Guide to developing your Emergency Management Plan

for **education and care services, children’s services &**

**non-government schools**

August 2016



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# **Emergency management planning**

## **Why do facilities need to have an Emergency Management Plan?**

The Department of Education and Training (DET) is committed to providing a safe and secure environment for all children, students and staff. Every education and care service, children’s service (early childhood services) and school in Victoria is required to have an Emergency Management Plan (EMP).

Your EMP records the service’s/school’s emergency management arrangements. A well developed EMP includes preparedness, prevention and response strategies, agreed staff emergency management roles and responsibilities, and a site specific risk assessment.

Approved providers/licencees, educators and staff members in early childhood services and principals, teachers and staff in schools have a duty of care to take reasonable steps to prevent injury to children and students under their care. This duty can be seen to extend to taking reasonable steps to identify, assess and manage risks, and reasonable steps to plan, prepare, respond and recover in an emergency.

Section 21 (1) of the *Occupational Health and Safety Act 2004* (OH&S Act) states:

*‘An employer must, so far as is reasonably practicable, provide and maintain for employees of the employer a working environment that is safe without risks to health.’*

Section 20 (2) of the *OH&S Act*  requires the person who has this duty to take into account such factors as:

* the likelihood of the hazard or risk eventuating
* the degree of harm that would result if the hazard or risk eventuated
* what the person knows, or ought to know, about the hazard or risk and any ways of eliminating or reducing the hazard or risk.

This obligation includes emergencies and the term ‘employee’ also covers contractors, visitors and volunteers.

The success of your response to an emergency will be measured by the timeliness of applying a planned and rehearsed response procedure to an unanticipated incident.

**Early childhood services**

For the purpose of this Guide, the term early childhood services includes education and care services regulated under the *Education and Care Services National Law Act 2010* (*National Law*) and children’s services regulated under the *Victorian Children’s Services Act 1996 (Children Services Act)*.

Education and care services operating under the National Quality Framework (NQF) include kindergartens (pre-schools), long day care services, outside school hours care and family day care services.

Early childhood services operating under the *Children’s Services Act 1996* include occasional care and school holiday care services.

*The National Law and Children’s* Services *Act* and associated regulations require services to operate in a way that ensures that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and any hazard likely to cause injury, including responding to potential bushfire risks.

Regulations 97 and 168 (2)(e) of the *Education and Care Services National Regulations 2011 (National Regulations)* require an approved provider of an education and care service to have an emergency and evacuation policy and procedure which includes the following information:

* risk assessment to identify the potential emergencies that are relevant to the school
* instructions for what must be done in the event of an emergency
* emergency and evacuation procedures and a floor plan

Regulation 76 of the Children’s Services Regulations 2009 (Children’s Services Regulations) requires the proprietor of a children’s service to ensure that emergency procedures are developed and regularly practised with staff members and volunteers of the service and children being cared for or educated by the service.

For information about understanding the responsibilities of managing bushfire risks in centre-based and family day care services, refer to the fact sheetsavailable at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)

**Schools**

For schools, the minimum registration requirements are specified in the [*Education and Training Reform Act 2006*](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt7.nsf/DDE300B846EED9C7CA257616000A3571/694D88207D8DB3B3CA257B5D0021790B/$FILE/06-24aa043%20authorised.pdf). Schedule 2 (12) of the [*Education and Training Reform Regulations 2007*](http://www.vrqa.vic.gov.au/Documents/regulations20070627_1.pdf) states:

*‘A school must ensure that—*

*(a) the care, safety and welfare of all students attending the school is in accordance with any applicable State or Commonwealth laws; and*

*(b) all staff employed at the school are advised of their obligations under those laws.*

In addition, the Victorian Registration and Qualifications Authority’s (VRQA) [*Minimum Registration Requirements*](https://edugate.eduweb.vic.gov.au/sc/sites/schoolreorganisation/minimumregistrationrequirements) lists a range of evidentiary material in respect of student welfare, including the school’s emergency management plan, which must be reviewed annually.

## **Emergency defined**

An emergency is defined by the *Emergency Management Act 2013* as:

*‘emergency means an emergency due to the* ***actual or imminent*** *occurrence of an event which in any way endangers or threatens to endanger the safety or health of any person in Victoria or which destroys or damages, or threatens to destroy or damage, any property in Victoria or endangers or threatens to endanger the environment or an element of the environment in Victoria including, without limiting the generality of the foregoing—*

1. *an earthquake, flood, wind-storm or other natural event; and*
2. *a fire; and*
3. *an explosion; and*
4. *a road accident or any other accident; and*
5. *a plague or an epidemic or contamination; and*
6. *a warlike act or act of terrorism, whether directed at Victoria or a part of Victoria or at any other State or Territory of the Commonwealth; and*
7. *a hi-jack, siege or riot; and*
8. *a disruption to an essential service’*

## **Purpose of this Guide**

This Guide will assist you in developing your EMP. It contains important information and step by step instructions and applies to the templates for:

* early childhood services
* non-government schools

Use of the DET EMP templates is not mandatory for non-government facilities. However, it is strongly recommended for early childhood services on the Bushfire at Risk Register (BARR).

If you chose to use a DET EMP template, you will need to review the information requirements and pre-populated sections and make the necessary adjustments to ensure the information is relevant to your early childhood service or school.

Australian Standard 3745-2010 *Planning for emergencies* *in facilities* and the incident control system used by emergency services and government departments in Victoriahave been used in the development of both this Guide and the EMP templates.

This Guide does not address business continuity planning but does assume that early childhood services and schools have a business continuity plan in place.

## **Establishing your Emergency Management Planning Team**

In accordance with Australian Standard 3745-2010, the EMP for your facility (premise) needs to be developed using a team approach. A team approach will ensure that you have adequate resources in place to develop, test and review your EMP. The responsibilities identified for staff involved in this planning process are based on Australian Standard 3745-2010 *Planning for Emergencies in Facilities* and include the following:

* identifying the events and risks that could reasonably produce an emergency situation
* developing the EMP
* ensuring that the EMP is easily identifiable and accessible to the relevant people
* establishing an Incident Management Team (IMT) to lead the implementation of your EMP
* ensuring that visitors and contractors are made aware of your facility’s emergency response procedures (e.g. through the induction process)
* implementing the EMP, including:
* disseminating information about the EMP and its procedures to staff, children/students, visitors and the service/school community
* ensuring IMT members understand their roles
* testing the EMP (on a quarterly basis)
* regularly updating the EMP, e.g. to reflect changes to personnel, contact information and procedures
* reviewing the EMP annually at least once a year
* review and routine servicing of critical and other evacuation system elements
* ensuring that records are kept and retained of all emergencies
* ensuring that records of meetings are kept.

## **Structure of your EMP**

Early childhood services and schools EMP templates have been structured into two parts:

* Part 1 - Emergency response
* Part 2 - Emergency preparedness

**Part 1 – Emergency response**

Part 1 contains all the information you will need in order to respond to an emergency and comprises:

* Emergency contacts
* Incident Management Team structure and contact details
* Incident Management Team roles
* Communication tree
* Educators/staff trained in first aid
* Emergency response procedures
* Response procedures for specific emergencies
* Area map
* Evacuation diagram
* Parent/family contact information
* Children/students, educators/staff with additional needs

The location of these sections at the start of your EMP will help you to quickly access critical emergency response procedures. You are encouraged to make additions or variations based on the specific theats and hazards that could lead to an emergency at your facility.

**Part 2 – Emergency preparedness**

Part 2 contains important information about your facility:

* Early childhood service/school facility profile
* **A site specific risk assessment**
* Emergency drills schedule
* Emergency kit checklist
* Emergency Management Plan completion checklist

The Risk assessment is the most critical part of your plan. It is in this section that you will identify the particular hazards to your early childhood service or school, assess the risks these present to your facility and determine how you will manage them.

## **Customise your EMP**

Where possible, your EMP template has been pre-populated with:

* generic emergency response procedures
* generic responsibilities of roles that need to be assigned before, during and after an emergency.

**Please note these procedures and responsibilities are to be used as a guide only and you should tailor these to your facility’s requirements. As no two emergency events are identical, judgement must be exercised when implementing and managing an emergency response, having regard to the many factors that can impact on an incident and influence the decisions taken.**

## **Socialise your EMP**

Socialising your EMP with organisations and people who may have a role to play during an emergency situation impacting the school is an essential part of emergency management planning and preparedness.

In addition to members of the facility’s Incident Management Team (see section 6), staff assigned a role in an emergency event (e.g. warden, communications) and other relevant staff, your EMP should be made available to local:

* police
* fire services
* council

Communicating the key aspects of your emergency planning to the wider service/school community will help parents to understand how the facility will respond to an emergency. This will strengthen the community’s confidence in your emergency management planning and help to minimise some of the issues you may encounter when parents are unclear about the facility’s preparedness for emergency events.

It is imperative that your EMP is socialised with any facilities sharing the facility’s site. This will facilitate a coordinated approach to emergency management, for example, alerting the co-located facility of an emergency and coordinating emergency response drills.

**Early childhood services**

Early childhood services are also encouraged to have regular dialogue and collaborate with surrounding schools and other relevant services on EMP procedures.

Early childhood services should take note that DET has implemented guidelines for *Pre-emptive school relocation or closure on forecast Extreme Fire Danger Rating days* which **apply to government schools only.** In exceptional circumstances, some government schools on the BARR may plan to relocate or apply for and be granted approval to close.

In preparing for the Victorian bushfire season it is advisable for education and care services and children’s services on the BARR to liaise with those services and schools, including government schools that are co-located or in close proximity to your service.

## **EMP resources and training**

A wide range of EMP resources are available on the DET website: <http://www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx>

The department’s Emergency Management Division delivers training and information sessions to assist early childhood services and schools in their emergency planning. The program is conducted between late August and early November each year at various metropolitan, regional and rural locations.

Training sessions can also be provided on an ad hoc basis to groups by prior arrangement. For more information, contact the Emergency Management Division on 9651 3690 or email [emergency.management@edumail.vic.gov.au](mailto:emergency.management@edumail.vic.gov.au)

# **Developing your Emergency Management Plan**

The level of information contained in your EMP will depend on the risk profile, size, location and operations of your facility. Where possible, you are encouraged to consult with your local emergency services and local government emergency management staff regarding aspects of your EMP.

Once you have formed your Emergency Management Planning Team, follow the step by step instructions on how to complete each section of the early childhood services and schools EMP templates provided below.

**As the sections of Part 2 of the EMP template (including the risk assessment) relate to preparedness, it is recommended you complete Part 2 as a first step.**

Many sections of the EMP template have been pre-populated for your convenience. However, it is important that you customise generic procedures to ensure they reflect your facility and its risk profile.

## **Cover page**

Insert the name of your early childhood service or school (and campus if appropriate) in the space provided on the cover page and update the period the EMP covers. If you wish, insert your school or early childhood service logo or a picture of the facility and remove the DET logo at the top left hand corner of the page.

**If your school has more than one campus (that is not located at the same site) or provides an early childhood service such as an outside school hours care program and/or school holiday program, please note that a separate EMP is required for each service.**

The table below will assist you in completing this section of your EMP template.

|  |  |
| --- | --- |
| **School No/Service No (SE):** |  |
| **Campus No:** | *This field appears in the schools template only.* |
| **Approved Provider/Licensee or Principal Approving our Plan** | *Insert the name of the person approving the EMP.* |
| **Physical Address** | *Make sure you insert the physical address and not a post box number or description e.g. ‘corner of High and Main streets’.*  *The address listed will be the location that emergency services response personnel will be dispatched when responding to a call for assistance.* |
| **DET Region** | *This field appears in the early childhood services template only. Select from:*  *Loddon Mallee Area*  *Northern Metropolitan Area*  *Gippsland Area*  *Southern Metropolitan Area*  *Eastern Metropolitan Area*  *Hume Area*  *Barwon South West Area*  *Grampians Area*  *Western Metropolitan Area*  *See map of DET regions and LGA boundaries in Appendix 1 of this Guide.* |
| **Fire District** | *See map showing Victoria’s nine fire districts in Appendix 2 of this Guide, or click on this link to find your fire district:* [*http://www.cfa.vic.gov.au/warnings-restrictions/find-your-fire-district/*](http://www.cfa.vic.gov.au/warnings-restrictions/find-your-fire-district/) |
| **Is the service/school on the Bushfire- At-Risk Register?** | *Facilities identified as being at significant bushfire risk are listed on the DET Bushfire At-Risk Register (BARR). For a list of early childhood services and schools on the BARR go to:* [*http://www.education.vic.gov.au/about/programs/health/Pages/emergencies.aspx*](http://www.education.vic.gov.au/about/programs/health/Pages/emergencies.aspx) |
| **Date Approved** | *Insert the approval date of your EMP by the Early Childhood Approved Provider/Licensee or School Principal.* |
| **Next Review Date** | *Insert the date your EMP will be reviewed and updated.* |

## **Contents**

The contents page of your EMP template can be automatically updated to reflect changes in the page numbers (refer to Page Numbers section of this Guide for details).

## **Purpose and 2. Scope**

Sections 1 and 2 of your EMP template have been pre-populated and provide a concise statement to explain the purpose of your EMP and the people to whom it applies.

Insert the name of your facility as appropriate in the Purpose and Scope sections.

If you wish, you may add additional details to the Purpose or Scope sections to provide contextual or background information, for example a description of the site, details about the general locality, the early childhood service or school demographics, environmental factors and so on.

## **Distribution**

In section 3 of your EMP template list every staff member and organisation that has been given a copy of your EMP. It is important to keep the list up-to-date so that important changes to your plan can be communicated to key stakeholders.

Distribute your EMP or relevant parts of your EMP to organisations you consider need to be familiar with it should an emergency arise.

An example distribution list is shown below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position Title and Organisation Name** | **Date Sent** | **Email Address Or**  **Postal Address** |
| *<insert name>* | *E.g. Chief Warden* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Logistics Officer (Warden)* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Communications Officer* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Operations Officer (Area Warden)* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Planning Officer* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Service First Aid Officer* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Staff Member* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Staff Member* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. DET Quality Assessment and Regulation Division (QARD) (early childhood services only). Contact details of QARD Regional offices are available at*  *www.education.vic.gov.au/childhood/providers/regulation/Pages/nqf.aspx)* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Early Childhood Service Responsible Person/Primary Nominee(early childhood services only)* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *Municipal Emergency Response Co-ordinator* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Officer In Charge*  *Local CFA* | *<insert date>* | *<insert email/address>* |
| *<insert name>* | *E.g. Officer In Charge*  *Local Police Station* | *<insert date>* | *<insert email/address>* |

**To ensure adherence to the provisions of the *Information Privacy Act 2000*, please remove any information of a private nature before distributing copies of your EMP to organisations or individuals outside your workplace.**

## **EMP Template: Part 1 - Emergency Response**

## **In case of emergency**

Section 4 of your EMP template is highlighted for easy identification in case of an emergency.

In addition to the phone number for emergency services, provision is made for you to insert the details of any other contact you would call in an emergency for advice and/or support should you need it.

For example, for early childhood services, this may be your approved provider/licensee or person with management or control/licensee representative, while Catholic schools should call the Catholic Education Commission Victoria.

## **Emergency contacts**

In section 5 of your EMP template, record all the emergency contacts relevant to your facility.

This section comprises:

5.1 Emergency services - Police, Fire and Ambulance

5.2 Key contacts within your early childhood service or school. Include the contact details of any other facility co-located on your site

5.3 Key organisational/regional/QARD contacts relevant to your facility

5.4 Key local organisations or services such as local government. In addition to the types of organisations/services provided as examples in the template, include any others that your facility may call upon to assist during an emergency.

5.5 Bus emergency contacts. Insert the details of all the bus routes and contacts relevant to your facility.

Early childhood services with pre-school children who have turned 4 years of age and are also part of the government school bus program can find further information in the fact sheet Transporting children available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)

In the event of an emergency, principals of bus coordinating schools are required to notify client facilities. Client facilities (those with children/students accessing school bus services) will need to notify their bus coordinating school of any change due to an emergency.

For ease of access, a copy of the emergency contacts list should be prominently displayed next to your office telephone or on a wall nearby.

## **Incident Management Team (IMT)**

#### IMT structure

Your IMT will direct the way your facility will respond to an emergency.

You can insert a structure diagram of your facility’s IMT in section 6.1 of your EMP template.

The IMT structure referred to in this Guide incorporates elements of the IMT structures used by emergency services and government departments across Victoria and as described in *Australian Standard 3745-2010*.

Your designated Chief Warden will take initial charge of an emergency and delegate the other IMT responsibilities until emergency services arrive and take control of the incident. You will need to advise the Incident Controller of the relevant emergency service of:

* the current situation
* what actions have been undertaken
* whether there are any injuries
* what continuing risks have been identified
* what actions you intend to take.

Responsibilities of the IMT are pre-populated in section 7 of the EMP templates. These can be modified to meet the needs and size of your facility.

**IMTs are scalable. For example, in small facilities there may be insufficient educators/ staff for a discrete IMT role to be assigned to an individual. In such cases, educators/ staff members can assume multiple roles.**

Examples of IMT structures are provided below. For online instructions on how to create your IMT structure chart go to: [www.education.vic.gov.au/about/programs/health/Pages/emptutorials.aspx](http://www.education.vic.gov.au/about/programs/health/Pages/emptutorials.aspx).

***Example of an IMT structure for a large early childhood service or school***

**Chief Warden**

Description: Hard Hat Labels

**Logistics Officer (Warden)**

**Operations Officer (Area Warden)**

**Planning Officer**

**Communications Officer**

***Example of an IMT structure for a medium sized early childhood service or school***

**Chief Warden**

The Chief Warden performs the roles of Communications Officer and Planning Officer.

Description: Hard Hat Labels

**Operations Officer (Area Warden)**

**Logistics Officer (Warden)**

***Example of an IMT Structure for a small early childhood service or school***

**Chief Warden**

Chief Warden performs the roles of Communications Officer, Planning Officer and Operations Officer (Area Warden)

Description: Hard Hat Labels

**Logistics Officer (Warden)**

#### Incident Management Team contact details

In section 6.2 of your EMP template you will need to insert the business and after hours contact details of both your primary and back up IMT members in the table provided. The contact details of IMT members must be kept up to date. The nominated Chief Warden has the task of maintaining currency of the IMT members and their contact details.

## **Incident Management Team responsibilities**

The responsibilities of each IMT member are pre-populated in section 7 of your EMP template. Your EMP planning team should review the responsibilities and adapt them to your facility’s arrangements and processes as appropriate.

All members of the IMT must understand their assigned responsibilities and practice their role during emergency drills.

## **Communication tree**

In section 8 of your EMP template insert a diagram of your facility’s communication tree.

A communication tree enables you to easily identify who at your facility will contact relevant persons or organisations such as parents, emergency services and region/organisation management in the event of an emergency.

Well thought out communication trees provide an easy to follow illustration of the flow of communication and can be of great assistance to anyone who may not be familiar with your workplace procedures. Depending on the size of your early childhood service or school, you may wish to include more than one communication tree in your EMP.

The examples of communication trees provided below can be adapted, copied and pasted into your EMP. For instructions on how to create your communication tree, go to: [www.education.vic.gov.au/about/programs/health/Pages/emptutorials.aspx](http://www.education.vic.gov.au/about/programs/health/Pages/emptutorials.aspx).

*Example of an early childhood service communication tree*

**Responsible Person/**

**Primary Nominee AH/mobile:**

**000**

**Emergency Services**

**Staff Member AH/mobile:**

**Parents/Person with lawful authority J - N**

**Parents/Person with lawful authority F - I**

**Parents/Person with lawful authority A - E**

**DET Regional Office/QARD Area Team**

**Approved Provider/Licensee or**

**Person with Management or Control/Licensee Representative**

**Staff Member AH/mobile:**

**Parents/Person with lawful authority O - Z**

*Example of a school communication tree*

**Principal**

**Emergency Services**

**000**

**School Organisation/ Auspice Body**

**IMT Members** **AH/mobile:**

**Bus Coordinator**

**AH/mobile:**

**SMS Manager**

**AH/mobile:**

**Neighbouring Schools**

**Assistant Principal**

**AH/mobile:**

**Business Manager**

**AH/mobile:**

**Leading Teacher**

**AH/mobile:**

**Leading Teacher**

**AH/mobile:**

**Admin staff**

**AH/mobile:**

**Canteen**

**AH/mobile:**

**Parents**

**Staff**

**AH/mobile:**

**Staff**

**AH/mobile:**

**Staff**

**AH/mobile:**

**Utilities**

## **Staff trained in first aid**

In section 9 of your EMP template list the educators/staff at your facility who have current first aid qualifications and can be called upon should their assistance be required.

Please note that first aid training and assessment of competency needs to be undertaken by appropriately accredited persons prior to first aid staff carrying out responsibilities of the role.

**Note:** Education and care services must comply with the requirements set out in regulation 136 (first aid qualifications) of the National Regulations and children’s services must comply with the requirements set out in regulation 63 (staff members to have first aid and anaphylaxis management training) of the Children’s Services Regulations.

## **Emergency response procedures**

During an emergency it may be necessary to activate one or a combination of the following five core emergency procedures:

* on-site evacuation/relocation
* off-site evacuation
* lock-down
* lock-out
* shelter-in-place

Sections 10.1-10.5 of your EMP template have been pre-populated with steps for each of these five core emergency response procedures. **You should customise these procedures to incorporate any specific modifications/additions arising from your risk assessment (see Risk Assessment section of this Guide)**.

The procedures provided are generic. As such, you will need to exercise judgement when implementing any emergency procedures as the particular circumstances of the event need to be considered in your response.

Conducting emergency response drills to test, validate and improve your procedures is an essential part of your facility’s emergency management planning (see section of this Guide relating to emergency drills schedule).

A **Post Emergency Record** should be completed after an emergency event has occurred. A Post Emergency Record template is provided at **Appendix 4** of this Guide and is included as part of the online EMP template.

**Early childhood services**

Early childhood services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.

Education and care services operating under the National Quality Framework (NQF) can refer to the fact sheet *Serious incidents and complaints* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)

Notifications of serious incidents, incidents and complaints must be submitted online via the National Quality Agenda IT System (NQA ITS) [www.acecqa.gov.au/national-quality-agenda-it-system](http://www.acecqa.gov.au/national-quality-agenda-it-system)

Children’s services operating under the *Children’s Services Act* refer to the practice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

**10.1 On-site evacuation/relocation procedure**

On-site evacuation/relocation will be necessary if it is unsafe for children, students and staff to remain inside the building. The procedure may be required for an emergency response to incidents such as a small fire, internal gas leak or other threat or hazard confined to a classroom.

**It is recommended that, where possible, you identify more than one on-site evacuation assembly point.**

**10.2 Off-site evacuation procedure**

If it is unsafe for children, students, and staff to remain at the facility or on the facility grounds, the school/service will need to be evacuated to the most appropriate designated off-site assembly point.

An off-site evacuation may be required for an emergency response to incidents such as a bomb threat, fire, chemical spill or flood. It is recommended that you identify more than one off-site evacuation point if possible.

#### Selecting off-site evacuation assembly points

Some facilities will only have limited options for off-site evacuation assembly points. Where options exist, select an off-site assembly location that offers access to:

* shelter
* water
* toilet facilities

If you are considering using a local government building, make sure you have obtained council approval, understand access and availability restrictions, and that it can accommodate all children, students and staff. You may also wish to consider negotiating access to other educational facilities as off-site evacuation locations.

All councils are required to develop Municipal Emergency Management Plans. You should discuss your plan with your local council and provide a copy as appropriate.

The council will be able to provide you with advice about the appropriateness of your off-site evacuation assembly locations and inform you if any other facilities are proposing to use the same sites.

You may also wish to consult with local emergency services when you are determining your evacuation routes and assembly points for both on-site and off-site evacuations.

#### 10.3 Lock-down procedure

A lock-down may be necessary due to an incident that has occurred or is occurring outside or in the local area and where it is determined it is safest for children, students and staff to stay inside. A lock-down may be required in response to an emergency such as a hazardous smoke emission from a nearby factory fire, severe weather event or a sensitive police operation.

When customising the generic lock-down procedure provided in your EMP template, consider the implications of an extended lock-down. In circumstances where the facility may have to be in lock-down for up to several hours, access to toilets may become an issue. As such, consideration needs to be given to what arrangements need to be made during such times.

#### 10.4 Lock-out procedure

A lock-out may be used when an internal and immediate danger is identified and it is determined that children, students and staff should be excluded from buildings for their safety. For example, a gas leak in a part of the facility.

#### 10.5 Shelter-in-place procedure

This protective action refers to both a process and a location. Sheltering-in-place may be used when you have determined that this action provides the best protection from external hazards, such as a severe weather event or intruder threat. In the case of a bushfire, a shelter-in-place

location may be considered as an option as a central assembly point prior to evacuation, or as a **last resort -** **when evacuation is no longer a viable option.**

The location in which you shelter-in-place, such as during a severe weather event may not be the same location you would use to shelter-in-place from a bushfire or grassfire.

If there is a risk of the fire becoming a threat to the safety of the school population, immediate evacuation off-site must be activated. **A shelter-in-place location is NOT a bushfire refuge**.

Your shelter-in-place location should be sited away from the most likely approach of a bush or grass fire and the least vulnerable to a potential bushfire attack. If one site is not large enough to accommodate all the children, students and staff at your facility, you will need to identify additional suitable locations.

**Guidance for selecting your shelter-in-place location**

A facility’s shelter-in-place location/s **will**:

* comfortably accommodate all children, students and staff (where this is not possible, select two locations) and anticipate:
  + it may be necessary to remain at the shelter-in-place for anywhere from 30 minutes to two or three hours
  + conditions will become hot and stuffy
  + children and students will need to sit on the floor to avoid fatigue
  + staff will require space to move around and help children and students who need assistance
* have more than one entry and exit point
* be located in a building with radiant heat resistance (primarily for facilities on the BARR)
* allow for access by children, students and staff of all abilities

A school’s shelter-in-place location/s **should:**

* allow for emergency services access
* be sited away from the most likely approach of a bush or grass fire and the least vulnerable to a potential bushfire attack:
  + be located in a position away from the impact of radiant heat (primarily for facilities on the BARR)
  + include construction measures to protect the building from any radiant heat source and ember impact (primarily for facilities on the BARR)
* include toilet and water amenities

You may wish to consult your relevant local emergency service when assessing the most appropriate place on your premises to use if required to shelter-in-place.

## **Response procedures for specific emergencies**

Sections 11.1-11.11 of your EMP template have been pre-populated with emergency response procedures for specific types of emergencies:

* building fire
* bushfire
* major external emission/spill
* intruder
* bomb/substance threat (includes Bomb/Substance Threat Phone Checklist)
* internal emissions/spill
* severe weather event
* earthquake
* influenza pandemic

You will need to exercise judgement when implementing response procedures during an emergency as the particular circumstances of the event need to be considered in your response.

Once your EMP planning team has undertaken a risk assessment of the hazards and threats relevant to your facility, you will need to:

* review these pre-populated specific emergency response procedures to ensure they are relevant to your facility
* include procedures for any other emergency types or risks that are specific to your facility, such as wildlife (e.g. snakes) and bus emergencies.

## **Area map**

In section 12 of your EMP template insert an area map to show the location of your facility and its off-site evacuation points. Your area map will assist you when selecting the most appropriate evacuation route and off-site assembly points. It should include:

* surrounding streets (including street names)
* exit points from your facility
* emergency services access points
* a minimum of two off-site assembly areas (where possible)
* off-site evacuation routes (coloured green)
* major landmarks
* legend
* nearby early childhood services and schools

Your area map should also specify the distance and estimated time it would take to get from your facility to each assembly point (see example area maps below).

You can generate your area map using a computer mapping program (eg from the internet), or if this is not possible, a copy of the relevant map from a street directory will suffice. For instructions on how to create your area map, go to: [www.education.vic.gov.au/about/programs/health/Pages/emptutorials.aspx](http://www.education.vic.gov.au/about/programs/health/Pages/emptutorials.aspx).

***Example of an Area Map***



**Distance to Primary off-stie assembly point: 200m Approx. time to reach Primary off-site assembly point: 10 min**

**Distance to Secondary off-site assembly point: 250m Approx. time to reach Secondary off-site assembly point: 12 min**

**Legend:**

FacilityPrimary off-site assembly point

Secondary off-site assembly point Emergency services access point

Route to Primary off-site assembly point Route to Secondary off-site assembly point

**D**

**iagrams**

## **Evacuation diagram**

In section 13 of your EMP template insert the evacuation diagram for your facility.

Evacuation diagrams for each building and floor are required to be displayed in all locations where children, students, educators/staff, visitors and contractors are able to view them, for example, reception area, corridors, classrooms, staff room and so on. (For early childhood services, this requirement is outlined in the *National Regulations* – regulation 97 and 168). Your EMP planning team should determine the number and siting of evacuation plans required for each building.

In accordance with Australian Standard 3745-2010 *Planning for Emergencies in Facilities*, evacuation plans must have the following minimum requirements:

* a pictorial diagram of the floor or area (A3, at least 200mm X 150mm in size. Facilities with large floor areas should be prepared in sections so that no more than two exits are shown on each diagram)
* the title EVACUATION DIAGRAM
* the ‘YOU ARE HERE’ location - this will be different for each diagram displayed within the facility. It is sufficient to include a building/floor level diagram in your EMP
* the designated exits, which must be shown in green
* communication equipment locations, for example, Warden intercom points (WIPs) which must be shown in red, emergency call points which must be shown in white or have a black border and main panel/controls for warning equipment
* hose reels, which must be shown in red
* extinguishers, which must be shown in red
* fire blankets, which must be shown in red
* fire indicator panel if provided
* designated shelter-in-place location (if present)
* date diagram was validated
* location of assembly areas
* a legend to reflect the symbols used

You may also wish to include the following optional elements:

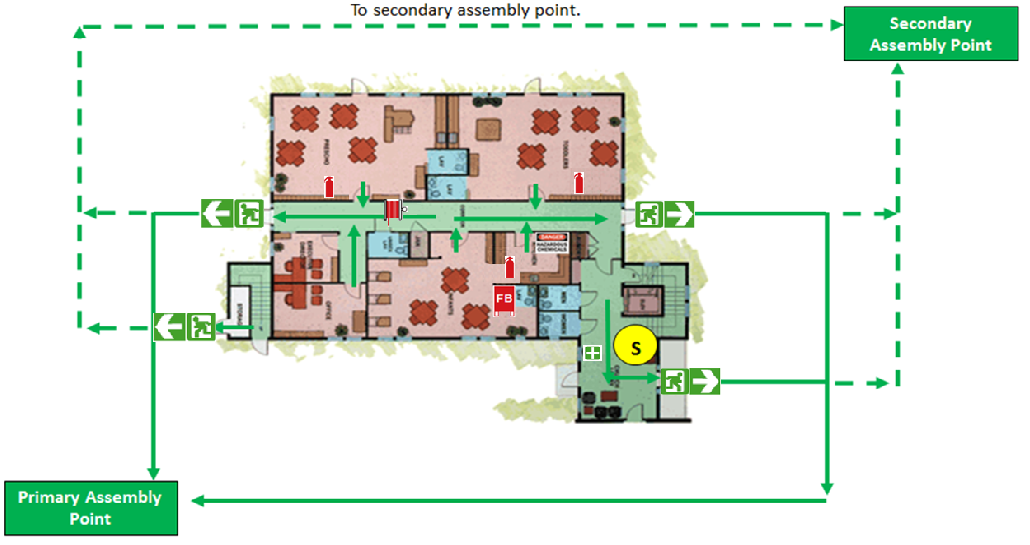
* direction of opening of doors on designated exits
* north
* first aid stations and kits (denoted by a white cross on a green background)
* hazardous chemical store
* spill response kits
* evacuation information e.g. procedure as documented in in the EMP, telephone numbers
* paths of travel, coloured green
* specialised evacuation devices, including stairwell evacuation devices if provided
* fire and smoke doors
* hydrants, which must be shown in red
* medical management plans and EPI pens

Examples of evacuation diagrams for early childhood services and schools are provided on the following pages.

For detailed instructions on how to create your evacuation diagram and a list of symbols used in evacuation diagrams, go to [www.education.vic.gov.au/about/programs/health/Pages/emptutorials.aspx](http://www.education.vic.gov.au/about/programs/health/Pages/emptutorials.aspx).

**Example of an evacuation diagram for an early childhood service**

|  |  |
| --- | --- |
| Date Evacuation Diagram Validated: | **1 November 2016** |



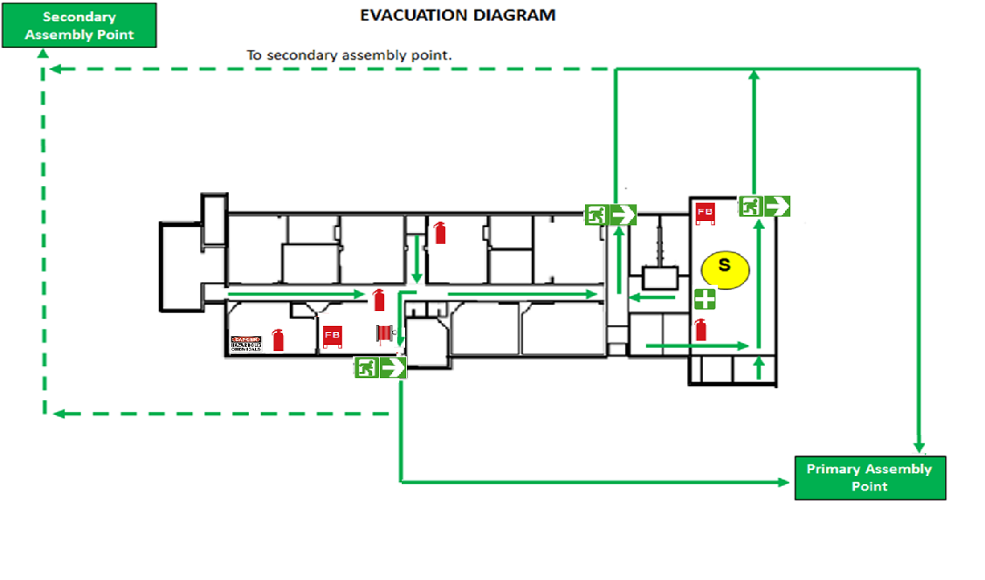
**EXAMPLE ONLY**



|  |  |
| --- | --- |
| **Evacuation Procedures**  <insert early childhood service evacuation procedure>   * Do this….. * Do this….. * Do this….. | InCaseOfFire |

**Example of an evacuation diagram for a school**

|  |  |  |  |
| --- | --- | --- | --- |
| Building Name: | **Building C** | Date Evacuation Diagram Validated: | **1 November 2016** |



**EXAMPLE ONLY**



|  |  |
| --- | --- |
| **Evacuation Procedure**  <insert school evacuation procedure>   * Do this….. * Do this….. * Do this….. | InCaseOfFire |

## **Parent/family contact information**

Having up to date parent/family contact information is essential should you need to get in touch in an emergency.

A hard copy of your facility’s current emergency contact list should be included in your Emergency kit (see section 19). It will be important to have the emergency contact information readily accessible should an emergency situation arise, especially if the emergency requires evacuating the building or site.

If your emergency contact records are kept electronically, ensure you have an updated printout available as you may not be able to access electronic information in the event of an emergency.

**To ensure adherence to the provisions of the *Information Privacy Act 2000*, please remove this section before distributing copies of your EMP to organisations or individuals outside your workplace.**

**Early childhood service**

Education and care services must comply with the requirements set out in regulation 160 (Child enrolment records to be kept by approved provider and family day care educator) of the *National Regulations*. This regulation states that enrolment records for each child must include any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted.

Children’s services must comply with the requirements set out in regulation 31 of the Children’s Services Regulations (Child enrolment records - general) and have a range of parent/guardian contact details, for example, in the case of an emergency.

## **Children, students, educators/staff with additional needs**

In section 15 of your EMP template you will need to identify children, students, educators/staff with additional needs who may need assistance in an emergency (see example provided in the table below).

The list must be kept up to date and include individuals who:

* have a medical condition which requires a medical management plan e.g. asthma
* have a vision, hearing or ambulatory impairment
* use a wheelchair or scooter
* experience acute anxiety in an emergency
* are easily fatigued
* experience extreme confusion in an emergency.

It will also be helpful if you describe in this section:

* the type of condition
* the assistance that will be required
* who will be responsible for assisting the child, student, educator/staff member in an emergency?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Room/ Area | Condition | Assistance needed during an emergency | Who will be responsible? |
| *<insert name>* | *5* | *Asthma – uses inhaler and takes medication* | *Will require assistance and monitoring in heavy smoke* | *<insert name>* |
| *<insert name>* | *7* | *Impaired vision* | *Will require assistance during evacuation* | *<insert name>* |

**To ensure adherence to the provisions of the *Information Privacy Act 2000*, please remove the Children, students, educators/staff with additional needs section before distributing copies of your EMP to organisations or individuals outside your workplace.**

For copies of your EMP to be distributed outside your workplace, you may wish to record a summary of the children, students or educators/staff with additional needs or medical conditions without including the personal details (see table below). This may be of assistance in case of an emergency.

|  |  |  |
| --- | --- | --- |
| **Additional Needs Category** | **Number of Children/Students** | **Number of Staff** |
| e.g. Asthma | 4 | 1 |
| e.g. Wheelchair | 1 | 0 |

## **EMP Template: Part 2 - Emergency Preparedness**

## **Early childhood service / school profile**

Insert your facility profile details in section 17 of your EMP template. The components of this section comprise:

**16.1 General information**

**16.2 Other services / users of site**

Provide details here of other users of your facility e.g. community groups during the evening or weekends.

Schools providing early childhood services such as outside school hours care and vacation care programs will need to insert the details of the usage in this section. **Please note, if your school is operating an early childhood service, a separate EMP needs to be completed.**

EMP templates specifically developed for early childhood services are available on the DET website: <http://www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx>).

**16.3 Building information summary**

In this section you will need to insert:

* + the fire and emergency safety features of the building/s on your site, and
  + any identified building and site hazards such as science laboratory, cleaner’s cupboard, chemical or fuel storage, technology areas, plant and equipment, steep slopes within the grounds, or any collection of combustible material on the site.

If you wish, you can include images of your building/s or areas you wish to highlight.

## **Risk assessment**

Enter your risk assessment in section17 of your EMP template.

Your risk assessment is the cornerstone of your EMP as it addresses the hazards and potential threats specific to your early childhood service or school, the level or risk of each and how you will prepare for, reduce, and manage them.

In order to effectively plan for emergencies it is important that you and your EMP planning team are able to identify the hazards to your early childhood service or school and their associated risks.

If the level of risk is assessed as being at an unacceptable level, you will need to consider how the risk can be reduced to an acceptable level.

Sample risk assessments are provided at the end of this section of the Guide for early childhood services and schools.

Please note when assessing **flood risk** to your facility:

* it is important to recognise past events and trigger points and record these to inform future planning. Examples of this may include the amount and intensity of rainfall, SES warnings in relation to river heights, and so on. This can be recorded in the Riverine Flooding risk assessment of your template (see sample).
* additional information on the possible implications of localised flooding specific to your site can also be obtained from your local council or the SES website at:

[*www.ses.vic.gov.au/prepare/your-local-flood-information*](http://www.ses.vic.gov.au/prepare/your-local-flood-information)

**Risk assessment steps**

Follow the steps below to complete your **Risk assessment** table in your EMP template.

**Step 1 – Identify the hazards/threats to your facility**

Identify the specific hazards and potential threats to your facility and enter each of these in **Column 1** of the Risk Assessment table in your EMP. Please note that the examples provided in the sample risk assessments are not intended to be exhaustive and may not be applicable to all facilities.

Only include in your EMP the hazards/threats that are relevant to your facility.

**Step 2 – Describe the risks to your facility**

In **Column 2** of the **risk assessment** table, describe the risk each hazard creates for children, students, educators/staff, visitors and contractors at your facility in terms of the probable cause/s and consequence/s of each.

Only describe in your EMP the probable causes and consequences of the risks that are relevant to your facility.

**Step 3 – Identify your current controls**

In **Column 3** of the **risk assessment** table identify the controls or measures you currently have in place to manage the risks.

Only include the controls that are in operation at your facility.

**Step 4 – Rate the risk**

On the basis of your current controls, use the **consequence criteria** and **likelihood criteria** tables below to work out the appropriate consequence and likelihood level for each risk. You will then be able to determine the overall rating for each risk using the **risk rating matrix** also below.

**Consequence Criteria**

|  |  |
| --- | --- |
| **Descriptor** | **Description** |
| **Insignificant** | Minor injury requiring no first aid or peer support for stress/trauma event. |
| **Minor** | Injury/ill health requiring first aid. Peer support for stress/trauma event. |
| **Moderate** | Injury/ill health requiring medical attention. Stress/trauma event requiring professional support. |
| **Major** | Injury/ill health requiring hospital admission. Stress/trauma event requiring ongoing clinical support. |
| **Severe** | Fatality or permanent disability. Stress/trauma event requiring extensive clinical support for multiple individuals. |

**Likelihood criteria**

*(Note: Likelihood criteria refers to the likelihood of the consequence descriptor you have selected)*

|  |  |  |
| --- | --- | --- |
| **Descriptor** | **Description** | **Indicative Frequency** |
| **Rare** | May never occur. | Once in the next 10 years. |
| **Unlikely** | Would be surprising if it occurred. | Once in the next 5 years. |
| **Possible** | May occur at some stage. | Once in the next 3 years. |
| **Likely** | Probably will occur (“no surprise”). | At least once in the next year. |
| **Almost Certain** | Expected to occur. | Multiple times in the next year. |

Insert the risk ratingof either ‘Low’, ‘Medium’, ‘High’ or ‘Extreme’ in **Column 4C** along with the appropriate colour code as indicated in the Risk Rating Matrix below.

**Risk rating matrix**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **Consequence** | | | | |
| **Insignificant** | **Minor** | **Moderate** | **Major** | **Severe** |
| **Likelihood** | **Almost Certain** | Medium | High | Extreme | Extreme | Extreme |
| **Likely** | Medium | Medium | High | Extreme | Extreme |
| **Possible** | Low | Medium | Medium | High | Extreme |
| **Unlikely** | Low | Low | Medium | Medium | High |
| **Rare** | Low | Low | Low | Medium | Medium |

Is the level of risk acceptable? Use the table below as a guide. If the level of risk is not acceptable, you will need to identify additional treatments as per Step 5 below.

**Risk acceptability chart**



**Step 5 – Treatments to be implemented**

The risk rating will guide you as to the extent to which you will need to develop further treatments to reduce the risk level. For example, if you have rated a risk as ‘High’ or ‘Extreme’, you will need to consider what additional measures you could put in place to reduce the risk to an acceptable level.

Insert any additional treatments or measures to manage or reduce the risk in **Column 5** of your **risk assessment** table in your EMP template. Only include those treatments you will be implementing.

**Step 6 – Re- assess the risk**

Once you have identified additional treatments re-assess the level of the risk on the basis of the new treatments. Insert your re-assessed risk level in **Column 6**.

**Step 7 – Is the level of risk acceptable?**

If the risk level is still unacceptable, repeat steps 5 and 6. If the risk level remains at an unacceptable level after repeating these steps, you should consult with your approved provider or organisation/auspice body.

The sample risk assessments on the following pages provide an example of a completed risk assessment for a bushfire threat to a facility after additional controls have been developed for implementation.

A clear assessment of the hazards to your facility and identification of strategies to reduce the risk will ensure that you are better prepared to respond to an actual emergency.

Your completed risk assessment will also assist you in modifying specific response procedures in your early childhood or school EMP template to reflect the procedures and practices at your facility.

**Example of a risk assessment for early childhood services**

| **1. Identified Hazard** | **2. Description of Risk** | 1. **Current control measures implemented at our early childhood service** | 1. **Risk Rating** | | | **5. Treatments to be Implemented** | 1. **Revised Risk Rating after implementing Treatments** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **A**  **Consequence** | **B**  **Likelihood** | **C**  **Risk Level** | **A**  **Consequence** | **B**  **Likelihood** | **C**  **Risk**  **Level** |
| ***Only include in your EMP those hazards that are applicable to your early childhood service***  ***The examples provided below are not intended to be exhaustive.*** | | ***Only include in this column those controls that have actually been implemented in your early childhood service.***  ***If you choose to use any of the examples below, make sure the wording describes the situation in your workplace.*** |  |  |  | ***Measures to be taken by our early childhood service to eliminate or reduce impact of the risk*** |  |  |  |
| **Bushfire** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Bushfire rapidly spreading from forest in close proximity to the facility. * Bushfire ignited by machinery operating on adjacent farm.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Fatality and/or permanent disability from burns. * Serious injury from smoke inhalation. * Stress or psychological injury requiring extensive clinical support for multiple individuals. | * Weekly check of safety equipment during bushfire season. * Liaison with local fire services regarding clearing trees, building safety prior to start of the bushfire season. * Check CFA website alerts during the bushfire season. * A business continuity plan is in place. * Conduct evacuation drills in Terms 1 and 4; conduct Shelter-In-Place drill in Term 1. * Working bees to clear and clean-up site are scheduled twice per year. * EMP is reviewed and socialised with educators and staff before fire season. * Educators, staff and parents aware of plan and understand their role within it. * Seek advice from the Approved Provider/Licensee, person with management control/Licensee representative. | Severe | Unlikely | High | During an elevated fire danger period ensure a heightened state of readiness. As appropriate, this will include:   * Consult with local/District CFA to obtain advice on current bushfire conditions that could impact the facility. * Ensure lines of communication with relevant emergency services are available. * An educator or staff member will regularly monitor CFA and Bureau of Meteorology websites, listen to ABC local radio and check the VicRoads website for road closures. * Consider cancelling educator and staff travel during work hours. * Consider cancelling excursions. * Convene the IMT and consider other actions and confirm state of readiness. | Severe | Rare | Medium |
| **Intruder** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Unknown/known person entering the facility and demonstrating threatening behaviour due to*:*   * Police operation/siege, pursuit of an offender * Drug affected or mentally unstable person * Armed intruder * Custodial/Parent dispute.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical and/or psychological harm to educators, staff and/or children. | * Secure/keypad entry into the early childhood service. * Visitors must report to service manager/reception and sign in using the Visitor Register. * Lockdown/lockout/ evacuation procedures are regularly practiced. * Procedures for responding to Intruder incident are readily accessible to educators and staff in case of emergency. * Educators and staff carry phone handset. * Values of mutual respect and acceptable parent behaviour policy are communicated and regularly reinforced e.g. at parent forums and in the newsletters. * Encouraging engagement of parents in the service’s activities. * In relation to court orders / custody papers:   + the service maintains a register of current documents   + parents are advised of the service’s relevant processes and duty of care to other children, educators and staff. | Major | Possible | **High** | * The early childhood service will provide training for educators and staff in managing aggressive people/diffusing tense situations. * Educators and staff will share information on a ‘need to know’ basis concerning parent issues. * The service will develop a process and pre-determined actions to discretely alert others of an intruder. * Reception educators or staff will be trained to manage intruders on the facility’s grounds. * Where educators and staff feel the need for support in arranged meetings with parent/s: * two educators/staff will attend where possible * eductaors and staff will use a signal to obtain support from another staff member * an appropriate room will be selected for meetings where possible e.g. one with two exit points. * Where necessary, the service will seek legal advice regarding obtaining a trespass order for parents who use threatening behaviour. * If there is an escalation of Intruder incidents, the service will consider: * liaising with local police to arrange a prompt response to any call for assistance * installing distress button in reception/meeting rooms * seeking advice from police, auspice body/service management and in exceptional circumstances, advice on engaging a security guard on an ad hoc basis * installing CCTV. | Moderate | Possible | Medium |
| **Grassfire** | **Probable Cause:**  *Identify the key cause/s e.g.:*  A grassfire in the locality resulting from nearby:   * Unmanaged vegetation in forest * Farmland * Vacant property * Managed vegetation in parkland.   **Probable Consequences:**  *Identify key consequence/s e.g.:*   * Risk of death/injury from:   + burns   + smoke inhalation. * Risk of psychological injury. | * Liaise with local fire services regarding clearing trees, building safety and so on. * Check CFA website, alerts during the bushfire season. * Schedule and practice shelter-in-place drills in Terms 1 and 4. * A business continuity plan is in place. |  |  |  |  |  |  |  |
| **Building Fire** | **Probable Cause:**  *Identify the key cause/s e.g.:*  A building fire resulting from:   * Stored chemicals such as cleaning fluids. * Exploding gas tank. * Faulty electrical wiring. * Faulty electrical equipment.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk of injury from burns or smoke inhalation. | * Fire services equipment (fire hose reels, fire extinguishers, fire blankets, hydrants) is tested and tagged as per Australian Standards. * Test communication systems (PA system) on a regular basis. * A fire blanket (tested and tagged to Australian Standards) is available in all kitchen areas. * All electrical equipment is tested and tagged as per Australian Standards and that frayed leads, damaged equipment and so on. are disposed of in an appropriate manner. * A business continuity plan is in place. |  |  |  |  |  |  |  |
| **Severe Weather Event** | **Probable Cause:**  *Identify the key cause/s e.g.:*  A severe weather event could result from:   * Electrical storm causing fire * High winds causing roof to collapse, limbs to fall from trees and airborne debris shattering windows * Rain inundation resulting in unsafe electrical wiring/loss of power and communications.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*  *:*   * Risk of injury or death. | * Regular scheduled maintenance to roofs/gutters/drains to keep clear. * Liaison with SES/local government to identify potential local risks. * Contingency for storage of equipment/materials if necessary. * On the basis of weather forecast, secure loose objects in open areas e.g. play equipment and garbage bins * Communications tested. * Utility shut-off instructions/points are known. * Back up communications and contact lists maintained in case power fails. * Condition of large trees regularly checked. * Shade sail structures regularly checked. * A business continuity plan is in place. |  |  |  |  |  |  |  |
| **Riverine Flooding** | **Recent Flood History:**  **Cause:**  River height reached..  Due to amount of rainfall  River peaked at … metres following … days of heavy rain in excess of ….mm  There was wide spread flooding in areas along the river/creek.  **Impact on Facility/Local Area:**   * Areas/rooms affected/inundated and inaccessible to educators, staff and children. * Roads were flooded/blocked to cars and buses for several hours preventing parents, children, educators and staff getting to or leaving facility. | * Ensure drains are clear through regular maintenance program. * Ensure EMP includes planning and response procedures for floods. * Liaise with SES/local government to identify potential risks. * Develop contingency for storage of equipment/materials off site or above historical flood levels if necessary. * Ensure business continuity plan in place if forced to relocate off site. |  |  |  |  |  |  |  |
| **Earthquake** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Location of facility (e.g. Gippsland fault line). * Earthquake de-stabilises/causes building to collapse.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk of injury or death in extreme cases. | * Provide training to educators and staff in emergency response procedures during an earthquake. * A business continuity plan is in place. |  |  |  |  |  |  |  |
| **Bomb/ Substance Threat** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Unknown or known person threatens facility with explosive device (including a chemical/substance threat).  **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk of injury or death. * Risk of psychological injury to children, educators, staff, visitors or contractors. | * Locate Bomb/Substance Threat Phone Checklist next to phones. * Schedule and practice emergency evacuation drills on a regular basis. * Implement Bomb/Substance Threat response. |  |  |  |  |  |  |  |
| **Pandemic** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Strain of influenza virus for which there is no vaccine available in Victoria.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk to health and/or death in severe cases. | * Basic hygiene measures are in place and posters are displayed at the beginning of flu season (April). * There is convenient access to water and liquid soap and/or alcohol-based sanitiser in all bathrooms. * Educators, staff and children educated about covering their cough to prevent the spread of germs. * Implement Human Influenza Incident Pandemic response procedures as required. |  |  |  |  |  |  |  |
| **Hazardous Substance Release** (Inside and Outside Facility Grounds) | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Fire or leak at nearby factory or house. * Road accident involving a vehicle transporting a hazardous substance. * Leaking fuel storage at facility.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk of illness/death. | * Implemented safe work procedures for handling chemicals. * Schedule and practice emergency evacuation drills on a regular basis. * Obtained Material Safety Data Sheets (MSDS) for all Dangerous Goods and Hazardous Substances on-site from the supplier or manufacturer. |  |  |  |  |  |  |  |
| Insert other identified hazards |  |  |  |  |  |  |  |  |  |

**Example of a risk assessment for schools**

| 1. **Identified Hazard** | 1. **Description of Risk** | 1. **Current Risk Control Measures Implemented at our School** | 1. **Risk Rating** | | | | **5. Treatments to be Implemented**  **Measures to be taken by our school to eliminate or reduce impact of the risk** | 1. **Revised Risk Rating after implementing Treatments** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **A**  **Consequence** | | **B**  **Likelihood** | **C**  **Risk Level** |  | **A**  **Consequence** | **B**  **Likelihood** | | **C**  **Risk Level** |
| ***Only include in your EMP those hazards that are applicable to your school.***  ***The examples provided below are not intended to be exhaustive.*** | | ***Only include in your EMP those controls that have actually been implemented in your school.***  ***If you choose to use any of the examples below, make sure the wording describes the situation in your school.*** |  | |  |  |  |  |  | |  |
| **Bushfire** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Bushfire rapidly spreading from forest in close proximity to the school. * Bushfire ignited by machinery operating on adjacent farm.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Fatality and/or permanent disability from burns. * Serious injury from smoke inhalation. * Stress or psychological injury requiring extensive clinical support for multiple individuals. | * Weekly check of safety equip during bushfire season. * Liaison with local fire services regarding clearing trees, building safety prior to start of the bushfire season. * Check CFA website, alerts during the bushfire season. * A business continuity plan is in place. * Conduct evacuation drills in Terms 1 and 4; conduct Shelter-In-Place drill in Term 1. * Working bees to clear and clean up school site twice per year. * EMP is reviewed and socialised with staff before fire season. * Staff and parents aware of plan and understand their role within it. | Severe | | Possible | High | During an elevated fire danger period ensure a heightened state of readiness. As appropriate, this will include:   * Consultation with local/District CFA to obtain advice on current bushfire conditions that could impact the facility. * Ensure lines of communication with relevant emergency services are available. * A staff member will regularly monitor CFA and Bureau of Meteorology websites, listen to ABC local radio and check the VicRoads website for road closures. * Consider cancelling staff travel during work hours. * Consider cancelling excursions. * Convene the IMT and consider other actions and confirm state of readiness. | Severe | Unlikely | | Medium |
| **Intruder** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Unknown/known person entering the facility and demonstrating threatening behaviour due to:   * Police operation/siege, pursuit of an offender * Drug affected or mentally unstable person * Armed intruder * Custodial/Parent dispute   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical and/or psychological harm to staff and/or children | * Visitors must report to reception and sign in using the Visitor Register. * Visitors are required to wear and display visitor pass/badge. * Parents must make an appointment to meet with teachers/principal. * Lockdown/lockout/ evacuation procedures are regularly practiced. * Values of mutual respect and acceptable parent behaviour policy are communicated and regularly reinforced e.g. at parent forums and in newsletters. * Encourage engagement of parents in school activities. * In relation to court orders / custody papers:   + the school maintains a register of current documents   + parents are advised of the relevant school processes and duty of care to other students and staff. | Major | Possible | | **High** | * The school will provide training for staff in managing aggressive people/diffusing tense situations. * Staff will share information on a ‘need to know’ basis concerning parent issues. * The school will develop a process and pre-determined actions to discretely alert others of an intruder. * The school will increase number of staff on yard duty as required, develop a roster and monitor attendance of yard duty teachers. * Yard duty staff will be trained to manage intruders on school grounds. * For parent meetings where staff feel a need for support: * two staff will attend * staff will use a signal to obtain support from another staff member if required * an appropriate room for meeting will be selected e.g. one with two exit points. * Where necessary, the school will seek legal advice and obtain a trespass order for parents who use threatening behaviour. * Procedures for responding to an intruder are readily accessible to staff. * If there is an escalation of Intruder incidents, the school will consider: * issuing yard duty staff with two-way radios linked to an office base station * installing panic/distress button in reception, principal office and/or meeting room * liaising with local police to arrange a prompt response to any call for assistance * seeking advice from the auspice body and police, and in exceptional circumstances, on engaging a security guard as required * installing CCTV. | Moderate | Possible | | Medium |
| **Grassfire** | **Probable Cause**  *Identify the key cause/s e.g.:*  A grassfire in the locality resulting from nearby:   * Unmanaged vegetation in forest * Farmland * Vacant property * Managed vegetation in parkland.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk of death/injury from:   + burns   + smoke inhalation. * Risk of psychological injury. | * Liaise with local fire services regarding clearing trees, building safety and so on. * Check CFA website, alerts during the bushfire season. * Emergency shelter-in-place drills occur in Terms 1 and 4 in advance of the bushfire season. * A business continuity plan is in place. |  |  | |  |  |  |  | |  |
| **Building Fire** | **Probable Cause**  *Identify the key cause/s e.g.:*  A building fire resulting from:   * Stored chemicals such as cleaning fluids * Incident in science laboratory. * Exploding gas tank * Faulty electrical wiring * Faulty electrical equipment   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk of injury from burns or smoke inhalation. | * Fire services equipment (fire hose reels, fire extinguishers, fire blankets, hydrants) is tested and tagged as per Australian Standards. * A Workplace Inspection is completed once per term to check that exit signs and other emergency equipment is working. * Communication systems (PA system) tested on a regular basis. * A fire blanket (tested and tagged to Australian Standards) is available in all kitchen areas. * All electrical equipment is tested and tagged as per Australian Standards and that frayed leads, damaged equipment and so on, are disposed of in an appropriate manner. * There is a business continuity plan in place. |  |  | |  |  |  |  | |  |
| **Severe Weather Event** | **Probable Cause:**  *Identify the key cause/s e.g.:*  A severe weather event could result from:   * Electrical storm causing fire. * High winds causing roof to collapse, limbs to fall from trees and airborne debris shattering windows. * Rain inundation resulting in unsafe electrical wiring/loss of power and communications.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk of injury or death | * Regular scheduled maintenance to roofs/gutters/drains to keep clear. * Liaison with SES/local government to identify potential local risks. * Contingency for storage of equipment/materials if necessary. * On the basis of weather forecast, secure loose objects in open areas e.g. garbage bins * Communications tested. * Utility shut-off instructions/points are known * Back up communications and contact lists maintained in case power fails * Condition of large trees regularly checked * Shade sail structures regularly checked * A business continuity plan is in place. |  |  | |  |  |  |  | |  |
| **Riverine Flooding** | **Recent Flood History:**  **Cause:**  River height reached …metres.  Due to amount of rainfall  River peaked at … metres following … days of heavy rain in excess of ….mm  There was wide spread flooding in areas along the river/creek.  **Impact on Facility/Local Area:**   * Areas/rooms affected/inundated and inaccessible to staff and students. * Roads were flooded/blocked to cars and buses for several hours preventing parents, students and staff getting to or leaving facility. | * Ensure drains are clear through regular maintenance program. * Ensure EMP includes planning and response procedures for floods. * Liaise with SES/local government to identify potential risk. * Develop contingency for storage of equipment/materials off site or above historical flood levels if necessary. * Ensure business continuity plan in place if forced to relocate off site. |  |  | |  |  |  |  | |  |
| **Earthquake** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Location of facility (e.g. Gippsland fault line). * Earthquake de-stabilises/causes building to collapse.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk of injury or death in extreme cases. | * Training provided to staff and students in emergency response procedures during an earthquake. * A business continuity plan is in place. |  |  | |  |  |  |  | |  |
| **Bomb/ Substance Threat** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Unknown or known person threatens facility with explosive device (including a chemical/substance threat).  **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Risk of injury or death. * Risk of psychological injury to students, staff, visitors or contractors. | * Bomb/Substance Threat Phone Checklist located next to each phone. * Emergency evacuation drills scheduled and practiced on a regular basis. * Implement Bomb/Substance Threat response procedures as required. |  |  | |  |  |  |  | |  |
| **Pandemic** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Strain of influenza virus for which there is no vaccine available in Victoria.   **Probable Consequences:**  *Identify the key consequence/s e.g.*   * Risk to health and/or death in severe cases. | * Basic hygiene measures are in place and posters are displayed at the beginning of flu season (April). * There is convenient access to water and liquid soap and/or alcohol-based sanitiser. * Staff and students are educated about covering their cough to prevent the spread of germs. * Implement Human Influenza Pandemic Incident response procedures as required. |  |  | |  |  |  |  |  | |
| **Hazardous Substance Release** (Inside and Outside school grounds) | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Fire or leak at nearby factory or house. * Road accident involving a vehicle transporting a hazardous substance. * Leaking fuel storage at facility.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * **Risk of** illness/death. | * Safe work procedures for handling chemicals are followed. * Emergency evacuation drills are scheduled and practiced on a regular basis. * Material Safety Data Sheets (MSDS) for all Dangerous Goods and Hazardous Substances on-site from the supplier/manufacturer or [Chemwatch](https://edugate.eduweb.vic.gov.au/Services/HR/Pages/ChemwatchMSDSdb.aspx) are followed. |  |  | |  |  |  |  |  | |
| Insert other identified hazards |  |  |  |  | |  |  |  |  |  | |

## **Emergency response drills schedule**

Emergency response drills provide the opportunity for your facility to ensure the procedures you have in place are practical and that staff with responsibilities during an emergency have the knowledge to carry out their role.

In section 18 of your EMP template insert your schedule for conducting emergency drills for different types of emergency situations. To ensure your facility is prepared to respond, an emergency response drill should be conducted each term.

The following should apply for all emergency drills:

* drills should be appropriate to the facility’s specific hazards identified in your EMP
* identify simple objectives and outcomes for each drill. The outcomes can be recorded on the Emergency Response Drill Observer’s Record at Appendix 3 of this Guide or an equivalent document
* observer/s should be appointed for all emergency response exercises. You are encouraged to invite a representative of your local emergency service such as a Police Officer of CFA/MFB member to be your observer/evaluator and participate in post drill de-briefing
* a debriefing session should be held and recorded immediately after each drill with your Incident Management Team (IMT) and/or any other key participants such as a Police Officer or CFA/MFB member. Ensure that any lessons learned and actions to improve your EMP or emergency response procedures are identified at the session are followed up.

You may choose to practice a different emergency response each term. **Alternatively, if your risk assessment indicates that a particular hazard carries a significant level of risk, you are encouraged to practice your response on a more frequent basis.**

When conducting on-site or off-site evacuation drills, it is recommended you advise your local emergency services of your intention to conduct the exercise.

**Please note, *Australian Standard 3745-2010* recommends all areas of a facility to participate in at least one emergency response exercise involving an evacuation each year.**

**Schools on the BARR**

In addition, the VRQA requires schools listed on the Bushfire At-Risk Register (BARR) to practice their evacuation procedures and drills at least once per term during Terms 4 and 1, that is, the bushfire season.

**Early childhood services**

For education and care services operating under the National Law, the emergency and evacuation procedures must be documented and rehearsed at least every three months that the service is operating, by the educators, staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person present at the time (regulation 97).

For children’s services operating under the *Children’s Services Act*, the emergency procedures must be developed and regularly practised with staff members and volunteers of the service and children being cared for or educated by the service (regulation 76).

## **Emergency kit checklist**

A suggested Emergency Kit Checklist is included in section19 of your EMP template. Your Kit should be kept in a designated, easily accessible place. The contents listed for inclusion in your Emergency Kit is not exhaustive and you may wish to include additional items to suit your needs.

Ensure that a member of your IMT is tasked with making sure the contents of the Emergency Kit are complete. (This responsibility rests with the Logistics officer where a person has been appointed to the role).

If your attendance rolls are kept electronically, ensure that you have an up to date print out available as you may not be able to access electronic information in an emergency.

## **Emergency Management Plan completion checklist**

Complete the checklist provided in section20 of your EMP template after you have developed all other sections of your EMP.

The Emergency Management Plan Completion Checklist is provided as a final check to assist you in ensuring that all components of your EMP have been completed.

# Other Matters

## **Page numbers**

The contents page of the document is dynamically linked to the various sections of your EMP. As you enter information into your EMP the page numbering may change. To update page numbers:

* right click on the contents page text
* from the list select ‘Update field’
* then select ‘Update entire table’
* save your changes.

## **Do you need to submit your EMP?**

**Early childhood services**

Early childhood services on the BARR are required to submit their EMPs to the relevant QARD regional office.

**Before submitting your EMP, please remember to:**

* **remove the parent/family contact information and children, students, educators and staff with additional needs information**
* **complete and include the Emergency Management Plan Completion Checklist with your Plan.**

Contact details of the regional QARD offices are available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqf.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqf.aspx)

**Non-government schools**

Non-government schools are not required to submit their EMPs to DET.

## **Other resources**

In addition to the EMP templates available for use by early childhood services and non-government schools and the this Guide, DET makes available a range of other resources to assist you in preparing and responding to an emergency.

These resources include sample EMPs, FAQs, e-learning online powerpoint presentation and video tutorials and can be accessed via the following link to the DET website: [www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx](http://www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx)

Information is also available about Bushfires, Bushfire-At-Risk Register and Code Red and other emergencies at: [www.education.vic.gov.au/about/programs/health/Pages/emergencies.aspx](http://www.education.vic.gov.au/about/programs/health/Pages/emergencies.aspx)

**Children’s services**

A range of fact sheets, including in regards to emergency management planning is available for early childhood services operating under the National Quality Framework at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)

**Non-government schools - Student Activity Locator**

An important resource available to non-government schools is the Student Activity Locator (SAL).

Please note that Catholic schools have access to the Catholic SAL.

The SAL is used to record all activities that take place outside of a school, including:

* camps, including formal sites and campsites, for example national parks
* excursions, that is, any activities requiring parental consent to attend another location, such as to a museum
* outdoor activities such as sporting activities, such as orienteering, cross-country running, swimming carnivals, intra-school competitions, and so on
* interstate or overseas trips.

If necessary, this information will be provided to emergency services, who will be able to quickly locate and identify the number of students, staff and chaperones potentially at risk.

The SAL should be updated at least three weeks prior to the activity or as soon as staff become aware that an activity has been organised and when activities are cancelled or postponed. The SAL can be accessed via this link: [www.eduweb.vic.gov.au/forms/school/sal/Default.asp](https://www.eduweb.vic.gov.au/forms/school/sal/Default.asp)

Independent schools have been provided with a DET eduweb account (this is a six digit number with the prefix ‘NG’). This account can be used to access the DET SAL. If you have forgotten your password please call the DET helpdesk on 9637 3333.

**Useful links**

* CFA fire districts: [www.cfa.vic.gov.au/warnings-restrictions/find-your-fire-district/](http://www.cfa.vic.gov.au/warnings-restrictions/find-your-fire-district/)
* DET emergency management planning resources: [www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx](http://www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx)
* DET emergencies and natural disasters resources: [www.education.vic.gov.au/about/programs/health/Pages/emergencies.aspx](http://www.education.vic.gov.au/about/programs/health/Pages/emergencies.aspx)
* Managing pandemics: [www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx](http://www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx)
* Student activity locator for schools: [www.eduweb.vic.gov.au/forms/school/sal/Default.asp](https://www.eduweb.vic.gov.au/forms/school/sal/Default.asp)
* Early childhood services (NQF) fact sheets: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
* Reporting serious incidents requirements for early childhood services:
  + Education and care services operating under the National Quality Framework (NQF) can refer to the fact sheet *Serious incidents and complaints* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)

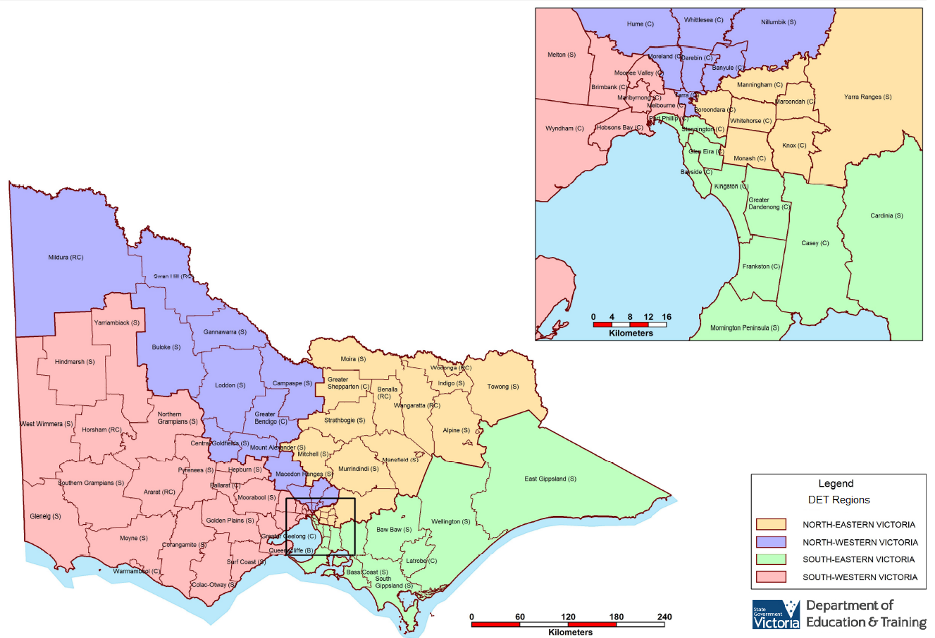
Notifications of serious incidents, incidents and complaints must be submitted online via the National Quality Agenda IT System (NQA ITS) [www.acecqa.gov.au/national-quality-agenda-it-system](http://www.acecqa.gov.au/national-quality-agenda-it-system)

* + Children’s services operating under the *Children’s Services Act* refer to the practice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)
* VicEmergency: [www.emergency.vic.gov.au/](http://www.emergency.vic.gov.au/)
* Australian Broadcasting Corporation (ABC) emergency:

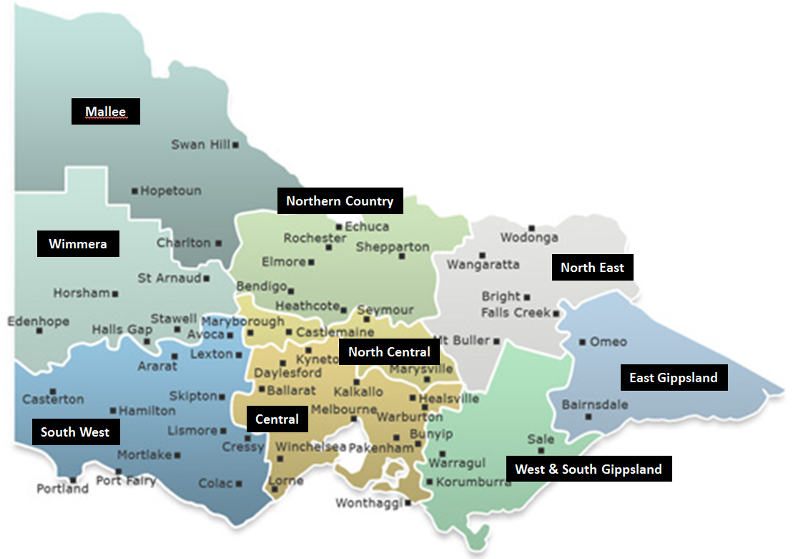
[www.abc.net.au/news/emergency/state/vic/](http://www.abc.net.au/news/emergency/state/vic/)

* Victorian WorkCover Authority: [www.education.vic.gov.au/school/principals/spag/management/Pages/worksafe.aspx](http://www.education.vic.gov.au/school/principals/spag/management/Pages/worksafe.aspx)
* VRQA *Minimum Requirements*: [edugate.eduweb.vic.gov.au/sc/sites/schoolreorganisation/minimumregistrationrequirements](https://edugate.eduweb.vic.gov.au/sc/sites/schoolreorganisation/minimumregistrationrequirements)
* Chief Health Officer, health alerts: <http://health.vic.gov.au/chiefhealthofficer/alerts/index.htm>
* CFA Total fire bans and ratings: <http://www.cfa.vic.gov.au/warnings-restrictions/total-fire-bans-and-ratings/>

# Appendix 1 DET Regions



# Appendix 2 Fire Districts



# Appendix 3 Emergency Response Drill Observer’s Record

|  |  |  |  |
| --- | --- | --- | --- |
| **Drill Conducted:** |  | **Drill Date:** |  |
| **Drill Address:** |  | **Location:** |  |
| **Observer Name:** |  | | |
| **Objective of Drill** |  | | |

*Depending on the type of drill conducted, it is recommended you advise emergency services and members of the community who may be affected ahead of the exercise.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Yes** | **No** | | **N/A** |
| **✓** | **✓** | | **✓** |
| Did the designated or replacement Chief Warden take charge? |  |  | |  |
| Was the (simulated) call to emergency services done promptly? |  |  | |  |
| Was the (simulated) call to the region done promptly? |  |  | |  |
| Was someone appointed to liaise with the emergency service/s? |  |  | |  |
| Was someone appointed to liaise with the parents/community? |  |  | |  |
| Were instructions given by the Chief Warden followed by children/students, educators/staff, visitors and contractors? |  |  | |  |
| Were floor areas checked / isolated areas searched by Wardens? |  |  | |  |
| Was a roll call conducted for: | | | | |
| * children/students? |  | |  |  |
| * educators/staff? |  | |  |  |
| * visitors, contractors and volunteers? |  | |  |  |
| * people with additional needs? |  | |  |  |
| Was the Emergency Kit readily available? |  | |  |  |
| Did the Emergency Kit contain all the items listed in the EMP template checklist? |  | |  |  |
| Did anyone re-enter/leave the premises before the “all clear” was given? |  | |  |  |
| Did anyone refuse to leave the building/site? |  | |  |  |
| Was the relevant procedure in our EMP followed? |  | |  |  |
| Was the EMP communication tree followed? |  | |  |  |

|  |  |  |
| --- | --- | --- |
| **Evacuation Drill Sequence Checklist** | **Time** | |
|  | **Hour** | **Minute** |
| Alarm sounded |  |  |
| Warden/s respond |  |  |
| Wardens check floor/area |  |  |
| Evacuation commenced |  |  |
| Wardens report floor/area clear |  |  |
| All persons accounted for |  |  |
| Arrive at assembly area/safe place |  |  |
| Wardens check all present |  |  |
| Evacuation completed |  |  |
| Exercise terminated |  |  |

|  |
| --- |
| **Comments/Issues for follow up by the EMP Planning Team:** |

***Note:*** *Incident Management Team (IMT) debriefing sessions should be held immediately after each drill; the session should go through the Emergency Drill Observer’s Record and discuss actions to improve procedures, the EMP or address identified issues.*

# Appendix 4 Post Emergency Record

|  |  |
| --- | --- |
| **Facility Name** |  |
| **Emergency Event** |  |
| **Date and Time of Emergency** |  |
|  |  |
| **Description/Details Of Emergency** |  |
|  | |
| **Immediate Actions Taken** | Chief Warden Notified: **YES / NO** Time \_\_\_\_\_  Other staff Notified: **YES / NO** Time \_\_\_\_\_  Emergency Services Notified: **YES / NO** Time \_\_\_\_\_\_ |
| **Key Actions Taken** |  |
| **Issues** | Operational Debriefing Required:  **YES / NO** Date/Time \_\_\_\_\_  Person Responsible to Organise:  Confirmation of Operational Debriefing: Date/Time:  **Issues for Follow Up Action**: |
|  | |
| **This Record Completed By:** |  |
| **Position Title:** |  |
| **Telephone Number:** |  |
| **Signature and Date:** |  |

|  |
| --- |
| * Report serious incidents to the regulatory authority in accordance with relevant regulatory requirements. * For guidelines on incidents that must be notified to the Victorian WorkCover Authority (formerly **WorkSafe**) go to: [www.education.vic.gov.au/school/principals/spag/management/Pages/worksafe.aspx](http://www.education.vic.gov.au/school/principals/spag/management/Pages/worksafe.aspx)   **Early Childhood Services:**   * Approved providers or licensees must notify QARD in the event of a serious incident: * Services operating under the National Quality Framework, refer to the fact sheet Serious incidents and complaints available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx) * Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx) |