

Training and Drills

The school needs to have an adequate number of staff members trained in First Aid and CPR, based on the size of the school (one per 100 students and staff).

1. Drills for each type of emergency preparedness should be run so that students and staff are familiar with procedures. These include:
 - .. Fire (6 annually mandated)
 - .. Earthquake (3 annually mandated)
 - .. lock down (2 annually mandated)
 - .. intruder
 - .. evacuation, and
 - .. controlled dismissal
2. Emergency and First Aid supplies kept on the school premises need to be examined on a regular basis to make sure everything is in order and fully stocked.
3. Emergency contact information for all students and staff should be updated at least annually.

Risk Assessment

Superintendents/Headmasters and School Principals are required by law to control or eliminate hazards. Establishing a School Safety Committee (SSC) and clearly outlining its duties constitutes a conscientious effort to fulfill this obligation.

SSC Risk/Hazard Assessment and Analysis

1. Conduct workplace inspections and identify risks/hazards (see *The Guide* templates).
2. Make an inventory of hazardous materials kept on the premises and their location.

3. Establish procedures for a variety of emergency situations and inform staff of appropriate actions to be taken in each type of emergency.
4. Develop safety plans, responses, and reporting of incidents.
5. Provide orientation for staff members, including:
 - Emergency procedures, including alarm announcements, communication strategies, exits and meeting points, off-site meeting points, fire alarm and extinguisher locations, earthquake kits, and lock down procedures
 - Procedures for emergencies involving hazardous materials
 - Procedures for reporting an accident, violent incident, or injury
 - Procedures for cleaning up blood and other bodily fluids
6. Provide name of First Aid Attendant(s) and location of medical room and supplies.

Crisis Prevention:

Ten Tips

1. **Be empathic.** Avoid judging or dismissing the feelings of the person in crisis.
2. **Clarify messages.** Ask questions to encourage clear communication. Use both silence and restatements of the statements made by the person in crisis strategically to create a calm environment in which to deal with the emergency.
3. **Respect personal space.** Stand at least 1.5-3.0 feet from a person who is acting out. Invading personal space may increase anxiety or aggressiveness.
4. **Be aware of your body position.** Standing eye-to-eye and toe-to-toe sends a challenging message. Stand one leg-length away and at an angle to the side.
5. **Ignore challenging questions.** When challenged by a person under your authority, redirect his/her attention to the issue at hand. Avoid power struggles.

6. **Permit verbal venting when possible.** Releasing energy by venting verbally may avert escalation to physical altercation. If suitable, state reasonable limits during lulls in the venting process, always in a calm and level tone of voice.
7. **Set and enforce reasonable limits.** State limits and directives clearly and concisely. Offer choices and enforceable consequences to the acting-out individual.
8. **Keep your nonverbal cues nonthreatening.** The more the individual loses control, the less s/he listens to your actual words. More attention is paid to your nonverbal communication. Keep gestures, facial expressions, movements, and tone of voice relaxed and calm.
9. **Avoid overreacting.** Remain calm, rational, and professional. Your response will affect the acting-out person's behaviour.
10. **Use physical techniques only as a last resort, and only if the individual or others are in danger.** Use the least restrictive method of intervention possible. Physical interventions should be used only by competent/trained staff, as they may be dangerous.

Accident Investigation

All serious accidents, accidents resulting in medical attention, and close-call incidents must be investigated immediately after occurrence.

An administrator or supervisor must lead the investigation and may involve other employees in it. These other employees include:

- A person knowledgeable of the activity being performed at the time of the accident,
- A member of the SSC

The purpose of the accident investigation is to *find the causes* rather than to establish fault.

Procedure for Accident Investigation

A. Immediate Investigation

Administrator or supervisor must immediately initiate the investigation of any incident by:

- Summoning the employee most suitable to assist with the investigation
- Using the WorkSafeBC form found at <http://www.worksafebc.com/forms/assets/PDF/52E40.pdf>
- Inspecting the scene of the accident and taking notes of all equipment, materials, weather and environmental conditions, etc., that were being used or may have contributed to the occurrence
- Interviewing eyewitnesses
- If the incident was serious, obtaining written statements from witnesses and other people who may have been involved in the incident
- Taking pictures, if appropriate
- Completing the *Incident Investigation Report* and forwarding it to the Health and Safety Officer or Administrator.

B. Implement Remedial Actions

The administrator must implement all necessary measures to prevent further consequences or similar future occurrences.

C. Discuss the Investigation Results

The administrator must provide a report of the findings of the investigation to the SSC.

Earthquake

Refer to <http://sd64.bc.ca/wp-content/uploads/2012/01/EQministryguidebook.pdf>

If you are Indoors:

- v Stay under desks, in doorways, away from windows, against walls.
- v Cover head for at least one minute or until safe to vacate the building.
- v Hold onto the object you are under so that you remain covered. If you cannot get under something strong, flatten yourself against an interior wall. If you are in a wheelchair, lock the wheels and protect the back of your head and neck.

If you are Outdoors:

- v Stay outside.
- v Go to an open area away from buildings or trees.
- v If you are in a crowded public place, take cover where you won't be trampled.

Avoid the Following:

- v Doorways
- v Windows
- v Bookcases
- v Tall furniture
- v Light fixtures
- v Elevators
- v Downed power lines
- v Ocean coastline

Additional Instructions:

- v Wait for shaking to stop. Check yourself and others around you for injuries.
- v Be alert to aftershocks.
- v Decision to evacuate all or part of school should not be automatic. There may be more danger outside the building than inside.
- v Identify safe evacuation routes and safe assembly area (pre-planning necessary).
- v Signal staff and students to evacuate. DO NOT USE FIRE ALARM. Do not use elevators.

- v Determine names, ages and possible locations of unaccounted for students/staff, including any students/staff waiting in secure areas of the school for assistance to be removed from the building.
- v Ensure all power, fuel and water mains have been shut off.
- v Check for possible fires, utility leaks, hazardous material spills, and call _____ if help is needed.
- v Implement procedures for communication, safety glasses, face masks, hard hats, search and rescue, first aid, shelter, supervision, student/staff release, etc.
- v Ensure staff/students remain away from buildings, overhead power lines, trees, or other hazards that may fall while outside.
- v Consider school plans for an extended stay with students and/or emergency evacuation to another site.
- v Schools will remain open indefinitely until every child has been released to a parent/guardian.

Fire

- Activate the site fire alarm for building evacuation.
- Confirm the location of the fire.
- Call 911 for Fire Department, providing details of incident (e.g. location, nature)
- Determine whether staff and students have safely evacuated the school building.
- Check access routes, gates, and fire lanes to ensure they are not obstructed.
- Inform Fire Department of students/staff waiting in secure areas of the school for assistance to be removed from the building.
- Inform Fire Department of names, ages, and possible locations of unaccounted for students/staff.
- Notify Superintendent/ Headmaster/Principal of the fire.
- Stand by and be of assistance to the Fire Department as required.
- Ensure that staff and students remain in designated areas until Fire Department gives "all clear."
- Activate School Safety Committee as necessary.

Hostile Individuals / Intruders

Responding to an incident involving a hostile individual causes all of us concern. Hostile people are usually unpredictable and we are often uncertain how best to respond to their aggressive behaviour. While each incident is unique and will require modifications as the level of hostility increases, there are general safety considerations that will make such interventions easier.

- Ø **Model control, don't demand it.** Maintain a calm, professional demeanor. By demonstrating self-control, you may avoid increasing anger and anxiety in others.
- Ø **Assess as you approach.** Approach overtly. Disperse any crowd of onlookers. When possible, assign tasks. E.g. "Go to the office and ask for another teacher to come here."
- Ø **Watch the periphery of the area.** Any weapons involved will often be passed to individuals on the periphery. Watch for weapons and other problem individuals.
- Ø **Work in pairs.** Person 1 makes contact and gives direction. Person 2 monitors incident while standing approximately 3 meters from Person 1.
- Ø **Ensure you have a clear exit.** Prior to entering the area, ensure you can leave easily. Never stand with your back to a door as it blocks the exit for the intruder.
- Ø **Allow the intruder a clear exit.** Always ensure there is an exit available to the aggressor. If the aggressor chooses to leave, allow him/her to go.
- Ø **Keep your hands free.** Avoid carrying anything in your hand. It is difficult to appear in control when your hands are not free.
- Ø **Identify yourself by name and/or position.** Don't assume this will bring about immediate compliance. However, it is less likely to trigger a comment such as, "Who do you think you are?" from the aggressor.
- Ø **Listen, listen, listen.** Let them talk. If an angry individual is willing to talk, let him/her talk, regardless of whether or not you agree with him/her. It is a great way to "let off steam."
- Ø **Maintain casual eye contact.** While the issue of eye contact has many variables (gender, culture, etc.) it is important to maintain at least casual eye contact.
- Ø **Keep a barrier between yourself and the individual when possible.** This will allow you to keep a safe distance away and discourage direct and possibly physically violent contact.

If you approach a vehicle. Note the licence plate number and description of the vehicle. DO NOT stand in front of or behind the vehicle. DO NOT stand beside the doors. DO NOT lean into the vehicle.

Intruders

- ∅ Determine the location, description and any other information about the intruder.
Initiate Intruder Alert Procedures (below) if there is potential risk to staff and students.
- ∅ Advise the main office of the incident and where you are going.
- ∅ Do not approach the intruder alone.
- ∅ Approach in a non-confrontational manner and assess the situation/intruder.
- ∅ Maintain a safe distance.
- ∅ Identify yourself and ask why the intruder is there.
- ∅ Ensure that you do not block the intruder's exit, and identify an exit for yourself.
- ∅ Ask the intruder to accompany you to the main office, explaining the safety concerns.
- ∅ If the intruder refuses to cooperate, direct the intruder to leave the school site.
- ∅ If the intruder refuses to leave, instruct staff to call 911 for police immediately.
- ∅ Avoid further confrontation by observing the intruder from a distance.
- ∅ Initiate Intruder Alert Procedures (below) if situation escalates and poses a risk to students/staff.

Intruder Alert Procedures:

- ∅ Notify Superintendent/Headmaster/Principal.
- ∅ Instruct main office staff to announce over the PA system ***"This is a Lockdown Safety Alert – All staff and students report to the nearest classroom. All staff and students must remain in their classroom with the doors secured until further notice."***
- ∅ Instruct staff to call 911 immediately for police assistance, providing location, description of intruder, and seriousness of the situation.
- ∅ When authorities arrive, be available to direct them.
- ∅ Ensure contact with all PE, music, and technology classes.
- ∅ Turn off the bell system if possible.
- ∅ When the situation is safe, announce ***"All Clear."***
- ∅ Activate SSC as necessary.

Medical Emergencies, Communicable Diseases, and Mental Health

Medical Emergencies

- ∅ Don't move the individual unless there is immediate danger and don't leave him/her alone.
- ∅ Evaluate first aid needs and send for assistance.
- ∅ Call 911 as necessary.
- ∅ Identify witnesses.
- ∅ Check the health record of the individual to identify any pre-existing medical conditions or allergies to medication.
- ∅ Notify the parents/guardians.
- ∅ If the individual is taken to hospital a staff member should accompany him/her.
- ∅ Send pertinent personal and medical information to hospital with the individual.
- ∅ Contact Superintendent/Headmaster/Principal.

Responsibilities of Principal and Teachers in Emergency Situations

Safety Alerts to be used in response to a life-threatening emergency to ensure the safety of students, staff, and volunteers. Please refer to the five All-Hazard Emergency Responses in The Guide pp. 35-36. Use the correct applicable term when announcing the Safety Alert.

Principal/HS/Headmaster:

- ∅ Principal will issue Safety Alert by PA: ***"This is a (Drop-Cover-Hold On, Evacuate, Lockdown, Lockout, or Shelter in Place) Safety Alert. Secure the area."***
- ∅ Secure any areas where the public address system cannot be heard: fields, parking lots, restrooms, etc.
- ∅ Call 911.
- ∅ Notify Superintendent/Headmaster/Principal, as required.
- ∅ Cancel bells.
- ∅ Meet police.
- ∅ Evacuate specific rooms if appropriate (decision by principal).
- ∅ A PA message of ***"All Clear. The past condition is clear."*** to resume the regular schedule.
- ∅ Issue written notification to students, staff, and parents to explain the reason for the safety alert.

Teachers:

School emergency response plan

- ∅ Gather students into nearest classroom.
- ∅ Check the hall for passing students/volunteers and direct them to immediately enter the nearest classroom.
- ∅ Teachers instruct students to duck and cover.
- ∅ Lock door and stay put.
- ∅ Close windows and blinds. Turn out lights.
- ∅ Stay away from windows, doors, and outside walls.
- ∅ No one is admitted to the room.
- ∅ No talking. No phone calls out. Maintain complete silence.
- ∅ Police will identify themselves.
- ∅ Principal has keys for access if needed.
- ∅ Adult answers phone if it rings.
- ∅ Write down names of persons in the room.
- ∅ Follow direction from the police (RCMP).
- ∅ Exit only when you hear the ***“All Clear”*** announcement.
- ∅ Bring students to off-site assembly area.
- ∅ Write down names again at off-site assembly area, if so instructed.
- ∅ Direct students to return to classes as advised.

If classes are not in session, direct all staff and students to the nearest room where space is available and follow Safety Alert procedures as appropriate.