

Derrimut Primary School

Care, Safety and Welfare of Students

The School Culture and Environment

Derrimut Primary School is committed to providing a safe, stimulating and challenging environment for all. We firmly believe in equality of opportunity, where students, staff and parents work closely together to promote a sense of mutual respect and co operation that will enable all students to achieve to their full potential. The developmental needs of all students, both academic and social, are addressed within a supportive environment, which provides positive role models across all areas.

The whole school approach to student welfare and management supports all students through a planned, coordinated and consistent approach to the implementation of all programs. It takes into account the cultural backgrounds as well as the physical, emotional and social factors relating to and impacting on all students. It focuses on rights and responsibilities, guidance, communication, fairness and understanding. It also operates within an environment where acceptance and tolerance are promoted, a sense of belonging is established and individual resilience is fostered.

All staff and students have rights and responsibilities which are explicitly outlined in all policies and which are an integral component of all teaching and learning programs.

At Derrimut Primary School we are committed to the following strategies:

- Developing children's self-esteem and confidence
- Listening to children's concerns and supporting them in resolving issues
- Encouraging children to develop friendships
- Employing Restorative Justice model to acknowledge and promote positive, responsible, social behaviours
- Encouraging cooperative, responsible play behaviour in our classrooms and playgrounds
- Teaching and promoting fair, acceptable behaviour
- Being consistent and fair in applying consequences for behaviour

An integral part of this program is Classroom Codes of Cooperation developed annually in each classroom. Students and the teacher use collaborative tools to develop a Code of Cooperation that establishes the classroom standard and ensures all students have a voice and ownership of the Code

Expectations are constantly discussed and problem solving strategies are explicitly taught to assist students to develop positive attitudes and self discipline. Accepting personal responsibility for own behaviour and involvement in incidents is an important factor in all discussions as is promoting confidence and assertiveness to deal with issues appropriately, seeking support when necessary.

At Derrimut Primary School we believe that teachers

- make a difference
- have a clear understanding of their 'Duty of Care' to all students
- have multiple roles in the implementation of the Student Welfare and Management Policy - motivator, enthusiast, arbitrator, facilitator, clarifier, researcher, guide, significant adult
- ensure that feedback is a two way process - develop a classroom protocol that is explicit, where full and open discussions occur in relation to the expectations of students and teacher
- encourage a clear understanding of student expectations by constantly articulating and demonstrating appropriate behaviours
- ensure that supervision both in classrooms and in the yard is constant and diligent

- ensure that all issues are dealt with fairly and immediately
- work closely with parents to establish a positive, supportive partnership, promoting open communication and support and understanding in relation to student management
- refer issues/situations on to AP/Principal when necessary
- place emphasis on the reinforcement of positive and exemplary behaviour by being supportive role models for all students
- use flexible approaches to maximise opportunities for effective teaching and learning
- regularly review and evaluate teaching and learning strategies to ensure that all students have the opportunity to develop their skills, knowledge and abilities at their individual level
- play a vital, supportive role in developing and maintaining acceptable and appropriate behaviours based on respect, self discipline, fairness, honesty and co operation

Supervision of Students Policy & Procedures

As teachers we are required to maintain the highest standards of care for our students. This duty is termed **Duty of Care**. It relates to all aspects of our interactions with students and we have strict legal responsibilities applied to us.

Student supervision is central to carrying out these obligations. The following student supervision policy and practices outlines the requirements.

All staff are charged with the responsibility to strictly adhere to this policy.

General Policy

- This policy is reviewed annually to ensure all staff are familiar with the requirements
- This policy applies to all staff and all students at all times
- All teachers are required to observe all levels of the procedures established in the Student Welfare and Management Policy

Classroom Supervision

- ALL students must be supervised at ALL times by teaching staff.
 - Teachers must at all times be aware of each student in their care. The development of a 'roving eye' and a good peripheral vision will ensure students are engaged safely in their learning and intervention when required, is timely and appropriate
 - No student is to be left unsupervised in any area at any time
 - Student movement around the school, both internal and external, must be closely supervised and within visual and voice range of a teacher.
 - Teacher Aides and parents working with students must be in the classroom or within visual contact of the teacher who is responsible for Duty of Care
 - At all times teachers must know the whereabouts of, and be responsible for students in their care. This applies to students on errands and to sick students, who may only be sent to the office after first contacting the Prin/AP.
 - Student visits to the toilet must be controlled and monitored.
 - The class toilet visit procedure must be clearly understood, quietly articulated and age appropriate
 - Safety procedures such as in pairs, internal access and movement must be clearly outlined
 - Students are encouraged to go to the toilet during breaks (Children with difficulties in this area must be allowed for and consideration given)
 - Accidents must be dealt with sensitively and with regard for the child's self esteem

- The **Restorative Practices** student management process, which is based on mutual respect, is the standard approach to student issues.
 - Interaction is calm, quiet and positive, yet assertive using negotiation to resolve problems and difficulties.
 - Strategies employed should always be cognisant of the student's self esteem and where possible conducted privately or delayed to allow the above to take place e.g. 'We will discuss this when everyone is working quietly'
 - The issuing of ultimatums as a strategy for resolution will not be supported.
 - Teachers need to select fair, reasonable and appropriate strategies for dealing with a variety of situations.
 - Classroom issues must be dealt with IN the classroom and BY the teacher, as near to the issue as possible. Consequences should be linked to the behaviour e.g. it is inappropriate to impose 'picking up papers' to be supervised by the Yard Duty Teacher if the student failed to complete work or was talking in class. Picking up papers should be considered an environmental consequence.
 - Ten to fifteen minutes of any recesses may be used to discuss issues of behaviour or work with students. These must at all times be under the supervision of the teacher and of a reasonable duration to allow the child a break.
 - Teachers must always be aware of the visual implications of any incident and assiduously avoid placing themselves in a compromising situation. Any such situations should be reported to the Principal or AP immediately.
 - Raised voices imply 'out of control' classroom management to outside listeners.

Student Movement

At all times movement about the school must be supervised, quiet and orderly. This applies to all instances where students move as a group between classrooms, to specialist areas, to sport, to assembly and bin duty. This minimises the risk of injury or inappropriate behaviour, or disturbance/disruption to any other area of the school.

Yard Duty

Yard Duty is essentially about student safety and care and must be carried out diligently and conscientiously.

It also provides the opportunity for

- teachers to interact with students right across the school
- teachers to model sound environmental attitudes and practices
- implementation of student management strategies outside the classroom field
- teachers to establish their persona within the school - with students and parents
- positive environment promotion

Yard Duty Procedures

- Teachers are required to follow the Yard Duty Roster as devised and distributed - any changes/swaps must be reported to the coordinator via the appropriate form and recorded on the white board
- All teachers are required to wear a fluorescent orange jacket to indicate to students that they are the supervising teacher; carry the first aid backpack; and employ the emergency card system to support their yard duty responsibilities. All staff are required to wear a suitable sun smart hat in Terms 1&4
- Teachers must be vigilant at all times, cover ALL of the allocated duty area and respond to, or deal with ALL incidents immediately and appropriately
- The Duty teachers must be on duty immediately the bell rings. They are required to walk out with the students as they are dismissed. **Yard Duty takes precedence over ALL classroom issues.**
- No hot drink/food may be consumed while on Yard Duty

- Yard duty requires teachers to be observant and vigilant. It must be carried out by regularly circulating the designated area and responding to visual cues, student behaviour, and issues/incidents reported by students. All incidents /issues must be followed up

Yard duty teachers are responsible for

- student supervision in their allocated area of the yard as well as regular checks on toilet and breezeway areas
- ensuring that all students who are eating or drinking are seated in designated areas (this includes all canteen purchases)
- maintaining the school environment i.e. cleanliness

Only injured students are to be sent for first aid - teachers need to use their discretion before sending students inside unnecessarily (Red card must be issued) Refer students who are ill, ie 'feel sick', back to classroom teachers for clarification of duration, severity etc

All injuries are to be investigated by the Yard Duty teacher. This will be recorded on First Aid Notification Slip. Serious injuries or incidents should be communicated to Principal/AP at the conclusion of the Yard Duty session.

An Injury and Incident Report must also be completed if the incident involves

- Serious Injuries requiring parent contact for medical intervention i.e. breaks or stitches etc
- Injuries to the head, eyes, teeth or genital area
- Any piece of Playground equipment
- Any visitor to the school

In emergencies the Yard Duty teacher calls the Staffroom on the walkie talkie or as back up sends a "CODE RED" card to the Staffroom for immediate assistance

The presence of any individual apart from students and staff must be noted and dealt with immediately. Only authorised visitors (who will have a signed and dated pass issued from the office) should be permitted to remain in the yard and even so their presence must be monitored by the Yard Duty teacher

Site coverage

- The yard is divided into two sections -Asphalt / Oval and Play equipment/passive play area. Each area has playground areas which must be supervised for safe play behaviours and fair and responsible use. All teachers on duty are responsible for supervising the toilets and breezeway area. Regular sweeps should be made to ensure appropriate use.
- Students must be encouraged to play in the designated areas and explanations regarding these will be part of regular assembly and classroom reminders.

The following applies

- Out of Bounds Areas -
 - The front of the school
 - the rear of the oval
 - The wetlands and frog bog
 - Car parks
 - Over the yellow line after canteen has closed
 - Students are also discouraged from loitering near the front fences and talking to persons in the street
- Play equipment safety
 - Only one student waiting on the platform
 - No hooking, holding, pulling on any student who is on the equipment

- No running chasing games in or around the equipment
 - No climbing on top of any equipment
- Ball games
 - No games involving kicking balls on the asphalt at any time
 - Balls over fences, roofs etc cannot be retrieved by the student
- The Canteen and Front of the school are not play areas
- Yard duty teachers are responsible for both student supervision and the school environment ie. Cleanliness. Students should be requested to pick up papers. Games may be halted to ensure the school ground remains tidy and free of rubbish. At the conclusion of each teacher's 'tour of duty' the yard should be checked to ensure this requirement has been met, prior to change over.
- All teachers must pay close attention to changeover times, first aid procedures and adherence to school rules. **NO changeover is to occur outside the Staffroom door as this leaves the yard unsupervised.** This changeover should be used to pass on any games, areas, student issues which should continue to be monitored by the next teacher.
- At the conclusion of the each break class teachers must proceed immediately to their class assembly area, to assist yard duty teachers who will supervise lining up and the breezeway area until class teachers arrive. Ongoing yard issues may be referred to support staff and/or Principal/AP if necessary to enable this to occur.
- **Inclement weather (Wet Day and Hot Day declarations)** will be made by the AP based on the following
 - severity of the weather
 - condition of the yard
 - frequency of either wet or hot days

Yard duty teachers may advise AP if weather changes during a recess (via student and alert card message)
Students will quietly enter the building and the wet/hot day procedures will operate.

Supervision is undertaken by all staff utilising the Wet/Hot Day Supervision Timetable

- Teachers will nominate appropriate wet day activities.
- Students will carry out these activities, sitting at tables or in small groups on the floor
- No child is to leave the room to go to the toilet, taps or bags without the permission of the supervising teacher

Before and After School Duty

- This supervision is of 15 minutes minimum duration.
- Before school teachers should ensure students are playing safely.
- After school, the teacher must remain on duty until 3.30 and/or all students have been collected
- Students remaining after this time should be escorted to the office and the duty teacher undertakes to contact the parent by telephone. Supervision of these students cannot be passed to the Office staff but remains the responsibility of the duty teacher or by arrangement with Prin/AP

Lunch Supervision

- Student lunchtime should be closely and strictly supervised. This is a valuable teaching time to discuss healthy lunches and to monitor student eating habits. All students should have a suitable lunch and staff should be vigilant in observing students who do not eat lunch or dispose of uneaten food regularly. This should be reported to the AP/Student Welfare Coordinator
- Lunch Rubbish should be disposed of in the inside bins
- NO food or drink may be opened or consumed in the open learning spaces or resource centre
- ALL drinks are to be taken outside No student drinks are to be taken into any classroom to be consumed. The exception is water from pop-top drink bottles which should be readily available to the student
- Students who take food outside at recess or lunch must sit in designated places to eat it, before playing.

Open learning spaces

- There are no corridors at Derrimut PS. All rooms are connected internally via open learning spaces. Movement between rooms and specialist areas must be via external doors unless an inclement weather period has been called by the AP/Prin. Student movement between activity rooms must be supervised closely
- Students bags are housed within the homeroom. When students access bags they should be monitored with the teacher positioned so that both the class and the locker can be seen simultaneously
- The open learning spaces should be kept clear of bags, coats etc for the safety of all. Students should be encouraged to look after their belongings by placing them in the cabinets provided.

Assembly

Each class has a designated line up area at the end of each recess . They should line up in an orderly and quiet manner before entering the building for the beginning of each teaching session.

All teachers must

- **be on time**
- **establish consistent expectations and routines**
- **maintain classroom order by ensuring that ALL students are ready to enter the room in a safe and respectful manner**

There is a weekly assembly held in the Gym. A bell at 8.55 will sound alerting students to meet their teacher at their classroom door, put their bags in their classroom and move to the Gym, ready for a 9 am assembly. This assembly is a valuable time for passing on important information and modelling behaviour. The assembly will recognise good behaviour and citizenship via certificates and students will have opportunities to present sports results, Junior school council ideas and upcoming events

All teachers must

- **be on time**
- **establish consistent expectations and routines**
- **maintain Area order during assembly via roaming observation and reinforcement of positive behaviour be supportive of each other**

Dismissal

This should at all times be orderly, supervised and quiet

At most times dismissals at recesses and home time is to be as a whole class and is to be **ON TIME**. Teachers need to be prepared for dismissal time by using sound time management practices eg bags collected, shared learning spaces cleared, students ready to be dismissed or session packed up. This preparation should be of a reasonable length and not erode valuable teaching time.

All students are to be closely supervised by the class teacher to the appropriate exit door as a whole group.

Detention

Where ever possible after school detentions will not be used. No student may be detained after school without 24 hour prior notice to parents. This is a student safety issue. Parents expect their child's normal routine to be followed. If an incident requires follow up immediately, this must be with parent knowledge and alternate arrangements for collection must be arranged.

At all other times appropriate detention may be used to modify behaviour such as incomplete work or to follow up incidents which occur in class and to deal with them immediately would disadvantage the rest of the class. This must be fully supervised in classrooms, and restricted to a maximum of 15 minutes.

It is inappropriate to send work outside for completion.

*** Students are NOT to work on seat outside Staffroom. This area is restricted to emergency management behaviour from the playground.

Documentation

The following documentation must be used in relation to student supervision:

- The official roll is marked twice each day and daily tally recorded
- Sign out register signed by Parent/Guardian at the Office for early dismissal. Office manager will call teacher on intercom to request students to come to office with bag and reason why. If parents arrive at classroom please redirect them to the front office.
- First Aid Pass Card from the yard to the First Aid room during lunchtime
- Late Passes from Office
- First Aid treatment advice to parents
- Telephone calls to parents recorded
- 'Time outs' to another class must be recorded in the Student Management Folder via the Green slip system
- Playground data books are used to support student playground interactions. Class teachers must follow up any unaddressed issues or more serious areas of concern through personal or class discussions.

Supporting Codes of Cooperation at Whole School Level

The school is committed to a Restorative Practices approach and these principles provide the stimulus to openly discuss any behaviour or situation, which creates disagreement, conflict or disruption. In all cases a negotiation / resolution / agreement / consequence outcome is aimed for.

In this process

- each student is treated fairly with the opportunity to have input in all discussions
- incidents and issues are addressed according to the developmental needs of the students involved
- each student has rights and responsibilities which are recognised and accepted by all those involved
- the key resolution strategy is to restore or 'fix' relationships and /or situations
- certain consequences will occur when there are infringements beyond the above circumstances
- all consequences are fair, consistent and relate directly to the infringement that has occurred

When implementing consequences, the following is considered:

- the seriousness of the incident/issue
- the impact of the incident/issue on others (both staff and students)
- the degree to which personal responsibility and/or liability is accepted as well as the intended effort to restore or implement a change
- the level of damage to property
- any individual circumstances which might have had an impact
- the number of times an incident has occurred

Consequences must always be considered on balance and related to the seriousness and the level of the unacceptable behaviour and will occur within the following range:

- Individual/group discussion with reminders of both acceptable behaviours and possible strategies that could have helped solve the issue/problem
- Personal discussion about the causes of the behaviour and individual support to deal with issues raised
- Responsibility accepted and an agreement to make a concerted, supported effort to change behaviours
- Apologising in either written or verbal form to the aggrieved party
- Fixing the damage or cleaning up the mess
- Doing extra associated tasks to make amends
- Completing set work outside class time

- Parent contacted either by phone or by 'Unacceptable Behaviour' notice (to inform)
- Parent requested to attend a conference to discuss behaviours
- Support group established with parent, AP/Principal, teachers
- Development of an Individual Behaviour Management Plan
- Referral to Student Support Services and/or outside agencies
- Payment for damage or loss of property
- Official Supervised Time - detention
- Suspension/Expulsion procedures are instituted in line with DEECD guidelines - when behaviour creates a risk to the physical and emotional health of students and staff

Appendix 1 outlines Restorative Practices related to specific incidents/situations

Supporting the Class Room Environment

In a climate of mutual respect and co operation the students at Derrimut Primary School are supported to develop appropriate academic and social behaviours, which will enable them to participate fully and positively in all aspects of school life. Skills and strategies to deal with issues are articulated and modelled, resolutions are negotiated and consequences are appropriate, fair and reasonable.

The Student Code of Cooperation

Annually, all classes participate in the Quality Beginning/Start Up program

Key Principles in the Establishment of a 'Classroom Code of Cooperation'

- The classroom climate is a reflection of the whole school climate and consistent school expectations shape each group's individual code
- The teacher is the key facilitator, role model, manager, supervisor of the relationships and of the learning, and is responsible for the climate which exists with each group of students
- At the start of every year each teacher (class, support & specialist) and each student group should spend considerable time discussing and establishing the agreed protocols and practices so that everyone knows what is expected, how sessions will operate and how any issues will be managed.
- Each member has an opportunity to contribute to the operations of the group and the establishment of these protocols and practices. These are age appropriate, simple, positive and in plain language
- These are published and displayed in each room, reviewed and revisited regularly
- The code of cooperation is sent home to each family for students and parents to sign

Appendix 2 outlines the program to guide development of the class code and sample classroom code to be sent home

At the conclusion of this program, the Class Code of Cooperation is published and reference is made to it both formally and informally to maintain a positive class environment.

Student Welfare - Anti-Bullying & Harassment Policy

Aims

- To empower students and teachers with appropriate strategies that will enable them to build a safe and supportive environment for all
- To provide strategies and tools that aim to develop resilience in students so that conflict can build character rather than destroy it

- To nurture in students a sense of empathy for the target when witnessing a bullying incident and an ability to follow through with safe and sensible bystander actions

Program

The program for Anti Bullying is all encompassing and focuses on developing knowledge, skills and strategies as follows

Students will be able to

- identify bullying behaviour
- engage in responsible reporting when witnessing or experiencing injustice
- demonstrate a repertoire of self management strategies
- build resilience so as to free oneself from thinking like a victim
- feel empathy for targeted members of the school community and, as a result, take safe and sensible action as a bystander

Teachers will be able to

- acknowledge that bullying is a shared responsibility for both staff and students in all areas of the school
- implement prevention and intervention strategies as appropriate
- empower students to deal with conflict in constructive ways
- create opportunities for students to develop a social conscience and to be able to act on this as the occasion arises

Implementation Strategies

The following strategies will be implemented:

Prevention strategies

To ensure a positive and supportive learning environment for all, we

- articulate shared values, beliefs and attitudes with the whole school community
- provide an environment of mutual support and respect
- encourage quality relationships between student and teacher, student and student, teacher and teacher
- use an established Student Management Policy that is well publicised and practised
- provide students with a clear understanding of bullying - its definition and its ramifications
- provide quality playground supervision
- provide opportunities for students to voice concerns and formulate solutions
- provide shared student management practices both in classroom and in playground
- provide an inclusive and equitable classroom
- provide curriculum that promotes resolution rather than conflict
- provide opportunities for all to articulate and practice skills in conflict resolution, empathy and assertiveness training, negotiation, mediation and problem solving
- explore values and attitudes regarding bullying behaviour
- identify and consider alternative behaviour to bullying and victim responses
- identify and consider the consequences of both bullying and victim behaviour
- develop communication skills to ensure that students always seek support if they have concerns

Intervention Strategies

Derrimut Primary School uses a whole school consistent approach to all incidents involving bullying.

All staff members are committed to a common response to bullying incidents which will include

- a philosophy of resolution rather than punishment
- school wide use of the Restorative practices Approach
- classroom programs teaching and developing wheels of choice or "stop think do" strategies
- speaking respectfully and directly to all those involved in an incident

- handing over responsibility for the solution to the ones involved
- providing opportunities to discuss and explore possible solutions that may resolve an issue
- expect the solution to be implemented by students
- following up and following through on every incident
- steer students towards positive outcomes
- encourage empathy for each other
- document and follow up on each incident
- inform AP/Welfare coordinator of concerns
- use logical consequences
- bring serious or constant incidents to the attention of the AP/ Welfare coordinator or Principal
- speak with and listen to all parties
- place responsibility for resolution rather than blame - discuss choices with students
- articulate a variety of strategies for students in different circumstances
- promote assertiveness rather than aggression as a response

Assessment & Evaluation

Assessment and evaluation will be on going components of all Student Wellbeing processes, procedures and programs. There will be constant monitoring, intervention as required, adjustment to programs and practices and articulation of the school ethos.

Open communication and clearly established processes and procedures will support a consistent approach to both wellbeing and management for all students. All situations and incidents will be responded to in a fair and supportive manner.

Sun Smart & Good Health Practices

General

- All students must wear a school hat in the yard at all times during Terms 1 & 4. (a short period of grace is allowed at the start of each of these terms) Reminder notes will be distributed.
The practice is 'NO HAT - NO PLAY'
- After this period Unit teachers might need to organise supervision, in a classroom, of any students in their classes without hats - no one goes outside without one, under any circumstances
- Students are permitted to have water bottles on their tables in their classroom for use during learning sessions. These are not taken outside at any time
- Fruit Time during class time will be promoted, organised & implemented by the school
- Healthy eating habits are to be promoted and encouraged constantly.
 - Recess - monitor, support and encourage healthy choices
 - Lunch - 15 minutes eating time is timetabled. This time is for eating ONLY. Finishing work should be outside this time - see Use of Detention section
Teachers are to utilise the eating time to promote healthy eating, discuss sensible food choices and to monitor student habits - linking this to specific Health sessions in relation to food groups, balanced diets, body image etc

Teachers further facilitate student health by

- Not asking students to move or lift heavy objects/boxes. Use volunteers only and ensure that they are trained to use appropriate equipment, such as trolleys, when necessary
- Using appropriate furniture for the age and size of students
- Being aware of the amount of time students are sitting on the floor
An age appropriate balance is essential
 - Younger students sit on the floor more often

- Older students sit at their tables for whole group interactions, discussions & instruction, on chairs for group work and only on the floor by choice
- Being aware of good computer health
- Promoting full participation in all Physical Education activities
- Discussing any welfare related concerns with the AP
- Promoting healthy eating
- Promoting WOW program (Walk on Wednesdays) encouraging all community to walk or ride their bike to school on Wednesday

Monitoring Student Wellbeing in the Playground

Playground Data

A valuable way to ensure every student is supported to develop and maintain positive interpersonal relationships is to implement a process to encourage students to articulate their interactions.

This is done through the collection of Playground Data. This data can then be used to explore the wheel of choice, role play assertive not aggressive behaviours and developing ideas around positive interactions and "Stop Think Do" strategies

Purpose

- Teachers are able to monitor and address student relationship issues as necessary
- Teachers are able to support, encourage and promote the student use of Wheels of choice and Restorative Practices in the playground
- Parent concerns regarding student interactions or issues in the yard can be followed up by reference to data
- To provide a whole school record of student well being and specific data on student interactions

Process

- Each student will have a Playground Journal for each term - one week to a page
- Students in every classroom reflect on their interaction in the playground and rate their day on the scale provided. They add comments on how they feel and record any issues they had, who they reported them to, how they solved them and /or if they need help
- Teachers monitor these journals daily through roving conversations while students are completing journals. They
 - identify any areas of concern - groups, games etc
 - identify any individual student issues
 - follow up relevant issues with individuals or check that it has been followed up / dealt with by another teacher
 - refer to and/or inform AP when deemed necessary
- Journals will be collected in classrooms at the end of each term

First Aid

The designated staff responsible for first aid are included on the Yard Duty roster. All ES staff are expected to have Level 2 First Aid qualifications. Regular updates of CPR, Asthma management and anaphylaxis procedures will be conducted for all staff.

In addition a Coordinator role is allocated to a teaching staff member to:

- Participate in the risk management process within the school as part of the OHS leadership team. This may include contributing to risk management solutions and providing feedback on injury reports and first aid register data to identify persistent or serious hazards.
- Provide first aid emergency awareness training for staff including emergency notification processes, a list of responsible officers and provision of emergency phone numbers.
- Coordinate first aid duty rosters and maintaining first aid room and first aid kits
- Provide first aid services commensurate with competency and training. This may include all or some of emergency life support including response to life threatening conditions which may occur in the school (e.g. cardiac arrest or respiratory difficulties associated with asthma), management of severe bleeding, basic wound care, fractures, soft tissue injury.
- Record all reportable first aid treatment.
- Provide input on first aid requirements for excursions and camps.

First Aid passes to the First Aid room must be used at the Yard Duty teacher's discretion. All injured students are sent to the office where they will be escorted to the first aid room.

Send a student monitor to request assistance (CODE RED) from trained staff if you suspect any serious injuries

Medication

Derrimut Primary School has established procedures for the appropriate storage and administration of prescribed and non-prescribed medicines to students by school staff with reference to individual student medical information.

Student Information

Parents and/or guardians are required to keep the school informed of current medical contact details concerning students and any current medical conditions and appropriate medical history.

Every student who has a medical condition or illness has an individual management plan that is attached to the student's records. This management plan is provided by the student's parents/guardians and contains details of:

- the usual medical treatment needed by the student at school or on school activities
- the medical treatment and action needed if the student's condition deteriorates
- the name, address and telephone numbers for an emergency contact and the student's doctor.

Administration of prescribed oral medication

Parents/guardians are required to inform the principal in writing of any prescribed medication that students need to take in school hours. Where medication is required in spontaneous situations, detailed administration instructions should be provided, for example in the case of asthma attacks. Medication Administration Permission Forms are available from the Administration Office and should be completed and signed by the parent/guardian.

Certain students are capable of taking their own medication (usually tablets) while other students will need assistance from teachers. This information is to be recorded on the aforementioned management plan.

All medications must be sent to the office and recorded in the Medications Register. They will be administered at the Office. No students may keep medications other than for asthma in their bags or classrooms.

Parents/guardians are required to supply medication in its original packaging or container that gives the name of the medication, name of the student, the dose, and the time it is to be given.

Where medication for more than one day is supplied, it is to be locked in the storage cupboard in the First Aid room

Administration of Analgesics

Analgesics are only to be given following permission of parents/guardians and are to be issued by a First Aid Officer who maintains a record to monitor student intake. Analgesics are to be supplied by the parents.

Asthma Management Policy

Asthma is an extremely common condition for Australian students. Students with asthma have sensitive airways in their lungs. When exposed to certain triggers their airways narrow, making it hard for them to breathe. Symptoms of asthma commonly include:

- Cough
- Tightness in the chest
- Shortness of breath/rapid breathing
- Wheeze (a whistling noise from the chest)

Many children have mild asthma with very minor problems and rarely need medication. However, some students will need medication on a daily basis and frequently require additional medication at school (particularly before or after vigorous exercise). Most students with asthma can control their asthma by taking regular medication.

Student Asthma Information

Every student with asthma attending the school has a written Asthma Action Plan, ideally completed by their treating doctor or pediatrician, in consultation with the student's parent/carer.

This plan is attached to the student's records and updated annually or more frequently if the student's asthma changes significantly. The Asthma Action Plan should be provided by the student's doctor and is accessible to all staff. It contains information including:

- Usual medical treatment (medication taken on a regular basis when the student is 'well' or as pre-medication prior to exercise)
- Details on what to do and details of medications to be used in cases of deteriorating asthma. This includes how to recognise worsening symptoms and what to do during an acute asthma attack.
- Name, address and telephone number of an emergency contact
- Name, address and telephone number (including an after-hours number) of the student's doctor.

If a student is obviously and repeatedly experiencing asthma symptoms and/or using an excessive amount of reliever medication, the parents/carers will be notified so that appropriate medical consultation can be arranged. Students needing asthma medication during school attendance must have their medication use; date, time and amount of dose recorded in the First Aid Treatment Book in the Sick Bay each time for monitoring of their condition.

Assessment and First Aid Treatment of an Asthma Attack

If a student develops signs of what appears to be an asthma attack, appropriate care must be given immediately.

Asthma First Aid

If the student has an Asthma Action Plan follow the first aid procedure immediately. If no Asthma Action Plan is available the steps outlined below should be taken immediately.

Assessing the severity of an asthma attack

Asthma attacks can be:

- Mild - this may involve coughing, a soft wheeze, minor difficulty in breathing and no difficulty

speaking in sentences

- Moderate - this may involve a persistent cough, loud wheeze, obvious difficulty in breathing and ability to speak only in short sentences
- Severe - the student is often very distressed and anxious, gasping for breath, unable to speak more than a few words, pale and sweaty and may have blue lips.

Call an ambulance (dial 000), notify the student's emergency contact and follow the 4 Step Asthma First Aid Plan while waiting for the ambulance to arrive. When calling the ambulance state clearly that a student is having 'breathing difficulties.' The ambulance service will give priority to a person suffering extreme shortness of breath. Regardless of whether an attack of asthma has been assessed as mild, moderate or severe, Asthma First Aid (as detailed below) must commence immediately. The danger in any asthma situation is delay. Delay may increase the severity of the attack and ultimately risk the student's life.

Asthma First Aid Instructions are displayed in the First aid room.

Anaphylaxis Management Policy

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parents are important in ensuring that certain foods or items are kept away from the student while at school.

Adrenaline given through an EpiPen® autoinjector to the muscle of the outer mid thigh is the most effective first aid treatment for anaphylaxis.

Purpose

- To provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student's schooling.
- To raise awareness about anaphylaxis and the school's anaphylaxis management policy in the school community
- To engage with parents/carers of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for the student.
- To ensure that each staff member has adequate knowledge about allergies, anaphylaxis and the school's policy and procedures in responding to an anaphylactic reaction.

Implementation:

- The Principal will ensure that
 - the Anaphylaxis Guidelines & School Policy are reviewed with all staff, including ES staff on an annual basis
 - that staff are trained in the management of anaphylactic reactions
 - that all staff are aware of the school's emergency procedures
 - that the Office staff are aware of an individual's plan as a part of the enrolment procedure
- The AP/First Aid coordinator will be responsible for ensuring
 - that the school's Anaphylactic Policy is updated regularly and that information regarding any changes is passed on to the school community
 - that students individual management plans are updated annually

- that the Anaphylaxis Guidelines are available to all staff
 - that the school's emergency procedures are clear to all staff
 - that all staff know the students who have anaphylaxis
 - that the student's Management Plan is displayed in the First Aid Room & the staffroom
 - that a copy of a student's plan is included in the attendance roll of his/her class
 - that the EpiPen's expiry date is checked regularly and that the parents are contacted when the pen needs replacing
 - that copies of the student's Management Plan and the emergency procedure to be followed are available to all staff who have the student in one of their classes
 - that the EpiPen® is stored in an easily accessible place, known and available to all staff - the Staffroom
- Training for the administering of the EpiPen® will be updated annually along with CPR update training
 - If a student has a severe allergic reaction but has not been previously diagnosed with the allergy or as being at risk of anaphylaxis, 000 should be called immediately. Follow any instructions given by emergency services and the school's normal first aid emergency procedures.

Individual Anaphylaxis Management Plans

The Principal/AP will ensure that an individual management plan is developed, in consultation with the student's parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.

The individual anaphylaxis management plan will be in place as soon as practicable after the student enrolls and where possible before their first day of school.

The individual anaphylaxis management plan will set out the following:

- Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner).
- Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including camps and excursions.

Each individual student's plan, including photo, will be on display in the First Aid room and on the wall near the phone in the Staffroom. The staffroom will be where the EpiPen® is stored, clearly labelled with the student's name and class for the current year.

Note: A template of an individual anaphylaxis management plan can be found on Page 18 Anaphylaxis Guidelines for Victorian Government Schools or the Department's website: <http://www.sofweb.vic.edu.au/wellbeing/support/anaphyl.htm>

Prevention Strategies

The key to prevention of anaphylaxis is the identification of triggers (allergens) and prevention of exposure to these.

The following practical strategies will be put into place to minimise exposure to known allergens:

- Identify the allergens involved for individual students
- Be aware of each student's age and the severity of their allergy
- Complete a risk assessment based on the student's usual routine
- Plan for special circumstances such as sport days, excursions, class parties etc
- Discuss and establish emergency procedures for the classroom and the playground
- No food bans will be implemented but rather practical age appropriate strategies to minimise exposure

**** Be aware that students in the 10 - 18 age group are at a higher risk of suffering a fatal anaphylactic reaction.**

Prevention Strategies in the Classroom:

- Keep a copy of the student's ASCIA Plan in the classroom
- Liaise with parents about food related activities ahead of time
- Inform parents of classmates in relation to bringing birthday cakes etc to school
- Use non-food treats where possible, but if food treats are used the parent must provide a box of alternative treats. Treat boxes should be clearly labelled and ONLY handled by the student
- Treats for other students should not contain the substance to which the student is allergic
- Never give food from outside sources to a student who is at risk of anaphylaxis
- Be aware of hidden allergens when cooking or in art or science classes eg egg or milk cartons
- Have regular discussions with the class about the importance of washing hands, eating their own food and NOT sharing food
- Ensure information is clearly available in the classroom for CRTs identifying student and outlining emergency procedures

Prevention Strategies in the Playground:

- Students who have known anaphylactic responses to insects should be encouraged to stay away from water or flowering plants. Parents should ensure that students wear closed shoes and long sleeves if necessary
- Lawns and gardens should be maintained to reduce risks
- The student should keep all food and drinks covered when outside
- Staff on duty must know and follow the emergency procedure required
 - Send the red card to the Office for a trained staff member to bring the EpiPen outside quickly remembering an anaphylactic reaction can occur in as little as five minutes
 - Stay with the student at all times
 - Administer the EpiPen
 - Request assistance from other staff to call an ambulance and contact the parent

Prevention Strategies for Special Activities:

- If food is involved in any class activity the teacher must consult with the parents prior to the event
- Don't use balloons or swimming caps if student is allergic to latex

Prevention Strategies for Out of School Settings – Excursions/Camps:

- The student's EpiPen®, ASCIA Plan and a mobile phone must be taken on any excursion or activity outside the school
- Any issues that might arise must be discussed with the parent prior to the outing
- A trained teacher must be present to administer the EpiPen® and the emergency procedure if required
- The student's parent may be asked to accompany the student on the outing
- Staff organising camps must ensure that the Camp is advised of any student with food allergies.
- Staff need to be aware of local emergency services and how to access them
- The EpiPen®, plan and phone must be carried or quickly accessible during all outdoor activities

Emergency Procedures

Classroom / Specialist Session:

- Teacher uses the PA and calls 'Code Red Anaphylaxis to Room ...'
- The Principal/AP/Aide or any available staff member will immediately get the EpiPen® from the Staffroom and attend to the required room
- One of the staff, preferably trained, but not necessarily, will administer the EpiPen®
- Other attending staff will either stay with the class or attend to the student
- Office staff will be requested to call an ambulance and the student's parents

Any Playground activity such as Sport or Physical Education:

- Teacher to take walkie talkie to outside activity and contact AP's Office to check availability
- Send another student with 'Code Red Anaphylaxis' message to the nearest classroom
- That class teacher to set emergency procedures into action by using the PA with the message 'Code Red Anaphylaxis to the Playground'
- Above procedure then followed

Yard Duty

- Use another student to take the red card (requires assistance) to the office - 'Code Red Anaphylaxis to the Oval/Sandpit/front playground area' etc (exact location to be given)
- Any teacher in the staffroom is to respond immediately and take the student's EpiPen® to the yard and administer
- Other attending staff will set emergency procedures in action.

School Community Awareness

- All staff will be briefed annually at a Staff Meeting and training updated annually along with CPR training.
- Teachers who have an anaphylaxis student will be provided with a copy of the individual's plan, including photo.
- The class attendance roll will also have a copy of the student's Plan, with photo, as well as LPPS Emergency procedures, to inform any CRTs who might be working with the class
- The school community will be advised of the school's Anaphylaxis Policy and parents provided with a copy on request.
- All parents of students who have the condition will be provided with a copy of the school's policy
- Photographs of the students will be updated annually along with each student's Anaphylaxis Management Plan.
- EpiPen® will be checked regularly and parents informed in writing when new pen is required.
- Parents of classmates will be informed in relation to any food brought into the classroom for special occasions
- Regular communication will be maintained with families of students with anaphylaxis.

Arrangements for Ill Students

When illness becomes apparent during course of the day

- Seek details of illness - symptoms and signs and previous history Teachers need to make a judgment call as to the severity of the illness, the level of discomfort and knowledge of the family circumstances to determine if further opinion is to be sought. Often a quiet time in the book corner, a trip to the toilet and careful questioning is sufficient when a child first makes the 'I feel sick' statement
- Seeking further advice - This must be done before a decision contact the parent is made. Only the principal/AP may make this decision. The office staff are not to be contacted to ring parents The decision to send students home will be on the basis of the severity of the illness and the risk to the child of delaying contacting the parent. Other factors include the time of day and the distance parents must come from to collect the child (work etc) . Do not tell the child he /she is going home. This may not be the ultimate decision or parents may not be contactable. This decision if made will be conveyed to the child later

When children are sent to school obviously ill

- It is generally apparent that the child has been unwell prior to coming to school. It is often because a parent has to work or the child 'wanted' to come to school. The decision to send the child home must be made early in the day. Therefore if you know the child is unwell ask the parent to take the child home.
- Statements or notes such as 'call me if he/she gets worse' are too unclear. Students must be deemed as able to participate in the class activities. If not, they should be at home. You, as the staff member consulted

with, must speak to the parent about this. Consult with the Principal/AP regarding contacting parents who send sick children to school but make no contact with you. Together we will make the decision.

Alerting parents to possible illness

- If the child participates in the activities throughout the day but still seems unwell, send home a note to inform the parent and request that the child remain at home until well. This will be countersigned by the Principal/AP. It is preferable to intervene in this instance to prevent the spread of illness

Emergency Management & Recovery Plan

Guidelines

The management plan will be implemented and reviewed in the following manner:

- It is important that all staff and students are familiar with the contents of the Emergency Management & Recovery Plan.
- The evacuation procedures will be practised on a regular basis.
- Members of staff will be made familiar with their roles and responsibilities in the event of Emergency Procedures being implemented.
- The immediate reporting of any incidents likely to affect the safety and well-being of the students, staff or visitors is vital and that any required action is taken without delay.
- Parents should become acquainted with Emergency Management Procedures.
- The school grounds and buildings will be regularly inspected and appropriate steps taken to rectify dangerous situations.
- Emergency Management Procedures will be regularly evaluated and updated as necessary. Should an incident occur, a review of the counter procedures adopted should be carried out as early as practicable to determine their adequacy.
- An emergency may have far reaching effects and possibly over a long term for those involved in the crisis situation. The school recognises that its role extends beyond the immediate resolution of the crisis but also to the provision of support to ensure the welfare and smooth return to normal functioning of its community.
- A copy of the Emergency Evacuation Plan should be displayed in the corridors and at the door of all classrooms and each class teacher should have a copy attached inside the Attendance Roll.
- The plan should be endorsed by police and fire service authorities to ensure that safe and appropriate procedures for use during an emergency situation have been identified.

An emergency includes the following:

- fatality
- serious injury/serious assault
- siege/hostage/disappearance or removal of student
- firearms/bomb threats
- collapse/major damage to building or equipment
- motor vehicle collision/impact with school
- fire in school building
- impact by equipment/machinery/aircraft
- fumes/spill/leak/contamination by hazardous material
- major storm/windstorm/flooding damage
- earthquake

Identifying the Risks

There is the usual element of risk which could be caused by electrical fault [which may involve fire], gas leakage, equipment failure, lightning strikes, etc.

There is a low element of risk of fire from neighbouring houses threatening the school.

Co-ordinating the School's Response

Reporting an emergency in the school

Students should report an incident immediately to a member of staff. Teachers should report an incident immediately to the principal or office staff. *All emergencies are to be reported to the office.* The principal or Office Manager/Education Support Officer has responsibility for making immediate contact with emergency

services and the Department of Education and Early Childhood Department [DEECD] to report the emergency. Contact with the Emergency and Security Management Branch can be made on [03] 9589 6266.

Reporting an emergency at a camp or excursion

Should an emergency situation occur during a camp or excursion, the supervising teacher[s] must assume full responsibility for the immediate care and safety of the participants and seek any required support and assistance from emergency services. As soon as practicable the principal and the office of Emergency & Security Management Branch should then be notified. The principal will attend if the incident is within reasonable travelling time from the school. In other cases, the school will ask the DEECD to send an officer to the incident to assist staff at the scene and to liaise with the school.

Alerting the school

The notification of staff and students of an emergency situation will be by means of **Emergency Warning and Intercommunication System (EWIS)**

This school is fitted with an EWIS. The purpose of the EWIS is to enable the orderly evacuation of the school in the event of an emergency.

This is achieved by providing the following facilities in an integrated and flexible system that complies with Australian Standards.

The emergency warning system generates audible signals to:

- a) Alert the occupants of an emergency situation and
- b) Instruct the occupants to evacuate the school.

Emergency Tones

Alert (beep beep) - a pulsed on/off tone that rises in volume through six levels after its initial activation. This alerts the occupants to the existence of an emergency situation and that they should standby for the evacuation tone or Public Address (PA) instructions. It also serves to alert Fire Wardens to prepare for a possible evacuation.

Evacuate (whoop whoop) - A burst of tone rising in frequency. This pattern repeats and is the instruction for the occupants to evacuate the school.

Paging - Voice announcements can be made manually through the PA.

Intercommunications System

This allows the Chief Warden to communicate via telephone type handsets to the Wardens. The system comprises a master telephone and the panel red telephone type handsets (WIP Phones).

a warning siren across the public address system, or if power is unavailable by the portable warning siren [stored in office safe room]. An announcement will be made instructing staff and students about action to be taken.

The emergency co-ordinator will manage the emergency situation from the principal's office or an alternative safe area.

Roles & Responsibilities

The principal is to be overall co-ordinator in any emergency situation.(Chief Warden)

In the absence of the principal, the assistant principal or the next most senior person will assume this role.

Responsibility Matrix

| P = Primary Responsibility | | | | | | |
|---|--------------|---------------|----------|--------------|----------|--------------------|
| S=Support Function | | | | | | |
| | Chief Warden | Deputy Warden | Teachers | Office Staff | Visitors | YMCA and ELC Staff |
| Initiate Evacuation | P | S | | | | |
| Report event to DEECD | P | S | | | | |
| Carry mobile phone during emergency | P | P | | | | |
| Direct persons to the evacuation point | | P | P | | | P |
| Ensure all persons they are responsible for are accounted for | | | P | P | | P |
| Take attendance roll to evacuation point | | | P | S | | P |
| Take portable first aid kit | | S | | P | | |
| Evaluate the need to evacuate | P | | | | | |
| Confirm all areas of the school are clear | | P | S | S | | S |
| Coordinate activities during the emergency | P | S | | | | |
| Liaise with emergency services as they arrive onsite | P | S | | | | |
| Proceed to the evacuation point when directed | S | P | P | P | P | P |

The teachers will be directed by the chief warden during the emergency and should not normally initiate any action related to the emergency without their authorisation. This does not preclude a teacher from using initiative and acting appropriately when a situation obviously requires such action or administering emergency first aid. Any staff member given a task to complete by the chief warden must advise the chief warden when it has been completed.

The chief warden is responsible for:

- notification of emergency services [and the region at an appropriate time]
- alerting staff and students about the emergency
- evacuation of staff, students and visitors
- provision of resources to manage the emergency
- liaison with the emergency services
- delegation of duties to staff as required
- communication with staff, students and parents
- maintenance of staff and student welfare.

The teachers are responsible for the safe and orderly evacuation of students when instructed by the co-ordinator to do so. Teachers are to ensure that all students are accounted for, checking all areas, including toilets and storerooms according to the Emergency Evacuation Procedures. The Attendance Roll is to be taken to the evacuation assembly area.

Turn off all appliances and electrical circuits [time permitting] and where possible, close doors and windows before leaving the classroom.

The teachers are required to supervise their students at all times. If directed to do another task by the co-ordinator, it is the responsibility of the class teacher to arrange alternative supervision before leaving the students.

The Office Manager/Education Support Officer will deal with routine enquiries from staff and will assist the co-ordinator during the emergency. On the occasions when the class Attendance Rolls have been collected for storage in the office it is the Office Manager's responsibility to take them to the evacuation assembly area.

The ES/Office Administrator will collect the first aid kit, supervise the removal of the first aid room students and proceed to the emergency assembly area. At the assembly area he/she will attend to casualties until the medical authorities arrive. All details of the casualties should be documented by the ESO.

Communications

In the event of any emergency a member of staff or Community Hub personnel must immediately contact the office using the telephone, or classroom intercom

A warning siren will be sounded as an alert when there is an emergency. Information will be given either over the public address system or by a runner to individual classrooms to notify students and teachers about action to be taken.

Telephone communications during an emergency situation is restricted to the general office and principal's telephones.

A master copy of student records and class Attendance Rolls [in both hard copy and CD files] will be taken to the assembly area by the Office Manager/ESO in the event of a school evacuation. A back-up computer CD of these records will be maintained and available at all times.

Attendance Rolls and student records are to be taken by the class teacher if the buildings are to be evacuated.

An information centre will be established to communicate with parents who arrive at the school. If any member of the news media arrives at the school, staff should not volunteer information or comment but instead they should be referred to the co-ordinator.

Malicious Call Trace Procedure

Procedure on receipt of a threatening telephone call →

- record the number of the line on which the call is received, the date and the exact time
- notify the police on 000
- notify the principal/assistant principal or co-ordinator
- if the call is of an unwelcome nuisance nature but non threatening nature, after recording the line, date, time, notify the principal/assistant principal immediately.

Emergency Evacuation Procedures

When an evacuation is required the emergency signal will be given either via the public address system [the emergency siren followed by an announcement] or by a portable siren which will be sounded in each building.

Teachers are to be responsible for the grade in their care at the time of the emergency and no teacher is to leave students unsupervised. If a teacher is directed by the co-ordinator to perform a task which interferes with continuation of this supervision, it is the teacher's responsibility to arrange for alternative supervision before engaging in any other tasks.

The co-ordinator will specify the type of evacuation required from one of the following:

- within the school buildings
- within the school ground
- beyond the school.

Students line up in pairs at the door. Collect Attendance Rolls. Check that nobody is left in the room and close the classroom door and the windows as you leave. Leaders move quickly in an orderly manner to the designated area.

Ensure that all students leave with you - do not stop to collect bags or cases. If for any reason, some students are away from the classroom, communicate this fact to a teacher who has no grade responsibility. This teacher is then to assume responsibility for the location and care of those students.

Exit the building via the designated doorway [refer to plan]. The first teacher to arrive at the external double doors should open and secure both doors in the open position. Should the exit door be blocked by fire, or other dangerous object[s], use the nearest available exit.

All grades move to the oval and the students sit in rows according to the plan.

At the emergency assembly area mark the rolls, calling names individually and ensuring that each student answers to their name. As a double check, conduct a head count.

Report the name[s] of any missing students to the area co-ordinators, indicating the likely place to locate them.

A master copy of class lists will be taken to the assembly area by the office manager or assistant principal.

NO person is to re-enter the buildings until permission is given.

To guard against the possibility of students being overlooked in small rooms and toilet areas, these additional areas must be checked *after* ensuring that the students are safely escorted out of the building by another teacher. These duties are allocated on an annual basis

Note: when checking the toilets it is important to check the cubicles as well as the wash areas.

Staff Check

| | |
|-----------------------|---|
| Assistant Principal → | check with all teachers |
| Principal → | check with all support teachers including ESs |
| Assistant principal → | check with cleaning/maintenance staff, The Hub members |
| Principal → | check with area leaders and co-ordinate the emergency assembly area |
| Principal → | check with assistant principal and vice versa |
| | check with office manager |
| | monitor the emergency situation and liaise with emergency authorities |

Note:

- exits to classrooms and external doorways must be kept clear at all times
- cars must not be parked in front of emergency access areas in car park

Dismissal of Students

Teachers should work to ensure that emergency situations cause the minimum disruptive effect on students. Students should not be dismissed early unless the situation is such that this procedure is unavoidable for safety reasons and then only as directed by the emergency co-ordinator.

Parents attending the school are to be directed to the information centre where a member of staff nominated by the co-ordinator will be available to provide information concerning the welfare of students and other information about the emergency.

Supporting Those Affected

After any emergency situation there is the possibility of staff and/or students experiencing immediate trauma or to suffer prolonged effects. With this in mind the principal will convene a recovery management group. This group would most likely include staff, students and representatives of the DEECD support personnel and would be responsible for the development and implementation of a program to assist those affected. The program would seek to minimise any trauma.

Support will be provided by regional personnel, Region Network psychologists and social workers and where necessary consultants engaged by the DEECD.

Use of School Property during Emergencies

All parts of the school could be made available on a short term basis to provide welfare support and/or emergency accommodation should the need arise.

Those sections of the school which would appear to be most suitable would be:

- Hall [facilities include limited cooking appliances, large floor space which could be utilised for sleeping, shower and toilet facilities]
- Oval
- School Buildings
- Asphalt Areas/Basketball Court - possible helicopter landing site.

Site Plan

The site plan identifies key features for emergency use:

- access roads and gates
- water and gas connections
- evacuation assembly area
- location of stairs
- fire protection equipment.

Measures Taken to Minimise the Risk of Emergency Situations Arising

- The planning of any excursion or camp must include adequate safety procedures to give a maximum safeguard against accidents or emergencies occurring
- The camps and excursions "Notification of School Activity" proforma is required to be completed online, no less than three weeks prior to the activity
- The staffing of any excursion or camp should include personnel with first aid experience. A well stocked first aid kit is taken on each school outing or sports activity. These kits are to be upgraded on a regular basis
- The school's mobile telephone is taken on out of school activities
- Parents collecting their children during the day will be required to report to the office to collect an "Approval for Early Collection of Student" sheet prior to visiting the classroom. Teachers are not to release students without having sighted this approval.
- Parents wishing to speak to their children during recess and lunch breaks are required to obtain authorisation from the office and to carry a dated pass card

- The school gates are kept shut at all times throughout the day
- The buildings and play equipment are inspected by the principal on a regular basis and maintenance undertaken as necessary
- A register of visitors to the school has been established
- The heating and cooling appliances are serviced regularly.

Analysis of Threats

| Threat | Source | | Likelihood | Preparation Time | Resources Available | Liaison Evacuation |
|--|----------|----------|------------|------------------|----------------------------------|--------------------|
| | Internal | External | | | | |
| 1 Fire | Yes | Yes | Possible | Variable | Extinguishers, Hydrants Hoses | Yes Yes |
| 2 Bomb | Yes | Yes | Possible | Nil | Emergency Services | |
| 3 Toxic Emission Explosion Major Transport Accident | Yes | Yes | Possible | Nil | First Aid | Yes |
| 4 Siege/Hostage | Yes | Yes | Possible | Nil | Emergency Services | |
| 5 Storm/ Flooding | Yes | Yes | Possible | Variable | First Aid | Yes |
| 6 Earthquake | | Yes | Unlikely | Nil | First Aid Emergency Services | |
| 7. Drowning Wetlands are located on the Eastern boundary of the school grounds. | Yes | Yes | Possible | Variable | First Aid Emergency Services | |
| 8. Bushfire | | Yes | Possible | Variable | Emergency Services | Yes |

| EMERGENCY SERVICES | |
|---|---|
| DEECD Emergencies All emergencies | 9589 6266 (24 hour service) |
| POLICE fatality serious assault/sexual assault siege/hostage/firearms disappearance or removal of student bomb threat collapse/major damage to building or equipment motor vehicle collision rescue on land or water Sunshine Police | 000 (03) 9313 3333 |
| AMBULANCE serious injury | 000 |
| FIRE fire in school buildings fumes/spill/leak contamination by hazardous material rescue - road or rail | 000 |
| STATE EMERGENCY SERVICE flood/windstorm earthquake or other natural event | 000 |
| ELECTRICITY Power Failure Powercor | 132 412 |
| GAS Emergency Service Only AGL | 132 771 |
| WATER Faults (Western Water) | 139 2837 |
| Poisons Information Centre | 131126 |

In the event of a critical incident occurring, threatening or involving the school:

| | |
|--------------------|--|
| STEP ONE: | Notify the relevant emergency services: |
| | FIRE: |
| | POLICE: Sunshine Police: (03) 9313 3333 |
| | AMBULANCE: 000 |
| STEP TWO: | Notify DEECD Emergencies on : 9589 6266 |
| STEP THREE: | Activate School's Emergency Management Plan if necessary |

Critical Incident Plan

The following is the State wide and regional approach to critical incidents and is implemented as outlined at school level. It is designed to manage stranger alerts and theft of school property.

Telephone Communication Tree - ALERT SYSTEM

- It is important that when incidents occur at a school which could pose a threat to the well being and safety of students and staff at other schools or create a serious threat to property that schools are alerted as soon as possible and given the relevant details in a clear and concise manner.
To assist with incident information preparation refer to Suspicious Incident Report (attached).
- The staff at the school involved in the initial incident, are dedicated to the local management of the situation and do not have the time for making numerous telephone calls to others who may be effected. They need to telephone:
 - 1) The Regional Emergency Management Liaison Officer Mobile: 0438 370 258 (24 hours)
 - 2) Schools on **the level below** them on the telephone tree.
 - 3) Neighbouring non-government schools (as appropriate)
- The Regional Emergency Management Liaison Officer will activate the telephone tree for the appropriate networks by contacting the relevant school as listed at the top.
- Schools should use the attached record form to ensure information is communicated consistently via telephone. The form should not be transmitted by facsimile or via edumail.
- If there is a significant update of information then contact the Regional Emergency Management Liaison Officer who will decide if the tree needs to be activated again.
- Schools should ensure that the necessary staff are aware of these procedures - principal, assistant principal, bursar/business manager, other office staff.
- When a call is being made as part of this procedure the call should be identified as an ALERT SYSTEM call.
- If you experience problems with the procedure for the network please contact the Regional Emergency Management Liaison Officer.
- Schools should continue to inform Emergency & Security Management and the Regional Emergency Management Liaison Officer of critical incidents, which do not have potential impact on other schools.

Emergency Services

000

| | |
|--|------------------|
| Western Metropolitan Regional Office | 9291 6500 |
| Emergency & Security Management | 9589 6266 |
| DEECD Media Unit | 9637 2871 |

Alert Notifications to schools regarding dangerous persons/situations

Main Points

Principals are required to follow standardised instructions to ensure students are safe and the school community is vigilant when information is received that an incident/report of possible danger has occurred (for example, a dangerous person near schools).

The following action level and colour-coded Alert protocol has been developed for these purposes Alerts will be forwarded to the regional office and distributed from regional offices to schools.

Actions Required

Once a school or regional office is informed by the police or other agency of a dangerous person/situation impacting on schools, the principal/regional director or nominee should immediately report the matter to Emergency and Security Management (ESM).

ESM will assist schools in assessing the validity and accuracy of each police report prior to issuing a colour-

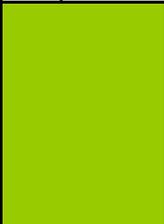
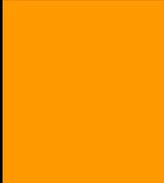
coded alert.

Alerts will be forwarded to schools by email from regions.

Regional directors or nominees will inform principals of actions they are required to take in responding to the incident. The colour codes below will be graded Level 1-4, depending on the seriousness of the issue.

- Schools will implement the required actions as stated by the Alert and also execute their emergency management plans in line with the notified alert level.
- Principals are required to ensure that the school mailbox has sufficient capacity to receive incoming emails and that emails are monitored continually each school day.

Department of Education Alert Level Notification Codes

| Alert Code | Level | Symbol | Principal Action | School action |
|------------|-------|---|--|--|
| Code Green | 1 |  | For your information | Principal and school management team to be prepared for further information which may require action as per the school emergency plan. |
| Code Amber | 2 |  | Inform staff to be vigilant | Increased vigilance and responsiveness by staff at school (e.g., thief in vicinity of school grounds targeting staff belongings and vehicles). |
| Code Red | 3 |  | Inform school community | Inform parents/carers of situation and provide advice (e.g., known sex offender in vicinity of school). |
| Code Black | 4 |  | Lockdown or evacuate school or excursion/camp site in designated area. | Lockdown or evacuation procedures to apply as per school's emergency plan. |

Appendix 1

RESTORATIVE APPROACHES TO VARIOUS INCIDENTS

1. Restorative Approaches to Bullying
 - Individual meetings with direction, support, and respectful dialogue
 - Acknowledge the offender as a valuable person
 - Allow the persons involved to establish their own aims/solutions to the issue ie teacher silence
 - Separate the deed from the doer
 - Involve a supportive friend (if needed)
2. Restorative Approaches to a Minor Disruption
 - Communication
 - Negotiation
 - Inclusiveness
 - Acknowledge those affected
 - Focus on relationship
3. Restorative Approaches to Disengaged Students
 - Enhance their self esteem by focussing on their strengths
 - Provide opportunities to talk and engage at a personal level
 - Acknowledge and accept the person - establish a relationship/ rapport
 - Negotiate with fellow staff and the student possible outcomes based on their attributes
4. Restorative Approaches to Conflict Situations
 - Discussion between the parties involved
 - Relate to other person's feelings - consider the victim/offender
 - Consider impact on others
 - Active listening
 - Accept ambiguity
 - Consider options in repairing the harm caused
5. Restorative Approaches to Property Damage
 - Consider affect on others
 - Use Affective Questions
 - Consider options ie repair/replacement of property
6. Restorative Approaches to Persistent Disruption
 - Reminder of boundaries ie Class Code of Co operation
 - Negotiate classroom code of conduct and appropriate consequences
 - Impact on others needs to be understood
 - Appreciate/Consider learning styles
 - Appropriate strategies for withdrawal and reintegration
 - Adult mentor outside of class
 - Whole school approach - involve members of the community
 - Understanding/Teaching of shame and empathy
 - Role Play techniques - emotional literacy development
 - Utilise teachable moments
 - Work with parents - establish partnership
7. Restorative Approaches to a Drug Related Incident

Students involved need to be engaged in considering the following:

 - Take on a Harm-Minimisation approach
 - Recognition of the legal implications
 - Recognition of the related health issues
 - Consider all those affected

Appendix 2

QUALITY BEGINNING/START UP PROGRAM

The 'Quality Beginning/Start Up Program' will be a two week program commencing in February for all classes P - 6.

At the beginning of each year classroom teachers work with their students to develop a classroom code of cooperation which provides every child guidance in making good choices and decisions about their behaviour. These plans are published and sent home before the end of February to be signed by the student and the parent in recognition of their commitment to the development of a safe and happy learning environment. All children are expected to follow a group of general expectations or rules, which enable them to feel safe, and able to have their feelings and opinions respected. Some examples are:

1. Treat others with respect
2. Follow all teachers' instructions
3. Keep our hands, feet and objects to ourselves
4. Put our hand up when we want to speak
5. Only leave the room when we have permission

To acknowledge and promote our children's positive behaviour, in addition to frequent verbal encouragement, we have a range of individual and whole class incentives such as:

1. Choice of activity in class
2. Special note to the child from his/her teacher
3. Teacher awards presented at school assembly / photo in newsletter
4. Stickers from teacher/Principal/Assistant Principal
5. Peer recognition certificates
6. Whole class outside games

Time will be spent establishing class, unit and school operations & expectations in relation to learning & teaching as well as student behaviour, management and interactions.

Each student will have a personal record booklet that can be used as determined by each Unit throughout the implementation of the Program.

Settling in Activities will include:

❖ Our Classroom

- General discussion of operations - listening, co operating, following instructions etc
- Organisation & structure - the set up and storage places etc

❖ Getting to Know You Activities

- Circle Ball
- Spider Web
- Talking Stick
- describing wheel or profile sheet about individuals - age, family, interests, hobbies

❖ Resilience and values program

- Five Keys to Success and Happiness (YCDI)
- Habits of Mind

❖ Restorative Practices

- Link to 'Habits of Mind
- Outline specific process to follow to address issues both in the classroom and in the playground
- Step by Step Chart

❖ Playground Data Collection

- Revisit weekly process
- Discuss importance of 'honest' & 'accurate' reflections
- Discuss value of this data to students and to teachers

All students to

- ❖ Complete Reflective Journals at the end of the week (minimum). Teachers to use a sentence starter to support students and focus reflections
- ❖ Use a variety of tools, appropriate to your Unit, to complete the above tasks

Consistent with our classroom approach, in our play areas students are regularly given praise and acknowledgement from teachers for demonstrating positive behaviours such as: assisting our younger students, playing cooperatively, caring for others, using friendly language, sharing, helping and taking care of our school. All children are expected to follow a set of expectations or rules. Our students know that we:



1. Treat others with respect
2. Stay within the school grounds
3. Follow our teachers' instructions
4. Keep our hands, feet and objects to ourselves
5. Wear a school hat in terms one and four
6. Put litter in a bin
7. Leave sticks and stones where they are
8. Stay outside school buildings before and after school and during play times
9. Look after our trees by not climbing them

To acknowledge and promote our children's positive behaviour in the school grounds, in addition to frequent verbal encouragement, we have a range of incentives such as: Stickers or other awards

Sample Code of Cooperation Letter

Dear _____ (Parent/Guardian)

I am delighted to have _____ in my class this year. We are working together to develop a happy, caring and supportive learning environment. We respect each other and work as a team. Our approach to positive behaviour teaches personal responsibility, social problem solving and self discipline and encompasses the following

- Respect for oneself
- Respect for others and their property
- Responsibility for ones actions

As a whole class we have looked at cooperative behaviours and developed actions based on restorative justice practices. This will support our kids in making good decisions about his/her behaviour and choices.

We have a set of general rules that all children will be expected to follow which will enable them to feel safe, and able to have their feelings and opinions respected.

In our class we:

- Keep our hands and feet to ourselves
- Listen and follow all teachers instructions
- Respect everyone's right to learn by asking questions and not stopping others from learning

In the Playground we:

- Treat others with respect
- Stay within the school grounds
- Follow our teachers' instructions
- Keep our hands, feet and objects to ourselves
- Wear a school hat in terms one and four
- Put litter in a bin
- Leave sticks and stones where they are
- Stay outside school buildings before and after school and during play times