

BOMB THREAT

Receiver of call:

- let caller finish then ask questions (See Chart)
- Don't hang up. Keep phone off hook for 2-3 minutes for Malicious Calls Tracer to register.
- Hang up then dial 1800 644 442
- Notify Police immediately: 131 444
- Record
- Inform manager immediately.

Site Manager:

- Consult with appropriate staff and HS Rep.
- Evacuate to an open area if necessary
- Inform Police 131 444 (Insert local number)
- If evacuation occurs, students are to take bags and belongings with them.
- Keep doors and windows open

- After a reasonable time (30 minutes suggested) institute search proceedings
- Consult with Deputy and HS Rep before returning to buildings when safe to do so.

Record to assist in investigations.

Notify your District Superintendent. Tel:.....

Complete and forward ED 148 to Site Property Services

Review and Evaluate



TELEPHONE BOMB THREAT RECORD

REPORT CALL IMMEDIATELY TO: Police Communications: 11444 Emergency Number _____ Principal _____

AND, TIME PERMITTING: Police Security Service Branch (SAPol): 8226 0888 Security & Risk Management Unit, DECS: 8226 1099

When completed this form is to be forwarded to the Superintendent, Human Resources (Courier R11/51)

WORDING OF THE THREAT: (Try to record exact words)

Large empty box for recording the exact words of the threat.

KEEP THE CALLER TALKING (Try to obtain as much information as possible)

QUESTIONS TO ASK

- 1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Who placed the bomb?
7. Why?
8. Where are you?
9. What is your name?

OTHER INFORMATION:

Estimated age of caller, Gender of caller, Intoxicated?

Number at which call is received:

Time: Date:

Name:

Position:

Phone number:

CALLER'S VOICE:

- Calm, Angry, Excited, Slow, Rapid, Soft, Loud, Laughter, Crying, Normal, Distinct, Slurred, Nasal, Stutter, Lisp, Raspy, Deep, Ragged, Clearing throat, Deep breathing, Cracking voice, Disguised, Accent, Familiar

Mark [x] all applicable boxes

If voice is familiar, who did it sound like?

Box for recording caller's name if familiar.

CALLER'S LANGUAGE:

- Irrational, Foul, Well spoken (Educated), Incoherent, Taped, Message read by threat maker

Deleted: Message read by

BACKGROUND SOUNDS:

- Street noises, Crockery, Voices, PA system, Music, House noises, Motor, Office machinery, Factory machine, Animal noises, Clear, Static, Local, Long distance, Booth, Children

Other

Remarks:

Large empty box for recording remarks.

Deleted: REMARKS ¶

CHILD PROTECTION

There has been a disclosure or suspicion of child abuse:

Implement Mandatory Reporting Procedures
(see secondary flowchart)

1. Notify FAYS Tel: 131478 Crisis Care: AH 131611

Depending on the severity or nature of the disclosure, also notify (as per Child Protection Booklet):

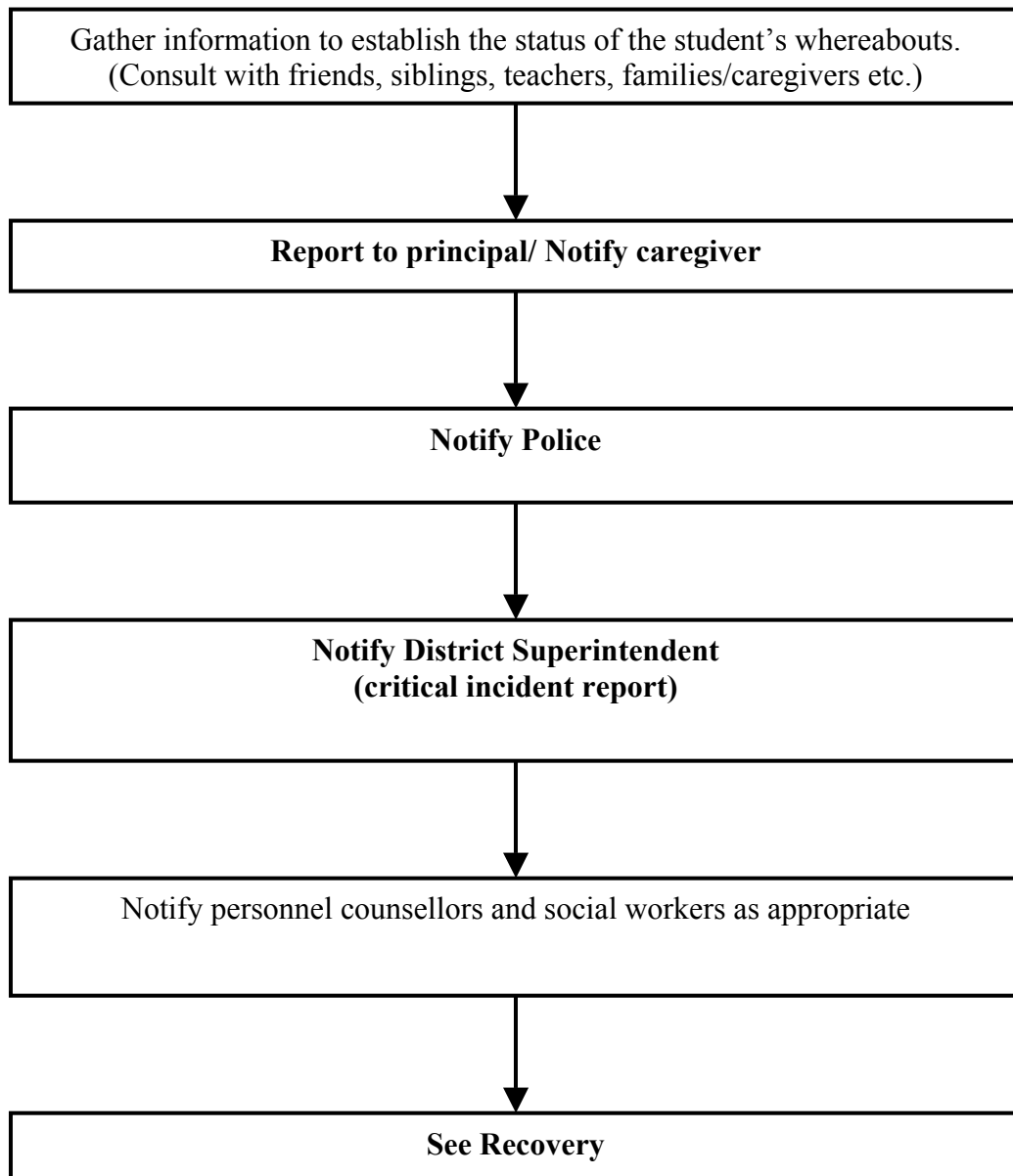
- the worksite manager
- the Police (Child and Family Investigation Unit (Metro) or CIB (Country))
- the Student Counsellor or Social Worker
- the District Superintendent

2. if appropriate, follow up with FAYS.

(see on line Mandatory Reporting Procedures) Link.

Review and Evaluate

DISAPPEARANCE OR REMOVAL OF STUDENT



CLEAN UP AFTER FUMES

Minor Emission/Spill/Leak/Contamination by Hazardous Material

Don overalls, boots, respirator with appropriate cartridge, safety goggles, chemical resistant gloves.

Cover the spilled chemical with sand, vermiculite saw dust or commercial chemical absorbent to contain it and prevent the spread of fumes or fire.

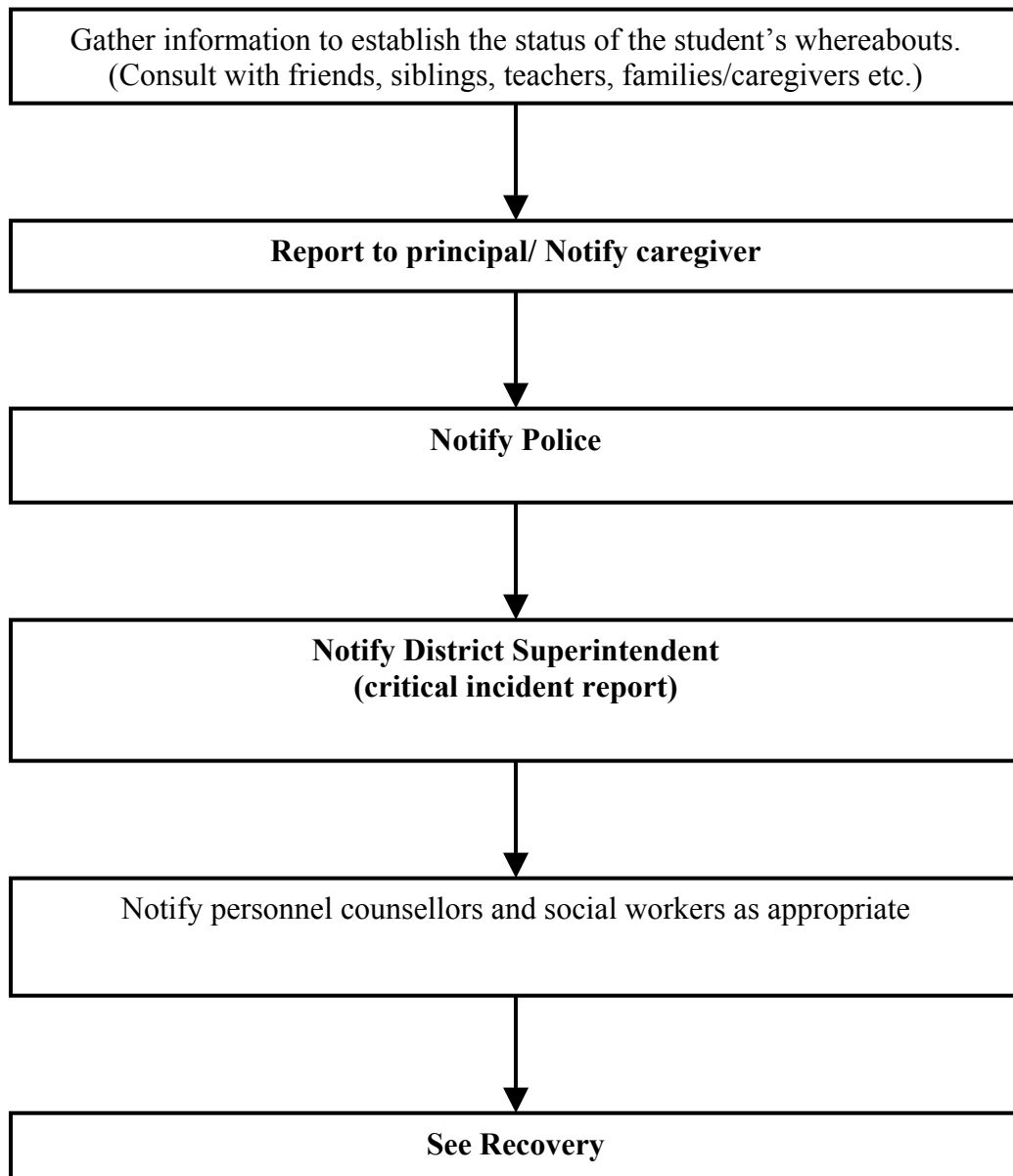
Place the contaminated absorbent material into an appropriate chemical disposal can.

Contact a chemical disposal company to remove the disposal can.

Or if you do not have the protective equipment or expertise, get help from an agency that does.

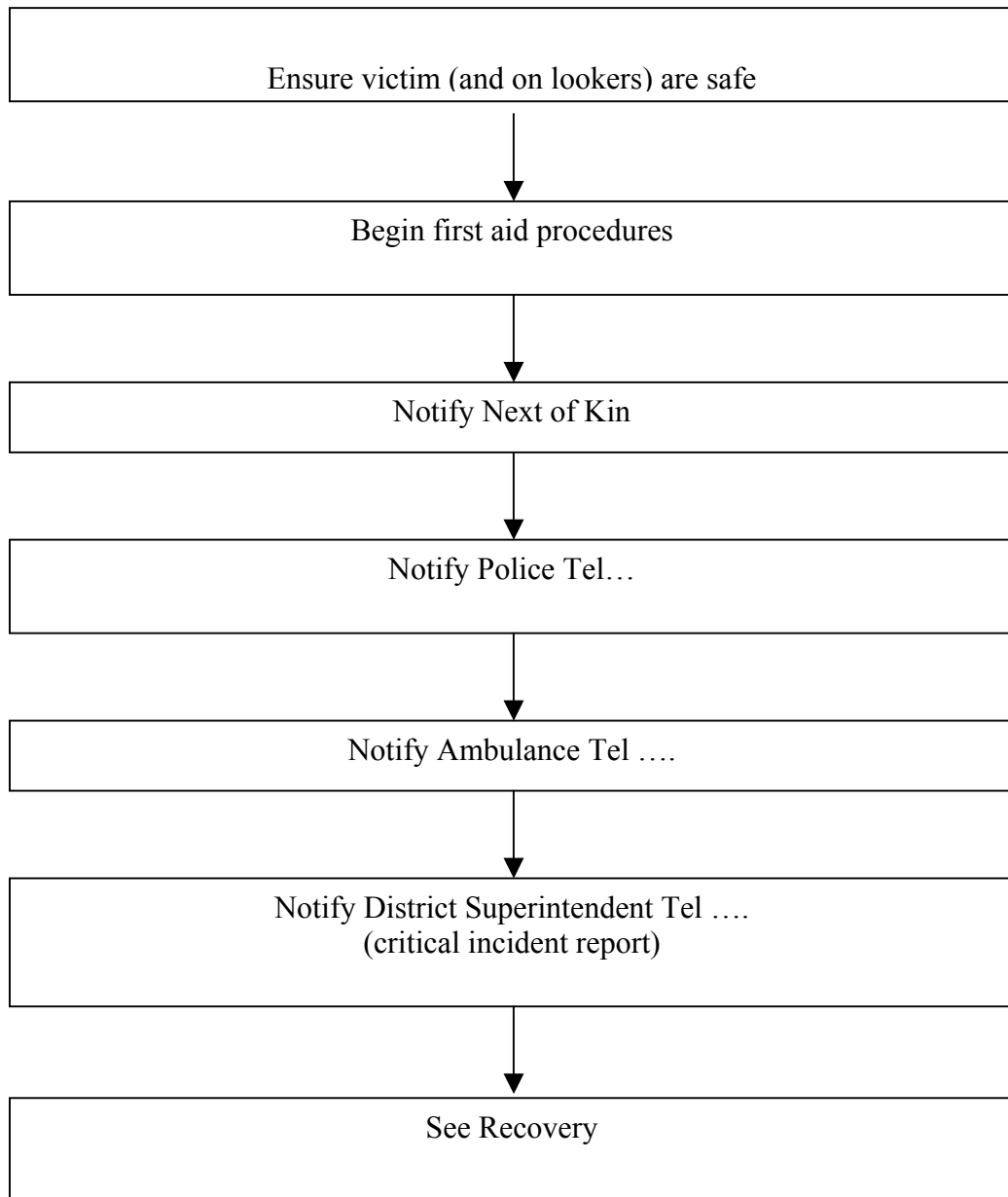
Review and Evaluate

DISAPPEARANCE OR REMOVAL OF STUDENT

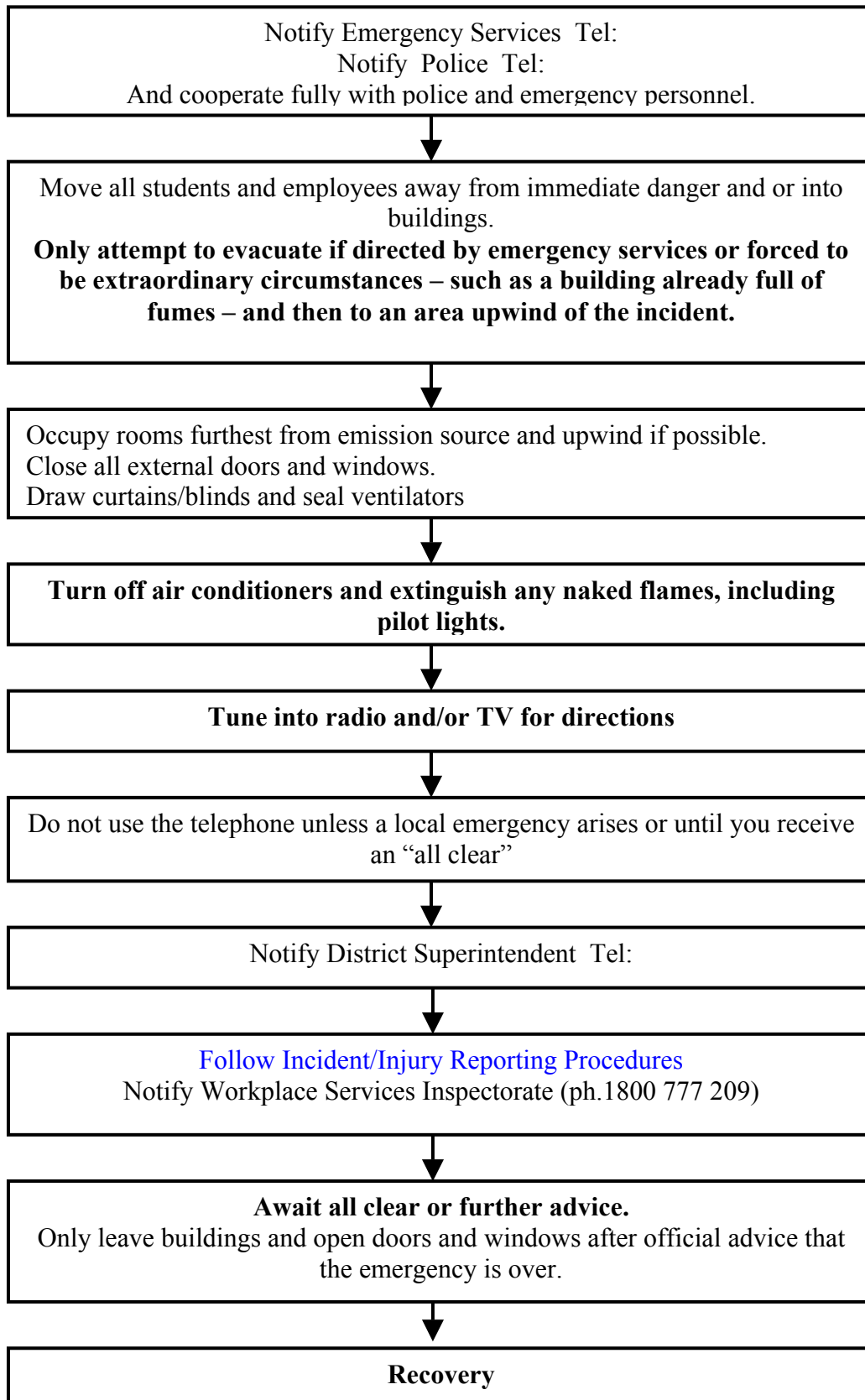




SERIOUS ASSAULT- ADULT



MAJOR TOXIC EMISSION SPILL (GAS, FUEL OR CHEMICAL)



IMPACT BY EQUIPMENT / MACHINERY / AIRCRAFT

Notify parents/caregivers/next of kin if serious injury occurs

Implement evacuation procedures for the area and ensure safety of all occupants

Contact emergency services as required.
Police Tel...
Ambulance Tel...
Fire Services Tel ...

Assemble Site Emergency Team.

Implement Recovery and Response Plan

Notify District Superintendent.

Salvage procedures.

Advise local community including parents/caregivers/next of kin
Link to sample letters.

Ensure Counsellors and Social Workers are advised.

Recovery

FLASH FLOOD/WIND STORM OR OTHER NATURAL EVENT

If storm is electrical, disconnect all electrical appliances.
If deemed necessary by emergency services, tape X fashion or cover windows.

Listen to radio for further reports.

When Storm strikes:

Ensure everybody stays inside away from windows and skilights.

- If an electrical storm, **do not use telephones.**
- Listen to radio for further reports

After Storm Passes:

- Check buildings for damage. If in a dangerous condition evacuate.
- Before moving outside check for damage to neighbouring buildings, for fallen power lines, fallen branches and debris and local flooding.

For emergency assistance contact SES and/or MFS or CFS Tel:

If necessary Contact FAYS - State Disaster Plan Tel:

Notify your District Superintendent. Tel:

**Advise Education Security Section
Tel 8226 1099**

Recovery

FIRE IN SCHOOL BUILDING or BUSHFIRE

Advise Emergency Services. Ph (Insert local No.)

Site Manager authorises the evacuation according to site procedures.
In other circumstances, emergency services may authorise
evacuation/invacuation.

Supervise the evacuation using site procedures (Site Procedures include designated
officers meeting fire brigade and other service providers and offering assistance.)

Notify your District Superintendent. Tel:.....

Call together the site emergency team to implement the response and
recovery management plan.
See Roles of Response and Recovery team.

Salvage Procedures

Recovery

EARTH QUAKE

If indoors:

- Stay indoors and ensure that nobody moves about or leaves the building.
- Ensure all personnel are positioned in a safe location. Eg. under desks, tables, benches or internal door frames
- Keep away from windows, shelves and overhead fittings.
- In multi storey buildings stay clear of windows and outer walls and

Contact Ambulance and Emergency Services if applicable. Ph: 131 444 or 000

Evacuate either partially or totally as per school evacuation plan.

Assemble personnel with direct knowledge of preceding events

- interior layout/topography

Cooperate with and assist police and emergency services as necessary

Identify and establish a command/communication centre from which school and outside personnel can access information.

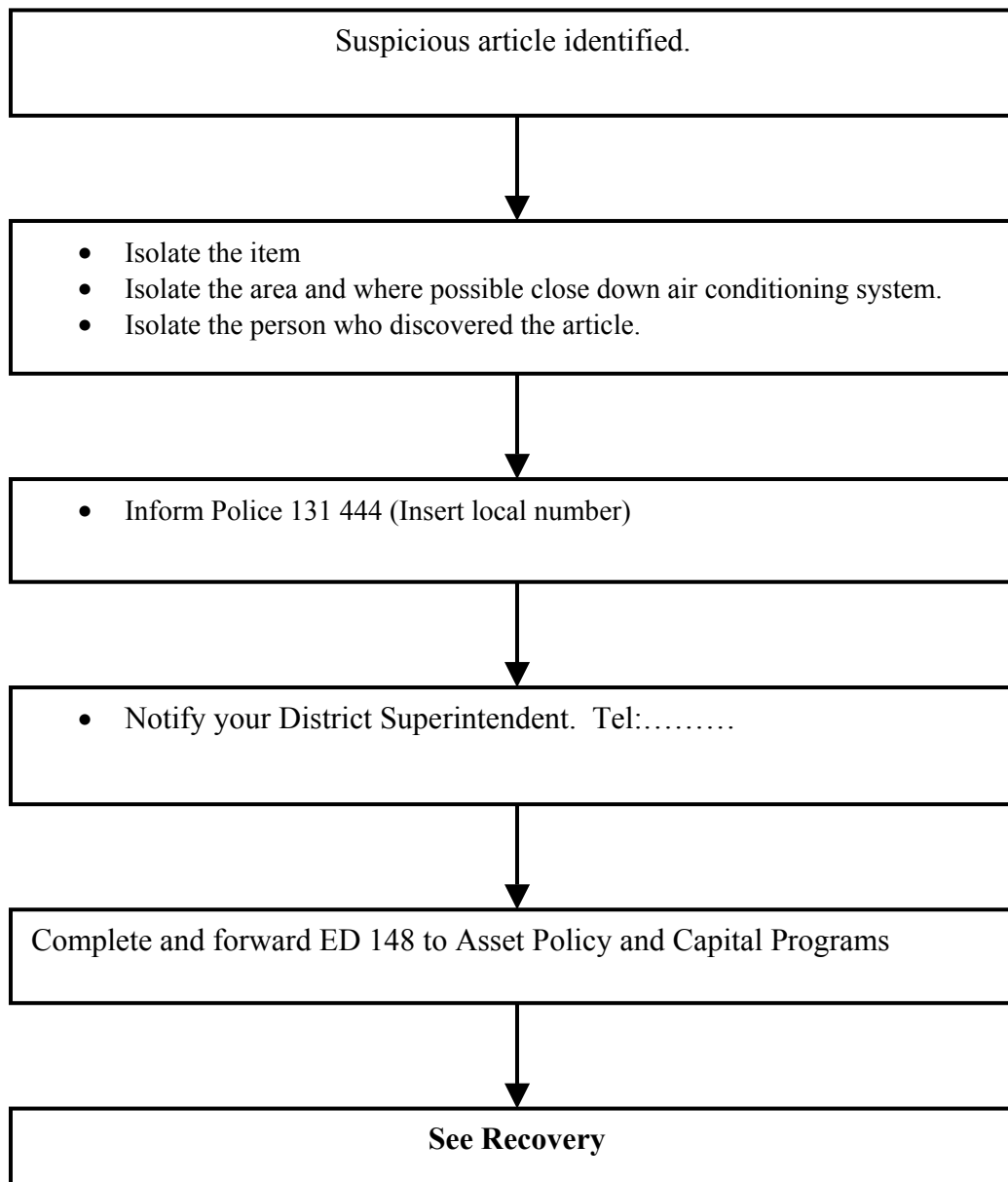
Notify your District Superintendent. Tel:.....

**Advise Education Security Section
Tel 8226 1099**

See Recovery

DISCOVERY OF SUSPICIOUS MAIL ITEM

eg white powder



SIEGE / HOSTAGE / FIREARMS /ARMED ROBBERY

Assess the situation and take immediate steps to ensure the safety of the students and staff, and stabilise the situation if appropriate.

Contacts
Police. Tel: 000
District Superintendent Tel:.....

Implement existing site emergency procedures

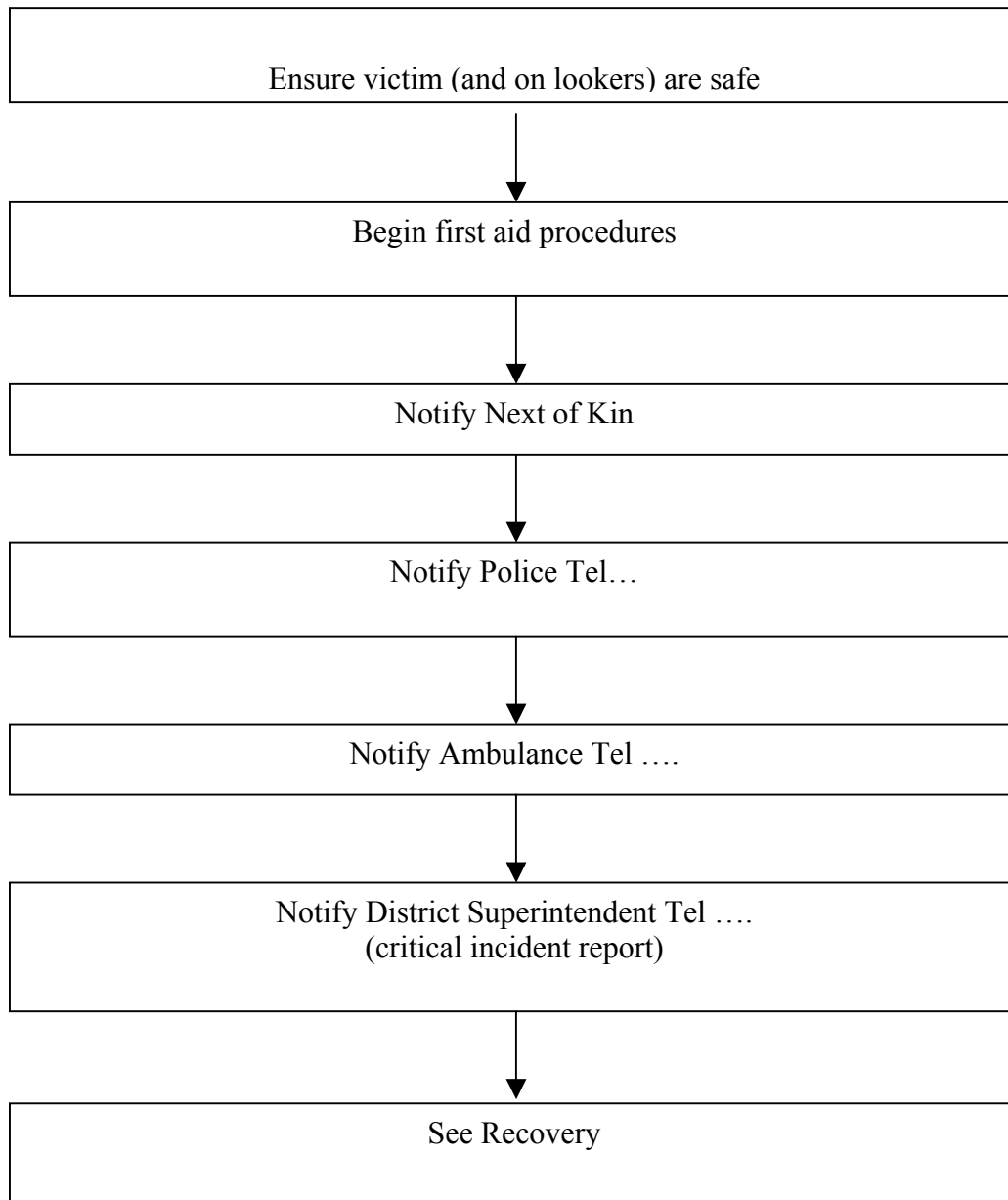
Identify and establish a command/communication centre from which school can manage dissemination of information. Eg to parents, media.

Cooperate with police and other emergency service providers

Recovery



SERIOUS ASSAULT- ADULT





CE Circ 03-010: World Events

Education Centre
31 Flinders Street
Adelaide 5000
South Australia
GPO Box 1152
Adelaide 5001

TO: ALL PRINCIPALS, PRESCHOOL DIRECTORS AND SITE MANAGERS

RE: SUPPORT STRATEGIES IN THE LIGHT OF WORLD EVENTS

Unfolding events in Iraq and subsequent images portrayed in the media may impact on children's and students' sense of safety and well-being. We must ensure that our students and children are provided with the psychological and emotional support they need and we must be prepared to respond in such a way to alleviate any situations which may arise.

I am concerned these events have the potential to create anxieties for individuals and between various groups.

It is the policy of the Department to reject racism in all its forms. The Department is committed to the elimination of racial discrimination and harassment and the promotion of racial harmony and respect for individuals, in all of its structures and in the learning and working environments for which it is responsible.

There are three areas that are useful to consider when making decisions about what action to take:

The health and wellbeing of students and staff

It is important that staff maximise the opportunities for students to talk about issues which concern them. School curricula should offer students and teachers opportunities to raise issues and an opportunity to identify ways of coping with stresses.

The Risk Management Framework can assist in appraising the suitability of whole site and individual self-management strategies.

Sites may also revisit the Department's Psychological Well-being policy, Crisis Management policy and Protective Behaviours Program.

Direct support is available from district superintendents, social workers, personnel counsellors and Learning Improvement Support Services.

The following websites provide resource materials that may be used as a basis for supporting students and staff and as a resource for parents and families:

The Australian Network for Promotion, Prevention and Early Intervention for Mental Health www.ausienet.com/factsheets/index/php	Trauma: Helping young children cope with traumatic events
Dept Human Services- www.headroom.net.au	Getting through Traumatic Events
National Association of School Psychologists www.nasponline.org/index2	Children and Fear of War and Terrorism Helping Children Cope in Unsettling Times

Child and Youth Health - www.cyh.com.au	When there is a Tragedy and Dealing with a Tragedy
DECS School Care - www.schoolcare.sa.edu.au	This site is planned to locate crisis management and other resources and material

Promoting and building a culture of peace, acceptance and inclusivity

There is a real opportunity for all employees to play a role in supporting community harmony on this occasion by modelling caring and sensitive behaviour towards all members of the community and maintaining a rational approach to the discussion of media reports that may arise in class.

Staff should take opportunities to celebrate cultural diversity and use a theme such as Human Rights to take a holistic approach to cultural understandings rather than highlighting any one cultural group.

Harmony Day on March 21 is an ideal forum for communities to celebrate multiculturalism. The Day has been designed to celebrate Australian multiculturalism and encourages a peaceful, productive society that values and uses our rich racial, cultural, social and religious diversity. For further details, visit the Harmony Day website at www.immi.gov.au/harmony. Teaching guides are also available.

Other helpful websites include Multicultural Education at mec@saugov.sa.gov.au and Racism No Way at www.racismnoway.com.au.

The Department's Policy Officer Multicultural Education, Jackie Thompson, can offer advice on these matters. She can be contacted on 8226 2397.

Coping with and resolving community tensions

Some school communities may experience increased racial tension and may choose to revisit conflict resolution, anti-racism and anti-harassment grievance procedures. It may also be timely to make contact with leaders of appropriate ethnic groups in your community to establish an on-going communication process.

Groups that can provide resources and speakers to support countering racism include; Global Education Centre phone 82216744, The Multifaith Association phone 8278 3088 and The Australian Arabic Council (03) 93810055.

Social workers, district superintendents, ethnic community representatives and the Multicultural Education Centre can assist with this process.

In closing, as the site leader you have a vital role to play in ensuring that all children, students and staff feel supported, safe and secure and I seek your assistance in successfully managing this potentially difficult situation.



Steve Marshall
CHIEF EXECUTIVE

Date: 19 March 2003