVING VIOLENCE OR THREATS

NATURE OF HAZARD

There is a relatively low incidence of violent behaviour in NSW government schools and TAFE colleges and campuses. Bureau of Crime Statistics and Research figures confirm that schools are safer than the general community. However, when incidents of violence do occur, they can have a substantial impact on the workplace. All areas must be prepared to respond effectively to incidents of violence.

RISK FACTORS

- There is no way of knowing whether visitors are authorised to be on site
- Workplace boundaries are not well defined and signs (e.g. to the administration area) are unclear
- Lack of clear standards for students' behaviour and communication
- No program of support for students who have shown a tendency towards challenging behaviour
- Communication devices and strategies do not reach the whole workplace, or there is not general awareness of them
- Poor security and the possibility of violent intruders gaining access to the workplace.

PREVENTION STRATEGIES

Workplaces need to consider risk factors and develop prevention strategies. A risk assessment should be undertaken by the emergency planning committee or WHS Committee in conjunction with school executive at least once per year. Plans for responding to incidents involving violence should be included in the workplace emergency management plan.

Prevention strategies include:
- Implement a policy and system for site visitor management
- Define workplace boundaries and ensure signs are clear e.g. directions to the administration area
- Take steps to improve security, including in car parks
- Schools purchase signs from the School Security Unit which advise visitors about trespassing on school grounds. TAFE colleges and campuses liaise with the Institute's Security Unit or Operations Director concerning the posting of access signs
- Assess communication devices and develop strategies so that all points of the workplace can communicate as required in an emergency situation; identify communication devices in classrooms and other learning centres that could be useful in the event of an emergency
- Consider whether lockout and/or lockdown procedures are required for the workplace. TAFE colleges and campuses should liaise with the Institute's Security Unit or Operations Director. Schools should consult the Guidelines for developing lockdown
and lockout procedures for NSW Government Schools in the How to be a Safer School package.

**RESPONSE**

If a major incident involving violence or threats occurs, including an incident involving weapons:

- Move staff and students who are not involved to a safe area and implement invacuation, evacuation or lockdown procedures as appropriate (*invacuation* is staying or moving inside a building as a safety precaution while a dangerous situation exists outside of the building)
- The workplace manager or delegated person should call 000 (police and/or emergency services as appropriate) and be in a position to inform them of the following:
  - Name and address of the workplace, the nearest cross street and appropriate vehicle access
  - Exact location and number of offenders and descriptions, if known
  - Number of victims and their physical condition (if known)
  - Any threats or demands made by the offenders
  - Number and location of hostages (in a siege situation)
  - Type and number of weapons, e.g. firearms, knives, iron bars
  - Exact location of the person who can assist investigating police on their arrival
- Attend to any injured persons and provide emergency first aid
- Where a major incident of violence occurs at a school, the school should liaise with emergency services and the School Safety and Response Unit Hotline on 1300 363 778. The SSR Unit will:
  - Facilitate liaison with the NSW Police
  - Provide immediate advice on the management of the incident
  - Notify appropriate senior officers
  - Coordinate the provision of support and assistance to the school during the initial response period
- As each TAFE college and campus has its own security arrangements, liaise with the Chief Security Controller or Director of Operations concerning specific security arrangements
- Instruct staff and students to remain calm as per their emergency management plan
- Conduct a roll call in a safe area
- Decide when to reopen the workplace, in consultation with emergency services
- Plan procedures to return to normal workplace activities
- Ensure all criminal behaviour is reported and support the police in their investigations, including the provision of statements or witness accounts to investigating police
- Report the incident in accordance with the Department’s reporting requirements
- Arrange immediate counselling and support for staff and students.

**RECOVERY ACTIONS**

- Taking care not to disturb any crime scene
- Decide when to re-open the workplace, in consultation with local emergency services
- Implement procedures to resume workplace activities, which include arranging counselling and support to those affected by the incident. Recognise that violent
incidents may have different effects on different individuals. The provision of support and the availability of counselling should be based on the needs of individuals

- Those affected should have ready access to counselling from TAFE NSW or school counselling services (students), Staff Support Officers or the Employee Assistance Program (staff)
- Staff may contact their Staff Support Officer (school staff), Occupational Health and Safety Liaison Manager (TAFE NSW staff), Teachers Federation welfare officers or Public Service Association industrial officers to discuss issues of concern
- Review the emergency management plan.

FACTORS FOR CONSIDERATION

Visitor management
There should be a system in place where all visitors to the site are required to register at the administration office and receive a pass or badge for the period of their visit. Workplace staff should be encouraged to question visitors who are not wearing a pass.

Intruders
Workplace managers can deal with persons entering Departmental premises without permission under the provisions of the Inclosed Lands Protection Act 1901. If an intruder is located on Departmental premises, the workplace manager can enquire about the person’s right to be there, however, no member of staff should put themselves in danger. If a legitimate reason is not provided, the person can be requested to leave. If the person refuses to leave, the police should be called. Further information is available in the Legal Issues Bulletin No. 31, Unauthorised Entry onto Departmental Premises, or contact Legal Services Directorate.

Staff can obtain an apprehended violence order (AVO or ADVO) in situations where they fear for their safety and where reasonable grounds exist to justify those fears. The workplace manager should consult the appropriate Legal Issues Bulletins or contact Legal Services Directorate. The Safety and Security Directorate can assist by organising for a security guard to be placed at a school for an appropriate period after an incident, if appropriate.

The Crimes Amendment (School Protection) Act 2002, introduced a range of new offences under the Crimes Act 1900 for any person who enters school premises to assault, stalk, harass or intimidate any student, staff or community member, or with the intent of carrying out one of these offences.

Weapons
Armed intruders in workplaces present particular risks. When developing the emergency management plan, workplaces without a lockdown procedure in place should consider the need for multiple safe areas within the workplace as alternate evacuation locations rather than an external site.

Hostages
Workplaces may need to develop procedures such as special alarm signals for siege situations and locking or shutting down rooms or sections of a building to protect staff and students. It is essential for the success of such procedures that they be planned carefully.
communicated to staff and students and rehearsed. If a hostage incident occurs:
- Staff and students who are not involved should be evacuated to a safe assembly area
- The workplace manager or delegated person should contact the police at the first available opportunity and be in a position to inform them of the specific details
- Avoid any action which may provoke an incident resulting in death or injury to staff and students.

**FURTHER INFORMATION**

- Safety and Security Directorate
- NSW Police
- Safe Working and Learning – Student Behaviour
Site Plans

TUNTABLE CREEK PUBLIC SCHOOL

KEY

- EMERGENCY POINTS
- WATER TANK
- CLASS ROOMS
- PLAY EQUIP
- COURT
- G.A. SHED
- SPORT
- TOILETS
- Hall
- Tuntable Creek Road
- 1 CEDAR TREE
- 2 Tuntable Creek
Tuntable Creek Public School
Emergency Evacuation
Off-Site Assembly Point

School
Evacuation Site (Tuntable Creek)
First Aid Guidelines

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Background

The Department is committed to ensuring adequate provision of first aid to all persons in the workplace. These guidelines will assist workplace managers in the implementation of first aid in accordance with the Occupational Health and Safety Act 2000, the Occupational Health and Safety Regulation 2001 and support the Department’s First Aid Policy. It is important to note that in schools, the principal is the workplace manager.

The first aid policy and guidelines are relevant to all NSW Department of Education and Training workplaces, including schools, TAFE, regional and state offices. The guidelines are to be reviewed by the WHS Directorate every two years in accordance with changes to regulatory requirements and/or organisational change. The appropriate provision of first aid will ensure that any person who has an injury or illness whilst at a departmental workplace will receive appropriate first aid support.

Section 1 – Management of first aid
In accordance with the Department’s First Aid Policy, workplace managers are responsible for ensuring that appropriate first aid arrangements are in place at the workplace. In addition to the specific responsibilities of first aid officer(s) at the workplace, all staff have a responsibility in accordance with the Department’s Occupational Health and Safety Policy to take reasonable care to ensure the health and safety of themselves, and others under their supervision at work, including students.

1.1 First aid plans

The Department has adopted a systematic approach to the provision and management of first aid in the workplace and at approved off-site activities. To meet the standards as set out in the WHS Regulation 2001 and the Department’s Occupational Health and Safety Policy, all workplaces are required to have a documented first aid plan*. For multi-location sites such as in schools and TAFE, several first aid plans** may be necessary to address the specific needs of each site.

The plan details the management strategies applied at each workplace to ensure the appropriate provision of first aid. Workplace managers are responsible for ensuring that there is a first aid plan in the workplace consistent with the requirements set out in these guidelines.

The plan should be developed in consultation with, and communicated to, relevant persons and the following should be considered:

- Assessment of the risk of injury or illness
- First aid facilities
- First aid equipment, storage and maintenance
- Location and security of provisions
- Personnel and training
- Reporting and records management.

Communication

First aid plans and procedures should be documented, clearly displayed and communicated to all those who work at the school, TAFE or other departmental workplace.

Communication with employees: Workplace managers need to communicate the first aid plan with their staff, students, casual staff, visitors and volunteers and keep them informed of the workplace’s qualified first aid personnel and their contact details and availability.

Communication with students, parents and carers: Communication with students and their parents and carers is important to ensure that they are well informed about first aid and emergency care arrangements within the school or TAFE.

Communication can be via school bulletins, classroom announcements, school assemblies, TAFE newsletters or emails to the parent or carer, as appropriate. Confidentiality should be maintained for injured or ill students and content should be age-appropriate and not generate undue anxiety.

Monitoring and review

First aid plans should be reviewed by the workplace annually or after a major incident in the workplace. Changes may be necessary following, for example, a first aid emergency in the workplace or when a student enrols with a medical condition which can be life-threatening such as being diagnosed with severe asthma, diabetes, epilepsy or anaphylaxis. Students diagnosed as being at risk of an emergency reaction or who require the administration of health care procedures need to have their own individual health care plan (See Appendix A).

Workplace managers must review the effectiveness of the first aid plan, consult with staff and communicate revised plans to staff. See Appendices B, C and D for examples of first aid plans for schools, TAFE and other departmental workplaces.
1.2 Assessment of injury or illness – control measures

A local first aid plan, which is based on risk management principles, documents workplace procedures for the provision of first aid. The plan identifies likely injuries and illnesses that might occur in the workplace and their potential causes and assesses first aid requirements and first aid controls.

When developing the plan the following should be considered:

- Types of work performed
- Resources, equipment, machinery and other issues which may present hazards
- Types of injury or illness likely to be sustained
- Workplace incident records including the Register of Injuries, which must be readily accessible as the official record of all injuries sustained by employees, students and visitors to the workplace
- Number and distribution of people across the workplace
- Size and layout of the workplace
- Location of the workplace
- Excursions and other off-site activities.

1.3 First aid facilities

Sick bays or clinics in schools

Schools are required to have an area set aside for use as a sick bay or clinic.* Workplace managers are responsible for ensuring an adequate sick bay or clinic for the care of injured or ill students or staff is provided and that it is properly monitored.

When reviewing sick bays or clinics in schools the following should be addressed:

- Access to a first aid kit
- Monitoring of persons receiving first aid treatment
- Supply of disposable gloves
- Provision of suitable bags for soiled clothing etc
- Location in a readily accessible area
- Provision of a couch with blankets and pillows
- Convenient distance from toilets and a sink or wash basin
- Maintenance in a clean and tidy condition in accordance with the school’s cleaning contract
- Spillages managed in accordance with the Department’s Infection Control Policy
- Supply of soap and disposable towels
- Access doors wide enough to allow the entry and exit of a stretcher where possible
- Use of disposable covers for beds and pillows is strongly recommended to reduce cleaning costs and staff time. Staff should not be involved in laundering and cleaning soiled bed covers and pillows
- It is important that the areas set aside can ensure privacy. However in the case of schools, this needs to be balanced with the provision of adequate monitoring of the area.

First aid rooms in TAFE, state and regional offices

First aid rooms (required at workplaces with more than 200 workers) must be under the control of a person trained as an Occupational First Aid Officer who either holds a current occupational first aid certificate issued after successful completion of a WorkCover approved occupational first aid course, is a level 3 or greater New South Wales ambulance officer, a registered nurse or a medical practitioner. Refer to WHS Regulation 2001 (clause 20 (7)).

There are particular requirements set out in the WHS Regulation 2001 (clause 20 (7)) for first aid rooms. The Department must ensure that the first aid facilities at a place of work with more than 200 workers includes a first aid room that:
(a) is under the control of a person described in paragraph (b), (c), (d) or (e) of the definition of trained first aid personnel in subclause (1) of the Regulation, and

(b) is located so that it is readily accessible during working hours to persons working at the place of work or site, and

(c) is situated at a convenient distance from toilets, sink or a wash basin equipped with suitable drainage, and a supply of clean hot and cold running water, and a means of boiling water, and

(d) has an access door that is wide enough to allow the entry and exit of a patient on a stretcher, and

(e) is well lit and well ventilated, and

(f) contains the following:
   • a work bench or a dressing trolley
   • a cupboard for storage
   • a suitable container fitted with a disposable bag or liner for soiled dressings
   • a suitable container for the safe disposal of needles or other sharp implements
   • an electric power point
   • a couch with blankets and pillows
   • a telephone
   • a stretcher, lifting frame or similar device for transporting patients
   • a sufficient supply of soap and disposable towels
   • a copy of the current edition of an occupational first aid handbook approved by WorkCover
   • the items specified in subclause (5) of the Regulation (see Section 1.4) in relation to First Aid Kit A, in quantities not less than those so specified
   • a portable first aid kit for use outside the first aid room, being a kit that contains the items specified in subclause (5) of the Regulation (see Section 1.4) in relation to First Aid Kit B, in quantities not less than those so specified
   • such special appliances, requisites and equipment for first aid as are otherwise required by law or as are necessary or appropriate having regard to the nature of the work undertaken at the place of work or site, and

(g) does not contain anything except equipment, requisites or appliances for first aid or occupational health purposes, and

(h) is not used for any purpose other than for first aid or occupational health purposes.

1.4 First aid equipment, maintenance and storage

First aid kits
Workplace managers must ensure that a first aid kit (as set out in the WHS Regulation 2001 (clause 20 (5)) should be kept in a central location such as the sick bay, clinic or first aid room at the Department's workplace.
The number and location of additional first aid kits will depend on the size and layout of the workplace and the types of programs delivered in the workplace. A risk assessment will assist in determining if additional first aid kits are required and the contents of those kits.

All first aid kits should contain a checklist of their contents which should be adjusted as the contents are used in order that the kits can be regularly replenished.

As a guide, the first aid kit should be clearly identified with a recognisable first aid sign (white cross on a green background) prominently displayed on the outside (in accordance with the Australian Standard 1319–1994 (Safety signs for the Occupational Environment)).

A first aid kit must be taken on all school excursions (refer to the Excursions Policy – see Appendix A).

Contents of first aid kits

The WHS Regulation 2001 details three sizes of first-aid kits (A, B and C). The total number of people working in the workplace determines the size of the kit to be provided. The total number in the workplace includes staff, students and workplace visitors.

- First Aid Kit A is to be used in places of work at which 100 or more persons work
- First Aid Kit B is to be used in places of work at which fewer than 100 and more than 10 persons work
- First Aid Kit C is to be used in places of work at which 10 or fewer persons work.

<table>
<thead>
<tr>
<th>First Aid Kits</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhesive plastic dressing strips, sterile, packets of 50</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Adhesive dressing tape, 2.5 cm 5 cm</td>
<td>1</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td><strong>Bags, plastic, for amputated parts:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Medium</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Large</td>
<td>2</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Dressings, non-adherent, sterile, 7.5 cm 7.5 cm</td>
<td>5</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Eye pads, sterile</td>
<td>5</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td><strong>Gauze bandages:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 cm</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10 cm</td>
<td>3</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Gloves, disposable, single</td>
<td>10</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Rescue blanket, silver space</td>
<td>1</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Safety pins, packets</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Scissors, blunt/short nosed, minimum length 12.5 cm</td>
<td>1</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Splinter forceps*</td>
<td>1</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Sterile eyewash solution, 10 ml single use ampoules or sachets</td>
<td>12</td>
<td>6</td>
<td>—</td>
</tr>
<tr>
<td>Swabs, prepacked, antiseptic, packs of 10</td>
<td>1</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Triangular bandages, minimum 90 cm</td>
<td>8</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Wound dressings, sterile, non-medicated, large</td>
<td>10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>First-aid pamphlet as approved by WorkCover</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* Splinter forceps should only be used for staff applications.

Note: No medication, including paracetamol and over-the-counter medicines are to be stored in first aid kits.

Schools do not generally supply or administer medications in an emergency unless they have been provided by parents as part of the negotiated individual health care plan for a specific student.

In an emergency which has not already been flagged in the emergency/response care section of an individual health care plan, staff will provide a general emergency response, eg call an ambulance. Where an emergency response requires the immediate administration of medication to
prevent serious illness or injury, staff should administer the medication eg Ventolin for a first asthma attack.

For information about supporting students with health care needs, refer to the student health section of the Department’s website at:

**Equipment maintenance**

First aid officers should be responsible for assessing kit requirements, checking and replenishing contents, and ensuring kits are available and not locked whenever employees are at work.

For schools, the first aid officer at the workplace is responsible for checking and replenishing the contents of the main first aid kits. Additional first aid kits such as the portable kit used by staff on playground duty or the kit used for school excursions should be replenished as directed by the school principal.

First aid kits should not be stocked with reusable items. For example, single-use antiseptic swabs should be used instead of antiseptic bottles or tubes of cream.

For cleaning first aid equipment, general-purpose household gloves are appropriate. These can be washed and reused but should be discarded when they become peeled, cracked, discoloured, torn or punctured.

Where kits include tweezers and scissors, these must be cleaned and disinfected after each use. Pillow cases with disposable covers must be changed after each use to reduce the possible transmission of infection, and linen should be changed frequently. It should be noted that it is not the responsibility of staff to wash or disinfect linen.

### 1.5 Location of first aid kits

The following issues should be taken into account in planning the location of first aid kits:

- no part of the workplace should be more than one floor level above or below a first aid kit
- first aid kits should be located close to a supply of clean running water
- first aid kits may be locked where appropriate, but the key must be easily accessible in case of emergency
- first aid kits must be readily accessible to all employees
- staff should be aware of where kits are located and who to contact regarding their contents.

For example, in schools, additional kits should be placed in higher risk areas such as Technology and Applied Studies (TAS), Science, Visual Arts, school canteens, gyms and multi-function halls.

Portable first aid kits are also required for playgrounds, emergency evacuations, excursion activities and other off-site work-related activities. In TAFE, additional kits should be included in workshops, laboratories and catering facilities and for off-site activities such as building construction class activities.
The following details should be kept with all first aid kits:

- the list of contents of the kit and dates for restocking
- the name(s) of the first aid personnel
- emergency telephone numbers
- a Cardio-Pulmonary Resuscitation (CPR) chart
- the Standard Precautions for Infection Control (see Appendix E) *

It is the responsibility of the first aid officer to ensure that the first aid kit that they use for treatment meets the minimum requirements as set out in the WHS Regulation 2001. Only items that are strictly for first aid purposes must be kept in the kit.

* Detailed guidelines and procedures for Infection Control are available in the Department’s Infection Control Guidelines at:


In particular workplace managers should ensure that Standard Precautions for Infection Control (Appendix E) and safe work practices are always followed in the case of first aid intervention and when toileting students. Rigorous hygiene and first aid procedures must be applied to ensure maximum infection control. Copies of the Standard Precautions for Infection Control should be placed in all first aid kits and be prominently displayed for the information of all staff.

1.6 First aid reporting and records management

Register of Injuries

A Register of Injuries (including psychological injuries) must be maintained at all workplaces as required by the NSW Workplace Injury Management and Workers Compensation Act 1998. It must be readily accessible as the official record of all injuries or near misses sustained by employees, students and visitors to the workplace such as parents and contractors. For further information, refer to the Department’s Incident Reporting Policy (PD2007/0362) and Incident Reporting Procedures at:


A WorkCover inspector can ask to see the Register when attending a workplace. Completed Register of Injuries forms must be kept for at least five years and at least 30 years if asbestos-related.

Each page of the Register should be numbered. All incidents and injuries treated by the first aid officer, or other staff, must be recorded. This includes incidents at the workplace, during excursions or at off-site activities. The WHS committee or WHS representative can review the information from the Register to develop prevention strategies and to determine which incidents should be investigated.

For every injury that occurs in the workplace there is a form that must be completed and placed in the register of injuries. Forms are located at:


Alternatively, for staff, the employee incident notification form can be used as the Register of Injuries.

The administration of first aid is to be recorded in a record of first aid treatment. A sample record of first aid treatment is located at:


In the event of a workplace closure, the Register must be kept at another suitable location.
In some circumstances, additional records of injury must be kept, such as the Student Accident Report. Please refer to the WHS Directorate Incident Reporting section at:


Reporting workplace incidents

The NSW Occupational Health and Safety Act 2000 and the NSW WHS Regulation 2001 require the reporting of certain work-related incidents. Workplace managers are responsible for ensuring that notifications are made in accordance with departmental procedures for reporting incidents which are located at:


Section 2 – The role of first aid personnel

2.1 First aid certificate

Workplace managers must ensure that their workplace has a member of staff who is the holder of a current WorkCover approved first aid certificate where there are more than 25 persons employed at the place of work. Where appropriate, a back up staff member should be available should the first aid officer be on leave.

For accredited first aid courses, refer to the list of providers at: www.workcover.nsw.gov.au/Training/FirstAid/default.htm

2.2 First aid personnel requirements for schools

2.2.1 General

First aid duties are contained in statements of duty for school administrative and support staff in the Non-teaching Staff in Schools Handbook. These duties include administering first aid subject to the school administrative and support staff member having a current St John First Aid Certificate or equivalent and receiving the first aid allowance.

2.2.2 Support for staff member undertaking first aid

In order to assist in effectively managing the provision of first aid, the principal is to ensure that all staff are aware that an assessment should be undertaken to determine whether a student needs to be sent to the first aid room or whether it is a matter of care and comfort (See section 3 for care and comfort definition).

Principals are to ensure that the first aid officer receives appropriate support to ensure other work tasks are not affected in undertaking this responsibility. This is particularly relevant in larger schools.

2.2.3 Allowances for first aid

A first aid allowance is paid to school administrative and support staff who undertake the first aid role and are appropriately trained as per the Crown Employees (School administrative and support staff) Award. The application form is available at:


The following provision is made for first aid allowances (see also Section 2.2.4):

- One full time allowance is paid where the enrolment of the school is 500 students or less
- Two allowances are to be paid where enrolment exceeds 500 students.
2.2.4 Application for additional allowances

Principals may make application for additional first aid allowances on the basis of need through the Employee Services Unit in Bathurst. A risk assessment must be completed and provided with the request. Please forward requests to:

Mr Anthony Hall
Leader, Employee Services
Bathurst State Office, 140 William Street
Bathurst NSW 2795.

2.3 First aid personnel requirements for TAFE

TAFE Institutes must ensure that they have appropriate numbers and types of first aid personnel to service their sites during hours of operation as part of their first aid plan.

2.4 First aid personnel requirements for other departmental workplaces

In accordance with the WHS Regulation 2001, workplace managers are responsible for ensuring that a first aid officer is available where there are 25 or more employees and an occupational first aid officer where there are over 200 employees. An assessment of the workplace (eg location, activities etc) may indicate that a first aid officer is required regardless of the number of employees on-site.

2.5 Responsibilities of first aid personnel

First aid officers provide initial treatment to injured or ill persons at the workplace consistent with their level of training and competence. First aid officers are also required to:

- Arrange for regular checking of contents of first aid kits and replenishing any out of date items. It is recommended a diary entry be made after checking kits and back up supplies
- Report to a supervisor or manager if an ill or injured person will need to leave the workplace
- Record first aid treatment and report any hazard to the principal or TAFE or state office manager
- Complete a Register of Injuries form after they have administered first aid

Note: the Register of Injuries and record of treatment should also be completed by other staff who administer first aid to students and by staff after they have had treatment.

The responsibility to contact parents, phone the ambulance or doctor is to be determined by the workplace manager. Arrangements will vary in state offices, schools and TAFE and should be developed by the workplace manager to meet local needs in consultation with staff. In respect of schools, the first aid officer should not be required to accompany a student to a hospital unless special circumstances exist.

2.6 Legal liability of staff who administer first aid

In the unlikely event that a student is injured in some way as a result of the administration of first aid by a member of staff, the staff member is protected by the legal principle of vicarious liability. This means that unless the staff member has deliberately injured the student, or behaved with reckless disregard for the student’s safety in the administration of first aid, the Department will be liable for any injury caused by the negligence of the staff member. Of course if there is no negligence neither the staff member nor the Department is liable. The same principles apply where first aid is rendered to another member of staff or a member of the public.
Section 3 – Care and comfort

In addition to the specific provision of first aid allowances, a component of the duties of all school staff (including teachers) relates to the caring for and comforting of sick or distressed students. It should be noted that care and comfort refers to offering support, reassurance and assistance such as providing a glass of water, a blanket or escorting a student to a sick bay or clinic if this is warranted. It does not include providing any treatment for injuries.
FIRST AID – Tuntable Creek Public School Plan
This is a school plan developed in consultation with the WHS Representative or WHS Committee.

**Assessment of first aid requirements**

<table>
<thead>
<tr>
<th>Type of work performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching in the key learning areas.</td>
</tr>
<tr>
<td>Conducting and supervising playground activities.</td>
</tr>
<tr>
<td>Conducting office duties.</td>
</tr>
<tr>
<td>General maintenance and related duties.</td>
</tr>
<tr>
<td>Supervising school excursions.</td>
</tr>
</tbody>
</table>

**Resources, equipment, machinery and other issues which may present hazards**

| Fixed equipment e.g. stoves and ovens, play equipment, sporting equipment.           |
| Portable equipment e.g. tractors, lawn mowers, ladders, power tools, science tools, |
| food technology tools and PE equipment.                                              |
| Chemicals used in science and food technology.                                       |
| Playground surfaces.                                                                 |

**Types of injury or illness likely to be sustained**

| Abrasions, cuts and lacerations.                                                     |
| Burns, insect/animal bites.                                                          |
| Sprains, strains and crush injuries.                                                 |
| Asthma and anaphylactic reaction requiring an emergency response.                    |

**Number and distribution of people across the school**

<table>
<thead>
<tr>
<th>62 students</th>
<th>3 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 office staff</td>
<td>1 general assistant</td>
</tr>
<tr>
<td>2 SLSO’s</td>
<td>1 AEA</td>
</tr>
<tr>
<td>1 I.R. teacher</td>
<td></td>
</tr>
</tbody>
</table>

**Size and layout of workplace**

Tuntable Creek Public School consists of 3 main buildings- 2 are double storey. There are also two free standing buildings, both single storeys. Tuntable Creek School is on approximately two hectares.

**Location of school**

The school is located away from a main road approximately 1km from a medical centre and 4km from the nearest hospital.

**First aid plan (Controls)**

| One first aid officer and a backup first aid officer trained to take role in periods of absence. |
| Schools are required to have a member of staff who is the holder of a current WorkCover approved first aid certificate. |
| A first aid allowance is paid to school administrative support staff who undertake the first aid role as per the Crown Employees (School administrative and support staff) Award. |
| All school staff are to be trained in Emergency Care, especially staff in high risk curriculum areas such as TAS, science and visual arts. Teachers supervising excursions and any water-related activities are to be trained in Cardio-Pulmonary Resuscitation (CPR) & Emergency Care. |

**Response procedures**

The first aid officer is called immediately after an accident or incident has occurred. (The school should have appropriate communication procedures in place).

The principal notifies the WHS Liaison Manager and WHS Directorate (if appropriate) and must follow the Department’s Incident Reporting Policy (PD2007/0362) and Incident Reporting Procedures.

Where an individual Health Care Plan exists, the procedures in the plan must be followed.

**Sick bay and kit requirements and management**

The principal coordinates the following arrangements:

- One sick bay with appropriate signage and a first aid kit A in the main office building.
- One first aid kit in each building, no further than 100m from each classroom.
- One first aid kit in each high risk area including TAS rooms, science labs, GA’s room, visual arts rooms and in the school canteen.
- A portable first aid kit for the teacher in charge of playground duty.
- Portable first aid kits to be taken on excursions.
- A sign indicating where the sick bay, first aid officer and main first aid kit is located and where other first aid kits are kept is displayed in the staff rooms and in every classroom.

The first aid officer maintains the main first aid kit and its backup supplies.

**First aid recording and reporting system**

Register of injuries is located in the main administrative office and is completed by the injured worker or visitor as soon as practicable. The administration of first aid is recorded in the record of first aid treatment located in the sick bay. The register of medications is maintained by employees authorised to administer medications.

**Communicating the first aid plan**

The plan is placed on the noticeboard in each staff room and in the main office. It is communicated to all staff, students and workplace visitors.

**Timetable for monitoring and review procedures for first aid**

The plan is to be reviewed annually with the input of staff and the WHS Committee or WHS Representative.

**Important contact numbers**

| Emergency | 000 |
| Hospital | 66202400 |
| Poisons Information Centre | 131 126 |
Standard Precautions for Infection Control

Standard Precautions for Infection Control should be used by all staff, students, visitors, volunteers and contractors to reduce the risk of transmission of infectious diseases during care procedures.

What are standard precautions?

Standard Precautions in the workplace involve the use of safe work practices and protective barriers for the control of the spread of infection from both recognised and unrecognised sources of infection.

It is not possible to reliably identify sources of infections or communicable diseases, therefore it is necessary to presume that the blood (including dried blood) and body substances of all persons be considered as potential sources of infection independent of diagnosis or perceived risk.

When do I use standard precautions?

Standard Precautions must be used before and after care procedures, when providing first aid, when handling and disposing of sharps and contaminated material and when handling animals and potentially infectious agricultural substances.

There is a potential risk of infection when exposed to:

- blood, including dried blood
- all other body fluids, secretions and excretions, including saliva and mucous but excluding sweat
- broken skin
- mucous membranes e.g. mouth and nose.

What do I need to do?

1. Use good hygiene practices
   - Wash your hands after any contamination, following any care procedure and after any activity which involves contaminated substances whether or not gloves are worn.

2. Take care of your skin
   - Take care of your skin as it is the first barrier to disease and protect damaged skin by covering with a waterproof dressing or by gloves.

3. Use good handling and disposal procedures
   - Minimise contact with potentially infectious substances by using personal protective equipment such as gloves, aprons, masks or goggles.
   - Ensure that reusable equipment such as that used in first aid provision is cleaned after use and single use items are discarded after use.
   - Follow the Department’s procedures when handling and disposing of sharps and use a suitable sharps container.
   - Dispose of other contaminated or infectious waste, such as from first aid or care procedures, in a plastic bag which is tied securely and placed inside a second plastic bag and tied securely then placed in the workplace garbage hopper.
   - Contain all blood and body fluids i.e. confining spills, splashes and contamination of the environment and the prompt clean up of spills.

4. Take prompt action if contact is made with blood or body fluids
   - Wash skin with mild soap and water, rinse eyes with water, rinse your mouth and spit out.
Media Strategy

5. Who is authorised to speak to the media?
5.1 Before anyone in the Department has any dealings with the media they must seek the advice and support of the Media Liaison Unit and the Media Manager.

5.1.1 The Director-General speaks on any issue when it is deemed necessary.

5.1.2 The Deputy Directors-General speak on their areas of authority and expertise. They might also nominate others in their area to speak on specific issues.

5.1.3 District Superintendents, Institute Directors of their nominees, speak about their areas and might authorise a school Principal, or appropriate Institute staff, to speak when an issue involves their school or Institute.

5.1.4 In general, School Principals, Institute Directors or their nominees, speak to their local media when promoting school/Institute functions or events, but should seek advice on all media matters.

6. Serious Incidents
6.1 In the Department’s ‘Management of Serious Incidents’ policy, a serious incident is defined as an event which:

   i. Causes disruption to an organisation; or
   ii. Creates significant danger or risk that could traumatically affect individuals within the organisation; or
   iii. Impacts on the effective operation of workplaces; or
   iv. Attracts negative media attention or a negative public profile for the workplace or the Department of Education and Training.

6.2 The Media Manager must be notified in the event of a serious incident. Before having contact with the media any staff involved with a serious incident must seek advice and guidance from the MLO for their district or the Media Manager.

6.3 If the serious incident involves a school, the Media Manager, in consultation with the Director of Public Affairs and the District Superintendent, will decide who should make any media comment. In the case of a serious incident at a TAFE college the Institute Director should be consulted.

(See ‘Guidelines for Schools and TAFE NSW Colleges and Campuses – Management of Serious Incidents’. It was distributed to schools and TAFE colleges in 2000)

7. The Media in Schools
7.1 Principals should direct representatives of major metropolitan media to the Media Unit if they enter school grounds or initiate contact with the school.

7.2 Any media request for access to a school must be considered on a case by case basis and discussed with the Media Manager and/or the Director of Public Affairs.

7.3 If students are to be photographed or filmed, or otherwise identified or interviewed, parental permission must be obtained.

7.4 Where possible, a MLO should oversee a journalist and/or photographer’s visit to a school.

7.5 In the case of television crews, a MLO should, if possible, accompany them at all times while they are on site.
### INCIDENT REPORTING SUMMARY – Wilson SEG

**All incidents should be reported IMMEDIATELY but at least within 24 hours**

Where an Emergency Response is required phone ‘000’ (or local emergency services) first

<table>
<thead>
<tr>
<th>Nature of incident</th>
<th>Who reports</th>
<th>Report to</th>
<th>Phone / Fax Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Incident / Dangerous Occurrence - WorkCover related</strong> (eg: fatality; serious illness; amputation; person loses consciousness; person placed on life support; person trapped in machinery or confined space; serious burns; an incident where there is an immediate threat to life, such as: major damage to machinery or buildings, collapse of an excavation, chemical spills, gas leaks; WorkCover Notice received)</td>
<td>Principal (or nominee)</td>
<td>School Education Director and DET WHS Directorate</td>
<td>P: 0408 430 996</td>
</tr>
<tr>
<td><strong>Major Incident / Dangerous Occurrence - WorkCover related</strong> (eg: fatality; serious illness; amputation; person loses consciousness; person placed on life support; person trapped in machinery or confined space; serious burns; an incident where there is an immediate threat to life, such as: major damage to machinery or buildings, collapse of an excavation, chemical spills, gas leaks; WorkCover Notice received)</td>
<td>Principal (or nominee)</td>
<td>School Education Director and DET WHS Directorate</td>
<td>P: 02 9266 8955</td>
</tr>
<tr>
<td><strong>Injury or Near Miss involving school-based Employee/s</strong></td>
<td>Injured worker/s or Principal (or nominee)</td>
<td>Staff Incident Notification Hotline</td>
<td>P: 1800 811 523</td>
</tr>
<tr>
<td><strong>Injury or Near Miss involving Non-Employee/s</strong> (eg: student, parent, visitor, volunteer, contractor)</td>
<td>Principal (or nominee)</td>
<td>Fax completed Non-Employee Incident Notification form to: Regional WHS Liaison Manager and for Reporting School Accidents DET Legal Services Directorate Principal Legal Officer</td>
<td>F: 02 6591 7608 P: 02 6591 7600 M: 0458 993 540</td>
</tr>
<tr>
<td><strong>Violence, weapons, illegal drugs or major criminal activity</strong></td>
<td>Principal (or nominee)</td>
<td>School Safety and Response Unit Hotline</td>
<td>P: 1300 363 778</td>
</tr>
<tr>
<td><strong>Security breach, break and enter, malicious damage, fire, graffiti/vandalism</strong></td>
<td>Principal (or nominee)</td>
<td>School Security Hotline</td>
<td>P: 1300 880 021</td>
</tr>
<tr>
<td><strong>Allegations of a child protection nature against employees or criminal conduct by employees, that are potentially contentious</strong></td>
<td>Principal or individual who is aware of the incident/conduct</td>
<td>Employee Performance and Conduct Unit</td>
<td>P: 02 9266 8070</td>
</tr>
<tr>
<td><strong>Unfavourable media or community attention</strong> (including major complaints or criticism of departmental activities, programs or personnel)</td>
<td>Principal (or nominee)</td>
<td>School Education Director and DET Media Unit</td>
<td>P: 0408 430 996</td>
</tr>
<tr>
<td><strong>Natural disasters</strong></td>
<td>Principal (or nominee)</td>
<td>School Education Director and DET Media Unit</td>
<td>P: 02 9561 8501</td>
</tr>
</tbody>
</table>