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| **Emergency Management Plan 2016-2017** |

<Insert name of school/campus>

<Insert school logo or photo if desired>

|  |  |
| --- | --- |
| School Number | <Refer to the Cover Page section of the Guide to developing your Emergency Management Plan - early childhood services and non-government schools> |
| Campus Number |  |
| Principal Approving our Plan |  |
| Physical Address |  |
| DET Region |  |
| Fire District |  |
| Is the school on the Bushfire- At-Risk Register? |  |
| Date Approved |  |
| Next Review Date |  |

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# Purpose

The purpose of this Emergency Management Plan (EMP) is to provide details of how <Insert school name> will prepare for and respond to emergency situations.

# Scope

This EMP applies to all staff, students, visitors, contractors and volunteers at<Insert school name>.

# Distribution

A copy of our plan has been distributed to:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position Title and**  **Organisation Name** | **Date Sent** | **Email Address or**  **Postal Address** |
| <Refer to the Distribution section of the Guide> |  |  |  |
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# PART 1– EMERGENCY RESPONSE

# In case of emergency

|  |  |
| --- | --- |
| **In an Emergency** | |
| ***Call***  **Police, Ambulance, Fire Services** | 000 |
| ***For Advice call your***  **Organisational Contact** | <Insert your relevant organisational contact details> |
| *Convene your*  **Incident Management Team** | |

# Emergency contacts

## 5.1 Emergency services

In an emergency requiring **Police, Ambulance and MFB/CFA** attendance call **000**.

## 5.2 Our school contacts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Roles | Name | Phone | Phone  (After Hours) | Mobile |
| Principal | <Refer to the Emergency contacts section of the Guide. Add or delete contacts as appropriate> |  |  |  |
| Assistant Principal/s |  |  |  |  |
| Business Manager |  |  |  |  |
| Year Level Coordinators |  |  |  |  |
| School Bus Coordinator |  |  |  |  |
| First Aid Officer |  |  |  |  |
| School Welfare Officer |  |  |  |  |
| OH&S Representative |  |  |  |  |
| School Chaplain |  |  |  |  |
| School Council President |  |  |  |  |
| Bulk Messaging System Operator (for example SMS) |  |  |  |  |
| <Add contacts as required> |  |  |  |  |

## 5.3 Key Organisational/regional contacts

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Phone** | **Mobile** |
| <Insert organisation contact> |  |  |  |
| Regional Manager, Operations and Emergency Management | *<Delete the three regional contacts that are not relevant to your facility’s location>*  **South Western: Andrea Cox**  **North Western: John Brownstein**  **North Eastern: Stuart Brain**  **South Eastern: Kylie Kaye** | 5337 8429  5440 3175  8392 9579  8765 5745 | 0407 861 841  0418 509 953  0427 895 398  0437 313 479 |
| DET Region | N/A |  | N/A |
| <Add contacts as required> |  |  |  |

## 5.4 Local/other organisations contacts

|  |  |
| --- | --- |
|  | **Phone** |
| Police Station |  |
| Hospital/s |  |
| Gas Provider |  |
| Electricity Provider |  |
| Water Corporation |  |
| Urgent Works Provider |  |
| School Plumber |  |
| School Electrician |  |
| Local Government |  |
| SES (flood, storm and earthquake) | 13 25 00 |
| Worksafe Victoria | 13 23 60 |
| <Add contacts as required> |  |

## 5.5 School bus emergency contacts

|  |  |  |  |
| --- | --- | --- | --- |
| School bus emergency contacts | | | |
| Bus Route Name and Number | Bus Company | Contact Name | Phone/Mobile Numbers |
| <Refer to the School bus emergency contacts section of the Guide> |  |  |  |
|  |  |  |  |
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# Incident Management Team

## 6.1 Incident Management Team structure

*<Insert your Incident Management Team Structure here. Refer to the Incident Management Team section of the Guide for assistance. To access a tutorial on how to create your Incident Management Team structure go to www.education.vic.gov.au/about/pr>*

## 6.2 Incident Management Team (IMT) contact details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| IMT Role/Activities |  | Primary Contact |  | Back Up Contact |
| Chief Warden | Name |  | Name |  |
| Phone/Mobile |  | Phone/Mobile |  |
| Planning tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile |  | Phone/Mobile |  |
| Operations (Area Warden) tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile |  | Phone/Mobile |  |
| Communications tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile |  | Phone/Mobile |  |
| Logistics (Warden) tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile |  | Phone/Mobile |  |
| First Aid tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile |  | Phone/Mobile |  |

# Incident Management Team responsibilities

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| **Chief Warden**  **Pre-emergency**   * Maintain current contact details of IMT members. * Conduct regular exercises/drills. * Ensure students/staff with special needs list and staff trained in first aid list are up to date. * Ensure our emergency response procedures are kept up-to-date. * Ensure staff on the IMT are aware of their responsibilities.   **During emergency**   * Attend the emergency control point. * Ascertain the nature and scope of the emergency. * Ensure that the emergency services have been notified. * Ensure the appropriate response has been actioned. * Convene our IMT as required. * Initiate evacuation of affected areas/lock-down/lock-out/shelter-in-place as required. * Brief the incoming emergency services and respond to their requests.   **Post-emergency**   * When the incident is rendered safe or the emergency services return control, notify the IMT members to have staff and students return to normal operations. * Organise debrief with the IMT and, where appropriate, with any attending emergency Service. * Complete the Post Emergency Record. |
| **Planning**  **Pre-emergency**   * Assist the Chief Warden. * Identify resources required. * Participate in emergency exercises/drills.   **During emergency**   * Attend the emergency control point. * Ascertain the nature and scope of the emergency. * Report any changes in the situation to the Chief Warden. * Act as directed by the Chief Warden. * Plan for contingencies.   **Post- emergency**   * Collect and evaluate information relating to the emergency. * Identify recovery needs and develop a recovery plan (if required). |

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| **Operations (Area Warden)**  **Pre-emergency**   * Regularly check and report on deficiencies of emergency equipment and kits. * Coordinate safety practices (for example clear egress paths, access to first attack equipment such as, fire extinguishers and disposal of rubbish) by Wardens throughout their areas. * Participate in emergency exercises/drills.   **During emergency**  On hearing alarm or becoming aware of an emergency, the Operations Officer/Area Warden will:   * Attend the emergency control point. * Communicate with the Chief Warden by whatever means available and act on instructions. * Implement the emergency response procedure relevant to the floor or area and ensure that the Chief Warden is notified. * Direct the Logistics Officer/Wardens to check the floor or area for any abnormal situation. * Commence evacuation if the circumstances on their floor or area warrant this. * Control the movement of people. * Co-opt persons as required to assist the Logistics Officer (Warden/s) during an emergency. * Ensure that any implications for regular bus/student transport arrangements for the school or clients schools are addressed. * Confirm that the Logistics Officer’s/Warden’s activities have been completed and report this to the Chief Warden or a senior officer of the attending emergency services if the Chief Warden is not contactable.   **Post emergency**   * Compile report of the actions taken during the emergency for the debrief. |

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| **Communications**  **Pre-emergency**   * Assist the Chief Warden. * Attend training in the use of the school’s communication system. * Maintain records and logbooks and make them available for emergency response. * Ensure emergency and parent contact details are up-to-date. * Participate in emergency exercises/drills.   **During emergency**   * Attend the emergency control point. * Ascertain the nature and location of the emergency. Maintain up to date information. * Confirm that emergency services have been notified. * Notify appropriate IMT members. * At the direction of the Chief Warden provide instruction and information to staff, students and parents as required. * Keep a log of events that occurred during the emergency. * Act as directed by the Chief Warden.   **Post- emergency**   * Collate logs of events completed by all IMT members during the emergency for the debrief and ensure they are secured for future reference. * Contact parents as required. |

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| **Logistics (Warden)**  **Pre-emergency**   * Ensure staff and students are aware of the emergency response procedures. * Carry out safety practices (for example, clear egress paths, access to first attack equipment, for example, fire extinguishers and disposal of rubbish). * Participate in emergency exercises/drills.   **During emergency**  Persons selected to perform as Logistics Officer/Warden will carry out activities as set out in the emergency response procedures and as directed by the Operations Officer/Area Warden .  Activities may include the following:   * Attend the emergency control point. * Operate the communication system in place. * Check that any fire doors and smoke doors are properly closed. * Close or open other doors in accordance with the emergency response procedures. * Search the floor or area to ensure all people have evacuated. This function is of greater importance than a later physical count of those evacuated. * Ensure orderly flow of people into protected area. * Assist occupants with disabilities. * Act as lead of groups moving to nominated assembly areas. * Report status of required activities to the Operations Officer/Area Warden on their completion. * Act as directed by the Chief Warden.   **Post- emergency**   * Compile report of the actions taken during the emergency for the debrief. |

# Communication tree

*<Insert your communication tree here. Refer to the Communication Tree section of the Guide for assistance. To access an online tutorial on how to create a communication tree go to www.education.vic.gov.au/about/programs/health/Pages/emptutorials.a*

# Staff trained in first aid

|  |  |  |
| --- | --- | --- |
| Staff Member | Training | Date Qualified To |
| <Refer to the Staff trained in first aid section of the Guide> |  |  |
|  |  |  |
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# Emergency response procedures

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| 10.1 On-site evacuation/relocation procedure |

When it is unsafe for students, staff and visitors to remain inside the school building the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

* **Call** **000** for emergency services and seek and follow advice.
* Evacuate students, staff and visitors to your <Insert the location of your on-site evacuation/relocation assembly point/s >.
* Take your emergency kit/first aid kit (including your student and staff attendance lists and a copy of this EMP).
* Once at your primary and/or secondary assembly point/s, check all students, staff and visitors are accounted for.
* Ensure communications with emergency services is maintained.
* Wait for emergency services to arrive or provide further information.
* Confirm with emergency service personnel that it is safe to return to normal operations.
* Seek advice from your organisation/auspice body if required.
* Maintain a record of actions/decisions undertaken and times.
* Contact parents as required.

**Actions after on-site evacuation/relocation procedure**

* Ensure any students, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any on-site evacuation and procedural changes that may be required.
* Complete your Post Emergency Record (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).

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| 10.2 Off-site evacuation procedure |

If it is unsafe for students, staff and visitors to remain on the school grounds the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

* **Call** **000** for emergency services and seek and follow advice.
* Identify which off-site assembly point you will evacuate staff, students and visitors to.
* Evacuate staff, students and visitors to your <Insert the location of your off-site evacuation assembly point/s>.
* Take your emergency kit/first aid kit (including your student and staff attendance lists and a copy of this EMP).
* Once at primary and/or secondary assembly point/s, check all students, staff and visitors are accounted for.
* Ensure communications with emergency services is maintained.
* Wait for emergency services to arrive or provide further information.
* Confirm with Emergency Service personnel that it is safe to return to normal operations.
* Seek advice from your organisation/auspice body if required.
* Maintain a record of actions/decisions undertaken and times.
* Contact parents as required.

**Actions after off-site evacuation procedure**

* Ensure any students, staff or visitors with medical or other needs are supported. Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any off-site and procedural changes that may be required.
* Complete your Post Emergency Record (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).

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| 10.3 Lock-down procedure |

When an external and immediate danger is identified and it is determined that the students should be secured inside the building for their own safety the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

* **Call** **000** for emergency services and seek and follow advice.
* Initiate the lock-down and provide instructions to staff, for example, close internal doors and windows, remain in classroom, sit below window level or move into corridors.
* Check that all external doors (and windows if appropriate) are locked.
* If available, allocate staff to be posted at locked doors to allow students, staff and visitors to enter if locked out.
* Divert parents and returning groups from the school if required.
* Ensure a telephone line is kept free.
* Keep public address system free.
* Keep main entrance as the only entry point. It must be constantly monitored and no unauthorised people allowed access.
* If safe to do so, have a staff member wait at the main entry to the school to guide emergency services personnel.
* As appropriate, ascertain that all students, staff and visitors are accounted for.
* As appropriate, confirm with emergency services personnel that it is safe to return to normal operations.
* Seek advice from your organisation/auspice body if required.
* Maintain a record of actions/decisions undertaken and times.
* Contact parents as required.

**Actions after lock-down procedure**

* Ensure any students, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any lock-down and procedural changes that may be required.
* Complete your Post Emergency Record (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).

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| 10.4 Lock-out procedure |

When an internal immediate danger is identified and it is determined that students should be excluded from buildings for their safety the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

* **Call** **000** for emergency services and seek and follow advice.
* Announce lock-out with instructions about what is required. Instructions may include nominating staff to:
* lock doors to prevent entry
* check the premises for anyone left inside
* obtain Emergency Kit
* Go to the designated assembly point/s <Insert the location of your designated evacuation assembly point/s>.
* Check that students, staff and visitors are all accounted for.
* Where appropriate, confirm with emergency service personnel that it is safe to return to normal operations.
* Seek advice from your organisation/auspice body if required.
* Maintain a record of actions/decisions undertaken and times.
* Contact parents as required.

**Actions after lock-out procedure**

* Ensure any students, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any lock-out and procedural changes that may be required.
* Complete your Post Emergency Record (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).

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| 10.5 Shelter-in-place procedure |

When an incident occurs outside the school and emergency services or the Chief Warden determines the safest course of action is to keep students and staff inside a designated building in the school (as evacuation might reasonably expose people to a greater level of danger until the external event is handled), the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

* **Call** **000** for emergency services and seek and follow advice.
* Chief Warden activates the Incident Management Team.
* Move all students, staff and visitors to the pre-determined shelter-in-place area <Insert the location of your shelter-in-place/s – refer to the Guide>.
* Take your emergency kit/first aid kit (including your student and staff attendance lists and a copy of this EMP).
* Check that all students, staff and visitors are accounted for.
* Ensure communications with emergency services is maintained.
* Wait for emergency services to arrive or provide further information.
* Maintain a record of actions/decisions undertaken and times.
* Where appropriate, confirm with emergency service personnel that it is safe to return to normal operations.
* Seek advice from your organisation/auspice body if required.
* Contact parents as required.

**Actions after shelter-in-place procedure**

* Ensure any students, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any shelter-in-place and procedural changes that may be required.
* Complete your Post Emergency Record (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).

# Response procedures for specific emergencies

## 11.1 Building fire

* **Call** **000** for emergency services and seek and follow advice.
* Activate the fire alarm.
* If appropriate, follow the procedure for **on-site evacuation**.
* Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
* Extinguish the fire **(only if safe to do so).**
* Evacuate to the <Insert the location of your assembly point/s>, closing all doors and windows.
* Check that all areas have been cleared and notify the Chief Warden.
* Check that all students, staff, visitors and contractors are accounted for.
* Seek advice from your organisation/auspice body if required.
* Contact parents as required.

* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

## 11.2 Bushfire

* **Call** **000** for emergency services and seek and follow advice.
* Report the emergency immediately to the Chief Warden who will convene the IMT if necessary.
* Determine appropriate response strategy (evacuate or shelter-in-place) in consultation with emergency services, if possible.
* If evacuation is required and time permits before you leave:
* Make sure you close all doors and windows
* Turn off power and gas.
* Check that all students, staff, visitors and contractors are accounted for.
* Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.
* Ensure staff and students do not hinder emergency services or put themselves at risk by going near damaged buildings or trees.
* Seek advice from your organisation/auspice body if required.
* Contact parents as required.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

## 11.3 Major external emissions/spill (includes gas leaks)

* **Call** **000** for emergency services and seek and follow advice.
* Report the emergency immediately to the Chief Warden who will convene the IMT if necessary.
* Turn off gas supply.
* If the gas leak is onsite, notify your gas provider.
* If safe to do so, evacuate staff, students, visitors and contractors to <insert the location of your assembly point/s>. This may be an off-site location.
* Check students, staff and visitors are accounted for.
* Seek advice from your organisation/auspice body if required.
* Await ‘all clear’ advice from emergency services or further advice before resuming normal school activities.
* Contact parents as required.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

## 11.4 Intruder

* **Call** **000** for emergency services and seek and follow advice.
* Report the emergency immediately to the Chief Warden.
* Do not do or say anything to the person to encourage irrational behaviour.
* Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
* Determine whether **evacuation, lock-down or shelter-in-place** is required. Do this in consultation with the Police where possible.
* Evacuation only should be considered if safe to do so.
* Seek advice from your organisation/auspice body if required.
* Contact parents as required.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

## Bomb/substance threat

**If a suspicious object is found or the threat identifies the location of a bomb**

*Immediate response*

* Immediately clear and cordon off the area in the vicinity of the object.
* Call **000** for police and seek and follow advice.
* Report the threat to the Chief Warden/principal who will coordinate the emergency response until police arrive.
* Do not approach, touch, tilt or tamper with the object.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

*Evacuation*

* Evacuate the school and:
  + Ensure students and staff are not directed past the object
  + Alert any other services co-located at the school site
  + Check that all students, staff and visitors are accounted for
  + Restrict all access to the site and ensure there are no barriers inhibiting access by police.
  + <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

*Communication*

* Provide police with details of the situation and actions you have taken and intend to take. Follow any advice provided by police.
* Contact parents when evacuation is complete and it is safe to do so.
* Notify your regional emergency management contact and seek advice if necessary.
* Await 'all clear' advice from police before returning to school buildings to resume normal school activities.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

**If a bomb/substance threat is received by telephone**

* **DO NOT HANG UP**
* Keep the person talking for as long as possible and obtain as much information as possible.
* Without alerting the caller, signal a co-worker to:
  + call 000 for police on a separate phone
  + notify the Chief Warden/principal
* Fill out the bomb threat checklist provided on the next page to record the following details while you are on the phone to the caller. The checklist should be located with staff who normally answer in-coming phone calls. Listen carefully for a full description and take note of:
  + - gender of caller
    - age of caller
    - accents or speech impediments
    - background noises
    - words/voices of people in the background (gender, age, accents, speech impediments)
    - key phrases used
    - whether the threat is automated/robotic/taped/recorded.
  + Ask the caller:
    - where exactly is the bomb/substance located?
    - what time will the bomb explode/the substance be released?
    - what will make the bomb explode/how will the substance be released?
    - what does the bomb look like?
    - what kind of device/substance is it?
    - who put the bomb/substance there? Why was it put there?
    - what kind of substance is it (gas, powder, liquid)? How much is there?
    - where are you? Where do you live?
    - what is your name? What are your contact details?
* Once a call is finished:
  + **DO NOT HANG UP** – it may be possible for police to trace the call if the telephone line is kept open, regardless of whether the caller hangs up
  + immediately:
* inform the Chief Warden/principal if this has not yet been done
* call 000 to report threat to police if this has not yet been done – use a different telephone line or mobile phone
* clear and cordon off the area if the caller identified the location of the object. Do not approach, touch, tilt or tamper with the object.
  + implement evacuation and communication procedures as indicated in section 11.5.1 above
  + ensure all of the caller information has been written down and provided to police on arrival.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

**If a bomb/substance threat is received by letter**

* Place the letter in a clear bag or sleeve and store in a secure place
* Avoid any further handling of the letter or envelope
* Call 000 for police and seek and follow advice
* Notify the Chief Warden/principal
* If the letter identifies the location of a device, immediately clear and cordon off the nominated area. Do not approach, touch, tilt or tamper with the object.
* Implement evacuation and communication procedures as indicated in section 11.5.1 above.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

**If a bomb/substance threat is received electronically e.g. by email:**

* + **DO NOT** **DELETE THE MESSAGE**
  + Call 000 for police and seek and follow advice
  + Notify the Chief Warden/principal
* If the email identifies the location of a device, immediately clear and cordon off the area. Do not approach, touch, tilt or tamper with the object.
* Implement evacuation and communication procedures as indicated in section 11.5.1 above.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

**If you are at the site of an explosion**

* Direct staff to shelter students under sturdy tables or desks if objects are falling around you.
* Implement evacuation and communication procedures as indicated in section 11.5.1 above. Do not retrieve personal belongings or make phone calls when evacuating.
* Help others to leave the area. Use stairs instead of elevators.
* Be aware of weakened floors and stairways and watch for falling debris.
* Once out of the affected building:
  + Move students away from windows and glass doors or other potentially hazardous areas
  + Use caution to avoid debris that could be hot or sharp
  + Call 000 for emergency services and seek and follow advice
  + Be aware of any potential secondary explosions
  + Limit use of phones as communications systems may become congested

## <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

## Bomb/Substance Phone Threat Checklist

This checklist should be distributed to all persons who regularly accept incoming telephone calls.

|  |  |
| --- | --- |
| **CALL TAKER** | **CALL TAKEN** |
| Name: Phone No. | Date of Call: Call Start/End Time: |
| Signature: | Number Called: Was call Local or STD: |

|  |  |  |  |
| --- | --- | --- | --- |
| **BOMB THREAT QUESTIONS** | |  | |
| When is the bomb going to explode? | |  | |
| Where did you put the bomb? | |  | |
| What does the bomb look like? | |  | |
| What kind of bomb is it? | |  | |
| What is in the bomb? | |  | |
| When did you put it there? | |  | |
| What will make the bomb explode? | |  | |
| Did you place the bomb? | |  | |
| Why did you put it there? | |  | |
| What is your name? | |  |
| Where are you/what’s your address? | |  | |
|  | |  | |
| **SUBSTANCE THREAT QUESTIONS** | |  | |
| What kind of substance is in it? | |  | |
| When will the substance be released? | |  | |
| Where is it? | |  | |
| What does it look like? | |  | |
| When did you put it there? | |  | |
| How will the substance be released? | |  | |
| Is the substance liquid, powder or gas? | |  | |
| Did you put it there? | |  | |
| Why did you put it there? | |  | |
| What is your name? | |  |
| Where are you/what’s your address? | |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CALLER’S VOICE** | |  | | | | | | |
| Sex of caller | |  | | | Estimated age | |  | |
| Accent (specify) | |  | | | | | | |
| Speech impediments (specify) | |  | | | | | | |
| Voice (loud, soft, and so on) | |  | | | | | | |
| Speech (fast, slow and so on) | |  | | | | | | |
| Dictation (clear, muffled, and so on) | |  | | | | | | |
| Manner (calm, emotional, and so on) | |  | | | | | | |
| Did you recognise the voice? | |  | If so, who do you think it was? | | |  | | |
| Was the caller familiar with the area? | |  | | | | | | |
|  |  | | |  | | | |  |
| **THREAT LANGUAGE** |  | | | **BACKGROUND NOISE** | | | |  |
| Well spoken |  | | | Street noises | | | |  |
| Incoherent |  | | | House noises | | | |  |
| Irrational |  | | | Aircraft | | | |  |
| Taped |  | | | Voices | | | |  |
| Message read by caller |  | | | Music | | | |  |
| Abusive |  | | | Machinery | | | |  |
| Other: |  | | | Other: | | | |  |

|  |
| --- |
| **EXACT WORDING OF THREAT** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIONS** | | | |
| Report call immediately to: |  | Phone Number |  |
| Notes/Actions taken: | | | |

## 11.6 Internal emission/spill

* Call **000** for emergency services and seek and follow advice.
* Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
* Move staff and students away from the spill to a safe area and isolate the affected area.
* Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure.
* Seek advice from your organisation/auspice body if required.
* Contact parents as required.
* Notify the Victorian WorkCover Authority if required.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

## 11.7 Severe weather event

* Call **000** if emergency services are needed and seek and follow advice.
* Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins.
* Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.
* During a severe storm:
  + Remain in the building and keep away from windows
  + Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.
* Report any matter concerning the safety and wellbeing of students, staff and visitors to the Chief Warden.
* Disconnect electrical equipment – cover and/or move this equipment away from windows.
* Seek advice from your organisation/auspice body if required.
* Listen to local radio or TV on battery-powered sets for weather warnings and advice.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

**After the severe weather event**

* After storm passes, evaluate the need to evacuate if uncontrolled fires, gas leaks, or structural damage has occurred as a result of the storm.
* Contact parents as required.

## 11.8 Earthquake

* Call **000** if emergency services are needed and seek and follow advice.
* The Chief Warden will convene the IMT if necessary.
* Seek advice from your organisation/auspice body if required.
* <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

**If outside**

Instruct staff and students to:

* Stay outside and move away from buildings, streetlights and utility wires.
* DROP, COVER and HOLD
* DROP to the ground
* Take COVER by covering your head and neck with their arms and hands
* HOLD on until the shaking stops.

**If inside**

Instruct staff and students to:

* Move away from windows, heavy objects, shelves and so on
* DROP, COVER and HOLD
* DROP to the ground.
* Take COVER by getting under a sturdy table or other piece of furniture or go into the corner of the building covering their faces and head in their arms.
* HOLD on until the shaking stops.

**After the earthquake**

* Evaluate the need to evacuate if there are uncontrolled fires, gas leaks or structural damage to the building you are in.
* If you evacuate, watch out for fallen trees, power lines, and stay clear of any structures that may collapse.
* Arrange medical assistance where required.
* Help others if you can.
* Report any matter concerning the safety and wellbeing of students, staff and visitors to the Chief Warden.
* Contact parents as required.
* Tune in to ABC radio if you can and follow any emergency instructions.
* If the school property is damaged and it is safe to do so, take notes and photographs for insurance purposes.

## 11.9 Influenza pandemic

For comprehensive guidelines and information on emergency response procedures to an influenza pandemic go to: [Human Influenza Pandemic Response Procedures](http://www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx)

|  |  |  |
| --- | --- | --- |
| PREPAREDNESS STAGE | | **The scale and nature of preparedness activities is the same for all possible levels of clinical severity** |
| Description - No novel strain detected (or emerging strain under initial detection) | |
| **Category** | **Key Actions** |
| **Review Emergency Management Plan** | * Review your Emergency Management Plans (EMP), including:   + pandemic planning arrangements   + contact lists of staff, students, families, local services and DHHS Emergency Management coordinators   + communication tree of key staff. | Preparedness activities should be incorporated into normal business.  This includes incorporating a comprehensive risk management strategy that takes an ‘all hazards’ approach and includes influenza pandemic as a specific hazard that needs to be considered.  Regularly review, exercise and update plans.  Communicate pandemic plans with staff. |
| **Influenza prevention** | * Promote basic hygiene measures within schools by:   + providing students and staff with information about the importance of hand hygiene (more information is available at [Better Health](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/handwashing_why_it's_important))   + providing convenient access to water and liquid soap and alcohol-based hand sanitiser   + educating staff and students about covering their cough with a tissue or their inner elbow to prevent the spread of germs   + ensuring careful disposal of used tissues. * Exercise appropriate home-based exclusion from school among staff and students with flu-like illness. * Encourage staff to seek immunisation for seasonal influenza. |
| **Communications** | * Communicate personal hygiene messages to staff and students. * Convey seasonal influenza messages as directed by DET. |
| **Travel advisories** | * Encourage staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. |
| **Business continuity** | * Ensure currency of business continuity plan which:   + identifies minimum requirements and key staff for continued operations (including planning for the absence of the principal)   + considers workforce strategies to enable continued operations, if pandemic impacted a portion of the workforce. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RESPONSE STAGE - STANDBY | | **Clinical severity** | | |
| Description - Sustained community person-to-person transmission detected overseas | |
| **Category** | **Key Actions** | **Low** | **Med** | **High** |
| **Review Emergency Management Plan** | * In April, (or at the time of the overseas detection, if earlier):   + ensure EMP (including emergency numbers and key contacts) are up to date and pandemic planning arrangements are included   + ensure contact lists of students, staff, families, local services and DHHS Emergency Management Coordinators are up to date   + ensure communication tree of key staff is circulated to nominated school Incident Management Team members. | Apply | Apply | Apply |
| **Incident response** | * In April, (or at the time of the overseas detection, if earlier):   + prepare to enact pandemic response section of your EMP with stakeholders   + prepare to activate Incident Management Team. | Apply  Not suggested | Apply  Not  suggested | Apply  Apply |
| **Hygiene measures** | * Continue to reinforce basic personal hygiene measures within schools including:   + provide students and staff with information about the importance of hand hygiene (more information is available at [Better Health](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/handwashing_why_it's_important))   + provide convenient access to water and liquid soap and alcohol-based hand sanitiser   + educate staff and students about covering their cough with a tissue or their inner elbow to prevent the spread of germs   + careful disposal of used tissues. * Ensure germicidal wipes are available in stationary supplies for staff to clean staff administrative area, telephones etc. | Apply  As required | Apply  Recommended | Apply  Recommended |
| **Communications** | * In May, (or at the time of the overseas detection, if earlier), ensure hygiene information/posters are communicated/ displayed. * In late May, (or at the time of the overseas detection, if earlier), consider providing information sessions for staff and parents/carers about:   + the local status   + the risk of influenza and how to identify pandemic influenza symptoms and cases of possible influenza based on the current, up-to-date case definition by the Chief Health Officer, DHHS   + best practice hygiene practices   + vulnerable children. * Access and follow Chief Health Officer, DHHS/Chief Medical Officer, Department of Health advice provided by DET and distribute consistent messaging to staff, children and parents/carers. * Encourage staff and parents/carers to obtain seasonal flu vaccination as appropriate (especially those people/families at a greater risk of infection). * School nurses (or equivalent) may assist with information dissemination (provided by the DHHS). * Prepare sample letters for parents/carers for next stage (if required). | Apply  Apply  Apply  Apply  As required  Apply | Apply  Apply  Apply  Apply  Apply  Apply | Apply  Apply  Apply  Apply  Apply  Apply |
| **Travel advisories** | * Encourage staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. * Where appropriate, implement procedures to repatriate staff and students who are overseas on a school trip if there is a risk of travel restrictions and overseas border closures, or risk of pandemic in a nearby country. * For international students studying in Australia, provide advice to students and their parents/carers that in the event of an increased influenza pandemic risk, students may be sent home and, if travel restrictions apply, how the school will meet its duty-of-care obligations etc. | Apply  Not suggested  Not suggested | Apply  Apply  Apply | Apply  Apply  Apply |
| **Business continuity** | * Ensure currency of business continuity plan which:   + identifies minimum requirements and key staff for continued school operations (including planning for the absence of the principal)   + considers workforce strategies to enable continued operations, if pandemic impacted a portion of the workforce. | Apply | Apply | Apply |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RESPONSE STAGE – INITIAL ACTION | | **Clinical severity** | | |
| Description – Cases detected in Australia – information about the disease is scarce | |
| **Category** | **Key Actions** | **Low** | **Med** | **High** |
| **Review Emergency Management Plan** | * In April, (or at the time of the overseas detection if earlier):   + ensure your EMP (including emergency numbers and key contacts) are up to date and pandemic planning arrangements are included   + ensure contact lists of students, staff, families, local services and DHHS Emergency Management Coordinators are up to date. * Ensure communication tree of key staff is circulated to nominated school Incident Management Team members. | Apply  Apply | Apply  Apply | Apply  Apply |
| **Incident response** | * Enact your EMP. * Activate school Incident Management Team (IMT) to implement the organisation’s response as appropriate to advice from DET. * Ensure staff who develop influenza-like illness at school to leave immediately and ensure that students are collected from school immediately to seek medical attention. * Encourage staff and students who develop flu-like symptoms during a pandemic to stay away from school until completely well. | Seek advice  Not suggested  Apply  Apply | Seek advice  Not suggested  Apply  Apply | Apply  Seek advice  Apply  Apply |
| **Hygiene measures** | * Reinforce basic hygiene measures including:   + provide students and staff with information about the importance of hand hygiene (more information is available at [Better Health](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/handwashing_why_it's_important))   + provide convenient access to water and liquid soap and alcohol-based hand sanitiser   + educate staff and students about covering their cough with tissue or inner elbow to prevent the spread of germs   + careful disposal of used tissues. * Ensure germicidal wipes are available in stationary supplies for staff to clean staff administrative area, telephones. | Apply  As required | Apply  Recommended | Apply  Recommended |
| **Communications** | * Follow and distribute information and advice from DET in accordance with instructions, including information about:   + the local status   + personal hygiene measures   + containment measures, including any plans for closure if applicable to staff, parents/carers using templates developed by DET. * Communicate the risk of influenza and how to identify cases of possible pandemic influenza based on current, up-to-date case definition by the Chief Health Officer, DHHS. * School nurses (or equivalent) may assist with information dissemination as directed. | Apply  Apply  Not required | Apply  Apply  Apply | Apply  Apply  Apply |
| **Containment strategies** | * The appropriate containment strategy will vary depending upon the level of clinical severity as determined by the DHHS. * Follow the advice of the DHHS and DET regarding service closures and exclusion periods for infectious diseases. * If required, schools may be closed on advice of the Chief Health Officer, DHHS. In these circumstances:   + inform teachers of their obligations during school closures   + for students at home, provide access to educational materials including online learning. * Identify a designated area to keep sick students quarantined from the general school population until they can be taken home by parents/carers. | Not suggested  Apply  N/A  Apply | Seek advice  Apply  Apply  Apply | Apply  Apply  Apply  Apply |
| **Travel advisories** | * Encourage staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. | Apply | Apply | Apply |
| **Business continuity** | * Implement business continuity plan to promote adequate workforce supply and capacity to continue service, by:   + prioritising work functions to ensure adequate workforce availability to deliver education   + implementing contingency strategy, which may include employing replacement staff and/or modifying programs. | Apply | Apply | Apply |
| **Governance and reporting obligations** | * Report confirmed incidents of influenza. You will be advised of any additional reporting requirements by DHHS. | Apply | Apply | Apply |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RESPONSE STAGE – TARGETTED ACTION | | **Clinical severity** | | |
| Description – Cases detected in Australia – enough is known about the disease to tailor measures to specific needs | |  | | |
| **Category** | **Key Actions** | **Low** | **Med** | **High** |
| **Incident response** | * Enact your EMP. * Activate your school Incident Management Team to implement the organisation’s response as appropriate to advice from DET. | Not suggested  Apply | Apply  Apply | Apply  Apply |
| **Hygiene measures** | * Reinforce basic hygiene measures including:   + provide students and staff with information about the importance of hand hygiene (more information is available at [Better Health](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/handwashing_why_it's_important))   + provide convenient access to water and liquid soap and alcohol-based hand sanitiser   + educate staff and students about covering their cough with tissue or inner elbow to prevent the spread of germs   + careful disposal of used tissues. * Ensure germicidal wipes are available in stationary supplies for staff to clean staff administrative area, telephones etc. | Apply  As required | Apply  Recommended | Apply  Recommended |
| **Communications** | * Follow and distribute information and advice from DET in accordance with instructions, including information about:   + the local status   + personal hygiene measures   + containment measures, including any plans for closure if applicable to staff, parents/carers using templates developed by DET. * Communicate the risk of influenza and how to identify cases of possible pandemic influenza based on current, up-to-date case definition by the Chief Health Officer, DHHS. * School nurses (or equivalent) may assist with information dissemination as directed. | Apply  Apply  Apply | Apply  Apply  Apply | Apply  Apply  Apply |
| **Containment strategies** | * Encourage staff and students who develop flu-like symptoms during a pandemic to:   + leave school immediately and seek medical attention   + stay away from school until completely well. * Follow the advice of DHHS regarding containment activities and exclusion periods for infectious diseases. * Help lower risk of exposure by reducing non-essential school interactions and minimising attendance at mass gatherings such as sports days and school fetes. * If required, identify a designated area to keep sick students quarantined from the general school population until they can be taken home by parents/carers. * If required, schools may be closed on advice of the Chief Health Officer, DHHS. In these circumstances:   + inform teachers of their obligations during school closures   + for students at home, provide access to educational materials including online learning. | Apply  Apply  Not suggested  Apply  N/A | Apply  Apply  Apply  Apply  Seek advice | Apply  Apply  Apply  Apply  Apply |
| **Travel advisories** | * Encourage staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. * Where appropriate, implement procedures to repatriate staff and students who are overseas on a school trip if there is a risk of travel restrictions and overseas border closures, or risk of pandemic in a nearby country. * For international students studying in Australia, provide advice to students and their parents/carers that in the event of an increased influenza pandemic risk, students may be sent home and, if travel restrictions apply, how the school will meet its duty-of-care obligations etc. | Apply  Not suggested  Not suggested | Apply  Apply  Apply | Apply  Apply  Apply |
| **Business continuity** | * Implement business continuity plan to promote adequate workforce supply and capacity to continue service, by:   + prioritising work functions to ensure adequate workforce availability to deliver education   + implementing contingency strategy, which may include employing replacement staff and/or modifying programs. | Apply | Apply | Apply |
| **Governance and reporting obligations** | * Report confirmed incidents of influenza. * You will be advised of any additional reporting requirements by the DHHS. | Apply  As required | Apply  As required | Apply  As required |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RESPONSE STAGE – STAND DOWN | | **Clinical severity** | | |
| Description – The public health threat can be managed within normal arrangements and monitoring for change is in place | |
| **Category** | **Key Actions** | **Low** | **Med** | **High** |
| **Containment strategies** | * Be aware that multiple waves of the virus may occur. * Replenish PPE (if required). | N/A  N/A | Apply  As required | Apply  As required |
| **Business continuity** | * Implement business continuity plans for resumption of full business capacity which may involve: * restoring workforce capacity   + following procedures for re-opening of service (if applicable)   + providing supports, including counselling (if required)   + monitoring cumulative effects of pandemic and identifying and supporting those who may need assistance. * Chief Warden to de-activate Incident Management Team (IMT) and conduct final debrief(s). * Utilise the sample letters developed by DET to communicate status of situation to staff and parents/carers, including supports that may be available. * Review effectiveness of your EMP and update as appropriate – involving relevant staff and others, particularly as multiple waves of the virus may occur. | N/A  N/A  As applicable  Apply | Apply  Apply  Apply  Apply | Apply  Apply  Apply  Apply |
| **Communications** | * Communicate the updated status of situation to staff and parents/carers including supports that may be available. | Apply | Apply | Apply |
| **Travel** | * Continue to encourage staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. | Apply | Apply | Apply |

# 

# Area map

|  |  |
| --- | --- |
| Date Area Map Validated: |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| <Insert Area map here. Refer to the Area map section of the Guide for assistance. To access an online tutorial on how to create your area map go to www.education.vic.gov.au/about/programs/health/Pages/emptutorials.aspx>   |  |  | | --- | --- | | **Distance to Primary off-stie assembly point:**  Aprox. time to reach Primary off-site assembly point: |  | | **Distance to Secondary off-site assembly point:**  Approx. time to reach Secondary off-site assembly point: |  | | **Legend** | | | **Primary off-site assembly point** |  | | **Route to Primary off-site assembly point** |  | | **Secondary off-site assembly point** |  | | **Route to Secondary off-site assembly point** |  | | **Emergency services access point** |  | |

# Evacuation diagram

|  |  |  |  |
| --- | --- | --- | --- |
| Building Name: |  | Date Evacuation Diagram Validated: |  |

<Insert a detailed evacuation diagram here. Refer to the Evacuation diagram section of the Guide for assistance. To access an online tutorial on how to create your evacuation diagram go to www.education.vic.gov.au/about/programs/health/Pages/emptu



|  |  |
| --- | --- |
| **Evacuation Procedure**  <insert school evacuation procedure>   * Do this….. * Do this….. * Do this….. | C:\Users\08819981\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\KIHFREMA\InCaseOfFire.jpg |

# Parent / family contact information

**Note: 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Name | Parent/Guardian | Phone/ Mobile Number | After Hours Number | Alternate Contact |
| <Refer to the Parent/Family Contact Information section of the Guide> |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Students and staff with special needs

**Note: To ensure adherence to the provisions of the Information Privacy Act 2000, please remove student and staff identifying details from this section before distributing copies of your EMP to organisations or individuals outside your workplace.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students** | | | | |
| Name | Room / Area | Condition | Assistance needed during an emergency | Who will be responsible? |
| <Refer to the Students and Staff with Special Needs section of the Guide> |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Staff** | | | | |
| Name | Room / Area | Condition | Assistance needed during an emergency | Who will be responsible? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |
| --- | --- | --- |
| **Special Needs Summary** | | |
| Special Needs Category | Number of Students | Number of Staff |
| <This summary can be included in your EMP. Refer to the Students and Staff with Special Needs section of the Guide> |  |  |
|  |  |  |

# PART 2 – EMERGENCY PREPAREDNESS

# School facility profile

**16.1 General Information**

|  |  |
| --- | --- |
| **School/Campus Name** | <Refer to the Facility profile section of the Guide> |
| Physical Address |  |
| Operating Hours |  |
| Phone |  |
| Email |  |
| Fax |  |
| Number of buildings |  |
| Is the School a designated Neighbourhood Safer Place? |  |
| Shelter-In-Place Location |  |
| Number of Students |  |
| Total Number of Staff |  |
| Methods used for communications to school community |  |

**16.2 Other services / users of site**

|  |  |
| --- | --- |
| **Service / User Name** | <Outside School Hours Care and School Holiday programs are required to have a stand-alone Emergency Management Plan. Refer to the Facility profile section of the Guide> |
| Location |  |
| Student/Visitor Numbers |  |
| Operating Hours/Days |  |
| Emergency Contact Name |  |
| Phone Number |  |
| Mobile Number |  |

**16.3 Building information summary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Telephones (Landlines):** | | | | | | |
| Location | | Number | | Location | | Number |
|  | |  | |  | |  |
|  | |  | |  | |  |
|  | |  | |  | |  |
|  | |  | |  | |  |
|  | | | | | | |
| **Alarms** | Location | | Monitoring Company | | Location of Shut-off Instructions | |
| Fire: |  | |  | |  | |
| Intrusion: |  | |  | |  | |
| Other: |  | |  | |  | |
|  |  | |  | |  | |
| **Utilities** | Location | | Service Provider | | Location of Shut-off Instructions | |
| Gas / Propane: |  | |  | |  | |
| Water: |  | |  | |  | |
| Electricity: |  | |  | |  | |
| **Sprinkler System** | | | | | | |
| Location of Control Valve: | | |  | | | |
| Location of Shut-off Instructions: | | |  | | | |
| **Boiler Room** | | | | | | |
| Location: | | |  | | | |
| Access: | | |  | | | |
| **Emergency Power System** | | | | | | |
| Type: | | |  | | | |
| Location: | | |  | | | |
| Provides Power To: | | |  | | | |
| Location of Shut-off Instructions: | | |  | | | |
| **Building and Site Hazards** | | | | | | |
| **Hazard Description** | | | | **Location** | | |
|  | | | |  | | |
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# Risk assessment

This table lists the identified hazards to our school, assessment of the risks associated with those hazards and how we reduce their impact.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Identified Hazard** | 1. **Description of Risk** | 1. **Current Risk Control Measures Implemented at our School** | 1. **Risk Rating** | | | 1. **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** | | |
| **Consequence** | **Likelihood** | **Risk Level** | **Consequence** | **Likelihood** | **Risk Level** |
| <Refer to the Risk assessment section of the Guide to developing your Emergency Management Plan> |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Type of Drill | Person Responsible | Target Date &  Date Drill was Performed | Observer’s Record Completed\*  ✓ | | **Term 1** | <Refer to the Emergency response drills schedule section of the Guide> |  |  |  | | **Term 2** |  |  |  |  | | **Term 3** |  |  |  |  | | **Term 4** |  |  |  |  |   *Emergency Management Plans must be tested regularly. Schools listed on the Bushfire at Risk Register (BARR) must practice their evacuation procedures and drills at least once per term during the October to March bushfire season.* |

# Emergency response drills schedule

# Emergency kit checklist

|  |  |  |
| --- | --- | --- |
| **The Emergency Kit Contains:** | | ✓ |
| Student data and parent contact information (contained in EMP) | |  |
| Student and staff with special needs list (contained in EMP) including any student medications | |  |
| Staff contact information | |  |
| Student Release Forms/sign out book | |  |
| List of staff on the IMT | |  |
| Traffic/emergency safety vests and tabards | |  |
| Facility keys | |  |
| Standard portable First Aid Kit. Refer to [First Aid Kits Contents Checklist](http://www.education.vic.gov.au/Documents/school/principals/governance/firstaidkitschecklist.doc) | |  |
| A charged mobile phone and charger/s | |  |
| Torch with replacement batteries (or wind up torch) | |  |
| Whistle | |  |
| Megaphone | |  |
| Portable battery powered radio | |  |
| Copy of facility site plan and EMP including evacuation routes | |  |
| Sunscreen and spare sunhats | |  |
| Plastic garbage bags and ties | |  |
| Toiletry supplies | |  |
| Other | |  |
|  |  | |
| **Date Emergency Kit Checked:** |  | |
| **Next Check Date:** |  | |

# Emergency Management Plan completion checklist

This Emergency Management Plan Completion Checklist has been developed for use as a ‘final check’ to assist you to confirm that you have completed all the components of your EMP.

Please note that it is your responsibility to identify potential local hazards to your facility, assess the risks these pose and develop measures to reduce or mitigate the risks to your school community.

**Final Check Completed by: Date:**

|  |  |  |
| --- | --- | --- |
| **Component** | **🗸 🗴** | **Action Required** |
| **Cover page** |  |  |
| Principal name, school/service address, EMP issue date, EMP review date, BARR status, fire district have been specified. |  |  |
| **Distribution list** |  |  |
| Distribution list has been completed. |  |  |
| **Contact numbers and communications tree** |  |  |
| Appropriate key local community contact numbers have been added, for example, Fire, Ambulance, Police, local government, nearest hospital. |  |  |
| Key contact numbers for internal staff have been added. |  |  |
| DET central and regional contact numbers have been included. |  |  |
| Communications Tree detailing process for contacting emergency services, SSU, DET Region, staff and parents included. |  |  |
| **Incident management team** |  |  |
| An Incident Control structure has been identified, with appropriate persons assigned and contact details provided. |  |  |
| Responsibilities are clearly defined and back up names included for each position on the IMT. |  |  |
| **Evacuation, lockdown, lockout and shelter-in-place procedures** |  |  |
| Procedures that are specific to the school processes have been completed for: |  |  |
| * Evacuation onsite |  |  |
| * Evacuation offsite |  |  |
| * Lockdown |  |  |
| * Lockout |  |  |
| * Shelter-in-place |  |  |
| **Emergency response procedures** |  |  |
| Localised emergency response procedures have been developed for specific emergencies in-line with the hazards/threat identified in the risk assessment. |  |  |
| **Staff trained in first aid** |  |  |
| Staff trained in first aid list is included. |  |  |
| **Bus coordinating schools** |  |  |
| Bus Coordinating Schools Emergency Contacts completed for bus coordinating schools. |  |  |
| **Area map and evacuation diagram** |  |  |
| The area map is clear and easy to follow. |  |  |
| The area map has:   * + two evacuation assembly areas on site |  |  |
| * + external evacuation routes |  |  |
| * + surrounding streets and safe exit points marked |  |  |
| * + emergency services access points marked |  |  |
| **Evacuation diagram** |  |  |
| The evacuation diagram is clear and easy to follow |  |  |
| The evacuation diagram has:   * a pictorial diagram of the floor or area (at least 200mm X 150mm in size, A3) |  |  |
| * a title, for example EVACUATION DIAGRAM |  |  |
| * the ‘YOU ARE HERE’ location |  |  |
| * the designated exits, which shall be in green |  |  |
| * hose reels, marked in red |  |  |
| * hydrants, marked in red |  |  |
| * extinguishers, marked in red |  |  |
| * designated shelter-in-place location |  |  |
| * date diagram was validated |  |  |
| * location of primary and secondary assembly areas |  |  |
| * a legend. |  |  |
| **Parent contact information** |  |  |
| Parent contact information has been obtained and is up-to-date. |  |  |
| **Students and staff with special needs list** |  |  |
| Students and staff with special needs have been identified and strategies put in place for these persons where they require assistance in the event of an emergency. |  |  |
| **Profile** |  |  |
| Profile has been populated and reflects the school buildings, utilities and so on |  |  |
| Schools that have Out of School Hours Care or School Holiday programs that are on the BARR have a separate plan submitted for the service via the DET region and QARD. |  |  |
| **Risk assessment** |  |  |
| Potential local hazards have been identified. |  |  |
| Risks have been rated and risk assessments included. |  |  |
| Local mitigations/controls have been specified. |  |  |
| **Emergency drill schedule** |  |  |
| Drills have been scheduled once per term (quarterly) for different types of emergencies |  |  |
| **Emergency kit checklist** |  |  |
| Emergency Kit Checklist has been developed with school requirements. |  |  |