ACT
Government
Education

School Emergency Management Plan

<insert school name here>

<insert school address>

<insert year>

Developed in consultation with:

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Document Review and Authorisation

Version	Author	Approved (Principal)	Date

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- Emergency Management Risk Assessment
- Hazardous Materials Register
- Staff/Training Needs Assessment and Report

1.1 School Profile/General Information

Table 1 - General Information

School Name		*Pre-School/s*
Physical Address		
Operating Hours		
Phone		
Email		
Fax		
Number of buildings		
Number of Students		
Number of Special Need Students		
Total Number of Staff		

∗ each Preschool must be listed separately and included below

Table 2 – Specific Risk Factors

Specific Risk Factors
•

Table 3 – Our School Contacts

Key Roles	Name	Phone	Phone (After Hours)	Mobile
Principal				
Deputy Principal/s				
Business Manager				
Building Services Officer				
First Aid Officer				
First Aid Officer				
First Aid Officer				
School Counsellor				

Table 4 - ETD Central Office Contacts

	Name	Phone	Mobile
School Director School Improvement (DSI)			
Office for Schools			N/A
Employee Assistance Program	N/A		
Media and Communications	N/A		

1.2   Building Information Summary

Table 5 - Building information Summary

Telephones (Landlines):			
Location	Number	Location	Number

Alarms:	Location	Monitoring Company	Contact Number
Fire			
Intrusion			
Other			

Utilities:	Location	Service provider	Contact number
Gas / Propane			
Water			
Electricity			

Fire Sprinkler System:	
Control Valve Location	
Shutoff Instructions Location	

Boiler Room:	
Location	
Access	

Emergency Power System:	
Type	
Location	
Provides Power To	
Shutoff Instructions Location	

Building and Site Hazards:

Hazard Description	Location

1.3 Emergency Control Organisation Contact Details

Table 6 - ECO Contact Details

ECO Role/Activities		Primary Contact		Back Up Contact
Chief Warden	Name		Name	
	Phone/Mobile		Phone/Mobile	
Deputy Chief Warden	Name		Name	
	Phone/Mobile		Phone/Mobile	
Floor or Area Warden	Name		Name	
	Phone/Mobile		Phone/Mobile	
Warden	Name		Name	
	Phone/Mobile		Phone/Mobile	
First Aid Officer	Name		Name	
	Phone/Mobile		Phone/Mobile	
Communications	Name		Name	
	Phone/Mobile		Phone/Mobile	

Where in the school is there a copy of this plan?

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

List all locations where this plan is on file (on and off premises)

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Part 2 – Introduction and Overview

This part of the plan includes:

- Introduction
- Purpose
- Scope
- Periodical Evaluation

2.1   Introduction

The Australian and New Zealand Standard 3745:2010 – Planning for Emergencies in Facilities define an emergency as *"Any event that arises internally or from external sources, which may adversely affect persons or the community generally, and which requires an immediate response from the occupants".*

Emergency incidents can occur at any time within a School environment and these unexpected events pose potential threats to the lives of students, staff and visitors to the school, viability of the school and damage to infrastructure and property. Appropriate planning can reduce these threats provided the planning is appropriate, effective and safe.

This plan will not eliminate all threats to occupants of the school; rather it:
- Provides an analysis of identified threats, and
- Provides processes to mitigate against the burden of those identified threats to ensure the safety of people during an emergency incident.

This document supports the Education and Training Directorate, *Emergency Planning and Fire Safety Policy*.

This Emergency Management Plan acknowledges that an integral part of any good business or institution is a sound understanding of risk and risk management processes. Understanding and management of identified risks to the school community will enable the school to reduce the hazards and risks to ensure a systematic process to make informed decisions that mitigate those threats to an acceptable level.

Therefore, the main elements of the risk management process used in the preparation of this plan are as follows:
- Identify risks
- Analyse risks
- Evaluate and prioritise risks
- Treat risks
- Review and monitor risks.

2.2   Purpose

The purpose of this Emergency Management Plan (EMP) is to provide a detailed plan of how <insert school name here> will prepare and respond to emergency situations. This EMP applies to all staff, students, visitors, contractors and volunteers at <insert school name here>

Education and Training Directorate principals or site managers are responsible for management of on-site and off-site school related emergencies and critical incidents, in order to minimise trauma and distress to students and staff and damage to property and to ensure the education program is maintained or resumed with minimal delay.

2.3   Scope

This plan aims to assist the staff at <insert school name here> to be prepared for emergencies that may occur by describing the work environment, the potential risks to which that environment is likely to be exposed to and the manner in which emergencies will be managed. It assumes that staff will become familiar with its contents and will be regularly drilled in the procedures to be adopted during an emergency.

This plan covers emergencies listed below and details the responsibilities of all involved parties.

Emergencies covered by this plan are:

- Building Fire
- Grassland/Bush Fire
- Major Spills/Gas Leaks
- Intruder/Personal Threat
- Bomb/ Chemical Threat
- Severe Storm/Flood
- Earthquake.

2.4   Periodical Evaluation

Circumstances change and it is inevitable that the contents within this plan will become outdated and require amendment to suit the particular ongoing needs of the school. Therefore, it is important that this plan is reviewed on a continual basis.

This plan must be reviewed at least every 12 months or if circumstances at the school change. Reasons to review this plan include:

- Structural changes to the school e.g. the addition of a new building
- Change of staff with responsibilities in an emergency incident
- Updates to phone numbers or lists (e.g. students needing assistance)
- Following an emergency exercise or drill
- After an emergency incident has taken place.

A major review of emergency plans will be conducted by the Governance and Assurance Branch every three years to ensure changes or enhancements to the Australian Standard, policy or legislation are implemented.

Table 7 – Evaluation Table

Evaluation Date	Reason for Evaluation	Changes Made	

2.5   Emergency Contact Telephone Numbers

Table 8 – Emergency Contacts

Emergency Contacts Register	
Function / Service	**Telephone**
External Contacts	
Emergency Services (Fire, Police, Ambulance)	000
Ambulance (Non Urgent)	6207 9900
Rural Fire Service	6207 8363
Police	13 14 44 (24hrs)
State Emergency Services (SES)	6207 8455
Nearest Hospital	
Poisons Information Centre	13 11 26
ActewAGL (Electrical)	131 093
ActewAGL (Gas)	131 909
ICON (Water)	131 193
ICON (Sewerage)	131 193
ICON (Storm Water)	131 193
Telstra (Faults)	132 203
ACT WorkSafe	6205 0200
Environment ACT After Hrs	6207 9777 13 22 81

Part 3 – Emergency Management Infrastructure

This part of the plan includes:

 – **Emergency Features of the School**
 – **Designated Emergency Roles and Responsibilities**
 – **Emergency Control Organisation Contact Details**
 – **Emergency Control Organisation Roles and Responsibilities**

3.1   Emergency Features of the School

3.1.1 – Emergency Warning and Intercom System - <insert school name here>

A brief description of the Emergency Warning / Intercom System is required. The following table must be completed:

Table 9 - Emergency Warning and Intercom System

Number of Emergency Warning/Intercom Systems in School	
The Master Control System is located (Please explain)	
Are these systems identified on the school map?	

The emergency warning /intercom system has two main functions:

Alert and Evacuation

In the event of one of the detector systems or the sprinkler system being activated, the warning system will automatically "alert" the building occupants to the possibility of the need for evacuation/lockdown by sounding the alert tone **… BEEP…BEEP…BEEP**. After one minute, the "alert tone" will, unless manually reset, automatically trigger the evacuation/lockdown tone **…WHOOP…WHOOP…WHOOP**, alerting occupants of the need to evacuate/lockdown the building.

Communication (delete paragraph that does not apply to your school)

The warning system also allows communication between individuals or groups of floors should the Chief Warden consider this appropriate. Alternatively, it also allows 2-way communication between the floor wardens and the Chief Warden through the Warden Intercom Phone located in the fire reel cupboard on each floor of the school (*See Appendix 6.4 - School Floor Plan*).

or

Due to the small size of the school effective communication is possible through direct or other means of contact with students and staff.

3.1.2 – Fire Protection Equipment

A brief description of all fire protection equipment/features in the building and on site is required. The following table must be completed:

Table 10 - Fire Protection Equipment

Type of Fire Protection Equipment	Where is it located	Type of system	Important Information
E.g. Gaseous Flooding System		Gas Used, What areas of floors are covered (or entire building)	How is the device activated, is there an alarm, it is linked to a sprinkler system
E.g. Stair Pressurisation System		What stairs-wells are covered (please list)	How the system is activated, Impact on Fire Doors e.g. The fire doors must not be wedged open, especially during an emergency as this would reduce the effectiveness of the stair-well pressurisation system.
E.g. Fire Stair Doors		The Fire stairs have a fire rating of (insert fire rating) How many doors are fire rated (insert number of fire rated doors)	Fire rating of doors is found on a tag located to the hinged side of the door. The fire rating is usually displayed in minutes but may on older doors be displayed in hours. The doors must be accessible at all times.

3.1.3 – Lifts

A brief description of the lifts within the school is required. The following table must be completed:

Table 11 - Lifts

Number of Lifts in School	Is there a building security access?	Is there a lift management control system?

(*See Appendix 6.4 - School Floor Plan*)

Please note:

- All lifts must be powered from a main electrical switchroom.
- In an emergency, the lifts are to be used exclusively by the fire brigade or other emergency services, depending upon the nature of the emergency.
- NO LIFT IS TO BE USED for transportation in an emergency except when under the direction of the emergency authorities (e.g. fire brigade). Lifts may be used to evacuate mobility impaired people under the control of the fire bridge. In these circumstances, after advice from the fire brigade, floor wardens shall assemble mobility impaired people in the foyers outside the lifts to await evacuation.
- Each lift car is fitted with a direct telephone link to the lift contractor. Persons trapped in a lift during the day or after hours can communicate instantly in an emergency by pressing the button marked "emergency". The lift contractor will immediately advise occupants of the procedures that should then be followed.
- Lift locations must be identified on the School Floor Plan

3.1.4 – Dangerous Chemicals/Substances located on the school

Are there Dangerous Chemical /Substances located at the school? Please select from options below:

Yes ☐   No ☐

If you have selected 'Yes', please go to *Appendix 6.9 Hazardous Materials Register* and fill in the Dangerous Chemical/Substances register. The location for the storage of these Dangerous Chemicals/Substances must be identified on the School Floor Plan (*See Appendix 6.4 – School Floor Plan*)

3.1.5 – Vital Emergency Equipment

The location of vital emergency equipment is labeled on the School Floor Plan (*See Appendix 6.4 - School Floor Plan*).

3.2   Designated Emergency Roles and Responsibilities

In an emergency, the principal assumes control or management responsibilities, and activates others as needed. The principal also leads the development of the Emergency Control Organisation. The membership of the Emergency Control Organisation consists of an immediately accessible core group of workplace personnel who have the knowledge and skills and physical ability to handle an emergency situation. In addition to the principal and deputy principal, members are selected based on specific needs during an emergency.

For relatively small incidents, the principal may perform **all** the roles of the Emergency Control Organisation. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual below may activate others needed to complete necessary functions.

The Emergency Control Organisation includes the following positions:

- **Chief Warden**

- **Deputy Chief Warden**

- **Communications Officer**

- **Floor Wardens (or Area Warden)**

- **Wardens**

- **First Aid Officers**

The role of the Emergency Control Organisation (ECO) includes the following:

- Develop the Emergency Management Plan to address workplace specific risks and special needs.

- Develop a whole of school/work area emergency communication system. Schools should ensure that all classrooms can communicate with a central designated point if an emergency occurs in the classroom.

- Conduct or coordinate induction training for new staff.

- Conduct or coordinate emergency evacuation and lockdown drills for staff/students.

- Evaluate the workplace preparedness for implementing emergency procedures.

- Perform specific functions during and after an emergency.

- Ensure ECO personnel who vacate their positions are promptly replaced.

- Ensure the administrative requirements of the ECO are maintained, e.g. training records, equipment maintenance.

- Report progress to the relevant bodies i.e. School Director School Improvement (DSI).

- Ensure a debriefing session takes place 24 hours after the drill/event to identify any areas requiring improvement in the Emergency Management Plan.

- The Emergency Management Plan is to be reviewed and re-issued on a 12 month basis. The Plan is also to be reviewed following any debriefing session and re-issued where amendments are made.

A list of names and contact information of each member of the Emergency Control Organisation is posted on each floor in all rooms and common areas. For identification purposes ECO members must wear a safety helmet, cap, hat vest or tabard of the colour corresponding to their role:

- **Chief Warden, Deputy Chief Warden and Communication Officer**   **White**

- **Floor Wardens or Area Wardens**   **Yellow**

- **Wardens**   **Red**

- **First Aid Officers**   **Green**

Note: The type of apparel (safety helmet, cap, vest, etc) should be consistent across the school.

3.3   Emergency Planning Committee

A sub-committee of the Education and Training Directorate Security and Emergency Management Committee has been established to manage the roles and responsibilities of the Emergency Planning Committee.

3.4   Emergency Control Organisation Roles and Responsibilities

The Emergency Control Organisational roles and responsibilities are outlined below:

Chief Warden

Pre-Emergency
- Maintain current contact details of ECO members.
- Conduct regular exercises/drills.
- Ensure students/staff with special needs list and the staff trained in first aid list is up to date.
- Ensure our emergency response procedures are kept up-to-date.
- Ensure staff on the ECO 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 the ECO 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.
- Report the emergency to the School Director School Improvement (DSI).

Post- Emergency
- When the incident is rendered safe or the emergency services returns control, notify the ECO members and School Director School Improvement (DSI) to have staff and students return to normal operations.
- Organise debrief with the ECO and, where appropriate, with any attending emergency service.
- Compile a report for the School Director School Improvement (DSI).

Deputy Chief Warden

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).

The deputy chief warden shall assume the responsibilities normally carried out by the chief warden if the chief warden is unavailable, and otherwise assist as required.

Floor or Area Wardens

Pre-Emergency
- Regularly check and report on deficiencies of emergency equipment and kits.
- Coordinate safety practices (e.g. clear egress paths, access to fire extinguishers and hose reels and hazard identification) by wardens throughout their areas.
- Participate in emergency exercises/drills.

During Emergency
On hearing alarm or becoming aware of an emergency, the Floor or 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 other 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 a warden during an emergency.
- Ensure that any implications for regular bus/student transport arrangements for the students are addressed.
- Confirm that the warden 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 debrief.

Wardens

Pre-Emergency
- Ensure staff and students are aware of the emergency response procedures.
- Carry out safety practices (e.g. clear egress paths, access to first attack equipment e.g. fire extinguishers and disposal of rubbish).
- Participate in emergency exercises/drills.

During Emergency
Persons selected to perform as Wardens will carry out activities as set out in the emergency response procedures and as directed by the Floor or 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 debrief.

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 ECO 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 ECO members during the emergency for debrief and ensure they are secured for future reference.
- Contact parents as required.

First Aid Officer

- Ensure adequate provision of First Aid during an emergency event.

Part 4 – School Context and Risks

This part of the plan includes:

- School Context and Risks
- Identification of Risks
- Risk Prevention, Assessment and Awareness
- Risk Assessment, Preventing/Mitigating Risk of Emergencies
- Preparing for Emergencies

4.1   School Context and Risks

Principals or Office Managers need to document the demographic and specific risk variables associated with the school. This should be informed by the Risk Assessment performed in the school. This can include:

Demographic factors:
- Size of the student population
- Staff numbers
- Cultural factors
- Student disability/health factors.

Specific risk factors:
- Natural emergency risks (e.g. bushfire, storm, flood)
- Other identified risks for the school (e.g. isolated location, high proportion of students needing assistance).

4.2   Identification of Risks

It is vital to record the potential emergencies for your geographic area so you know what to expect and what to do to protect staff and students. It is essential to understand that disasters have a cascading effect:

- Bush fires can lead to debris flows, mudslide, grassfires and smoke/pollution

- Flooding blocks roads, damages property, and can cause contamination from overflows

- Earthquakes destroy buildings, cause fallen power lines and disrupt community services.

The Emergency Management Risk Assessment table should form the basis when identifying and assessing potential emergencies *(See Appendix 6.8 Emergency Management Risk Assessment).*

4.3   Risk Prevention, Assessment and Preparedness

The principal or delegate will:

- Identify on-site and off-site situations that have the potential to become emergencies or incidents affecting the school's operations
- Determine potential risks associated with particular situations
- Use the Risk Management Framework in conjunction with Education and Training Directorate policy and procedures to assess the potential risks and develop mitigation strategies
- Implement strategies to eliminate or reduce the likelihood of the occurrence of emergencies.

4.4   Risk Assessment, Preventing/Mitigating Risk of Emergencies

Table 12 - Risk Management Plan

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Undertake risk assessment and develop risk management plan	Annually	Education and Training Directorate Risk Management Framework	Principal or Chief Warden	

4.5   Preparing for Emergencies

Table 13 - Emergency Action Plan

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Ensure staff members understand those policies and procedures that impact on student and staff safety, health and wellbeing.	Term 1 Or on arrival for new staff		Principal	
Ensure staff are aware of standard response to those natural disasters and emergencies that are identified in the school risk management plan	Term 1	School risk management plan	Principal	

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Discuss plans with support agencies • Education and Training Directorate • Emergency Service Agencies	Term 1		Principal or Chief Warden	
Provide a copy of the school Emergency Management Plan to the Audit and Assurance Section	Term 1		Principal or Chief Warden	
Identify Staff and students with special needs	February		Business Manager	
Identify staff with First Aid Certificates (*See Appendix 6.10 Staff Training Needs and Assessment Report*)	February		Business Manager	
Ensure the evacuation procedures and school site plan are publicly accessible and communicated to staff *(See Appendix 6.5 Emergency Assembly Plan)*	February		Principal	
Set up school evacuation kit			Principal or Chief Warden	
Evacuation and Lockdown drills	Once every semester		Principal or Chief Warden	
Review and update staff and student contact details. Telephone contact tree.	As changes occur		Business Manager	

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Review emergency contact numbers	February		Business Manager	
Induct new staff during the year	As required		Chief Warden or Business Manager	

Part 5 – Emergency Response & Recovery Procedures

This part of the plan includes:

- **Evacuation Procedure**
- **Lock Down Procedure**
- **Lock Out Procedure**
- **Emergency Response Procedures for Specific Threats**
- **Recovery Activities following an Emergency Event**

5.1   Evacuation Procedure

Emergency Assembly Areas

A safe emergency assembly area is an area designated for the use by students, staff and visitors to the school either during an emergency, or if an emergency incident is likely, to ensure all individuals at the school are safe and accounted for.

All sites should have a minimum of 2 designated evacuation assembly points identified (depending on staff levels and site size). The following factors must be considered when designating an Emergency Assembly area:

- The assembly points should be a minimum of 150 meters from the building where possible or in the most suitable and safest location which are climatically acceptable
- Examine floor plans and maps of your workplace grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building
- Consider assets such as gas, sewer, power lines; metal fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings)
- Good access and egress for emergency vehicles.

Two emergency assembly areas have been allocated for the school, which include:

Table 14 - Emergency Assembly Areas

Emergency	Location
All emergencies	Designate a primary location
All emergencies	Designate a secondary location

The above emergency assembly areas must be detailed on the Emergency Assembly Plan *(See Appendix 6.5 Emergency Assembly Plan)*.

5.1.1 On-Site Evacuation 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 ECO, as necessary.

- **Call 000** and inform emergency services of the nature of the emergency.
- Notify and report the emergency and evacuation to the School Director School Improvement (DSI).
- Evacuate students, staff and visitors out of the building to your <insert the location of your on-site evacuation assembly point/s >.
- Take the student attendance list, staff attendance list, visitors and trade sign in book, your Emergency Kit/First Aid Kit and this Plan.
- 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.
- Contact parents as required.
- Maintain a record of actions/decisions undertaken and times.
- Confirm with emergency service personnel that it is safe to return to normal operations.

Actions after On-Site Evacuation Procedure

- Advise the School Director School Improvement (DSI) that the evacuation is over and next proposed course of action.
- Determine whether to activate your parent re-unification process.
- Determine if there is any specific information students, staff and visitors need to know (e.g. parent re-unification process or areas of the school to avoid).
- Print and issue pre-prepared parent letters and give these to students to take home.
- Ensure any students, staff or visitors with medical or other needs are supported.
- Seek support from the Education and Training Directorate Central Office.
- Undertake operational debrief with staff and Emergency Control Organisation to review the on-site evacuation and procedural changes that may be required.

5.1.2 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 ECO if necessary.

- **Call 000** and inform emergency services of the nature of the emergency.

- Report the emergency and evacuation to School Director School Improvement (DSI).
- Seek advice from the School Director School Improvement (DSI) or Education and Training Directorate Central Office.
- Identify which off-site assembly point you will evacuate staff, students and visitors to.
- Evacuate staff, students and visitors to <insert the location of your off-site evacuation assembly point/s>.
- Take the student attendance list, staff attendance list, visitors and trade sign in book, your Emergency Kit/First Aid Kit and this Plan.
- Once at primary and/or secondary assembly point/s, check all students, staff and visitors are accounted for.
- Ensure communications with emergency services are maintained. Wait for emergency services to arrive or provide further information.
- Contact parents if required.
- Maintain a record of actions/decisions undertaken and times.
- Confirm with Emergency Service personnel that it is safe to return to normal operations.

Actions after Off-Site Evacuation Procedure

- Advise the School Director School Improvement (DSI) that the evacuation is over and next proposed course of action.
- Determine whether to activate the parent re-unification process.
- Determine if there is any specific information students, staff and visitors need to know (e.g. areas of the school to avoid or parent reunification process).
- Print and issue pre-prepared parent letters and give these to students to take home.
- Ensure any students, staff or visitors with medical or other needs are supported.
- Seek support from the Education and Training Directorate Central Office, if required.
- Undertake operational debrief with staff. The ECO is to review the off-site and procedural changes that may be required.

5.2   Lockout/Lockdown 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 ECO if necessary.

The Education and Training Directorate emergency framework has ratings that identify three levels of alerts for lockdown – yellow, orange and red.

YELLOW ALERT is a procedure where normal school and class activities continue, including observance of good housekeeping standards. No immediate actions are required, but staff should be aware of the need for increased vigilance.

ORANGE ALERT (Lockout) is a procedure that prevents unauthorised persons from entering the school and is commonly used when the threat is general or the incident is occurring off the school property. This procedure allows school activities to continue as normal during the outside disruption.

Initiating an Orange Alert Lockout procedure

- Orange alert lockdown signal activated for staff to implement lockout.

- If necessary, the principal, or supervising staff should direct students who are in the playground or outside school fences (e.g. ovals) to immediately return to the nearest school building and classroom.
- The principal or supervising staff should ensure that all doors and perimeter fences, if appropriate, are secured and that students are accounted for and safe.
- Staff and students to remain in locked classroom until the all clear signal is given.
- The only entry to the school for the period of lockdown should be through the main entrance. The principal should ensure that access is monitored and that only authorised personnel are granted access.
- The principal liaises with a School Director School Improvement (DSI) and the Australian Federal Police or other emergency services (if necessary) to develop and implement a course of action to manage the incident.

RED ALERT Lockdown, or *shelter-in-place*, is a procedure used when there is an immediate threat to the school (e.g. school invasion). A full lockdown minimises access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorised person (e.g. principal or police officer).

Initiating a Red Alert Lockdown procedure

- Red alert lockdown signal activated for staff to implement lockdown.
- If safe to do so, the principal or most senior staff member will wait outside the main entrance of the school to direct emergency services or will delegate another member of staff to do this. Only authorised personnel should be allowed access to the school premises.
- All outside activities should cease immediately. If appropriate the principal, delegate staff member or supervising staff, should direct students who are in the playground or outside school fences (e.g. ovals), to immediately return to the nearest school building and classroom or evacuate to a predetermined off-site location.
- Staff should follow prearranged and rehearsed instructions to secure doors and move students out of line of sight of doors and windows. Staff should ensure students remain calm and quiet.
- Staff should check corridors outside their classrooms for nearby students and direct any students in the immediate vicinity into their classroom. Staff should not leave the classroom to get students. The door should then be closed and students located out of line of sight of doors and windows.
- Principal or delegate staff member calls 000 and asks for police.
- Principal or delegate staff member calls School Director School Improvement (DSI).
- Principal or delegate staff member should wait by main entrance for police, but only if safe to do so.
- Staff should record the names of students who are in the room. Any missing and/or extra students should be noted. If possible, staff should provide details to the principal or most senior staff member as requested.
- Staff should maintain room security and should not open doors for anyone under any circumstances. Students and staff should stay where they are until official notification is provided by the principal or an identified police officer that the lockdown is over.
- Where the lockdown lasts an extended period of time or extends beyond normal school hours, the principal or delegate staff member should notify parents in consultation with Education and Training Directorate, Media and Communications Section.

Actions after Lockout/Lockdown Procedure

- Advise the School Director School Improvement (DSI) that the lockout/lockdown is over.
- Determine whether to activate the parent re-unification process.

- Determine if there is any specific information students, staff and visitors need to know (e.g. areas of the school to avoid or parent reunification process).
- Ensure any students, staff or visitors with medical or other needs are supported.
- Print and issue pre-prepared parent letters and give these to students to take home.
- Follow up with any students, staff or visitors who need support.
- Seek support from ETD Central Office if required.
- Undertake operational debrief to review the lock-down and procedural changes that may be required.

5.3   Emergency Response Procedures for Specific Threats

The following operating procedures are to be used when the emergency situations below arise:

5.3.1   Building Fire

- Phone **000** to notify the emergency services and seek advice.
- Activate the fire alarm.
- If appropriate, follow the procedure for **On-site Evacuation**.
- Report the emergency immediately to the Chief Warden who will alert and convene the ECO 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.
- Report emergency to the School Director School Improvement (DSI).
- Direct all Media enquiries to the Media and Communications Section (Central Office).
- *<As appropriate insert any additional steps relevant to your school>*

5.3.2   Grassland/Bush Fire

- Phone **000** to notify the emergency fire services and seek advice.
- If appropriate, follow the procedure for **Shelter-In-Place**.
- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- Identify if any buildings need to be evacuated. Permanent buildings may be a safer option than portable/demountable buildings.
- If threat exists decide appropriate action e.g. move to shelter-in-place or evacuate the room/s, closing all doors and windows.
- Turn off power and gas.
- Check that all students, staff and visitors contractors are accounted for.
- Listen to TV or local radio on battery-powered set for bushfire/weather warnings and advice.
- Ensure staff/students do not hinder emergency services or put them at risk by going near damaged buildings or trees.
- Report emergency incident to School Director School Improvement (DSI).
- Direct all Media enquiries to the Media and Communications Section (Central Office).
- *<As appropriate insert any additional steps relevant to your school>*

5.3.3   Major Spills/Gas Leaks

- Phone **000** to notify the emergency services and seek advice.

- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- If the gas leak is onsite, notify your gas provider.
- If safe to do so, evacuate staff, students, visitors and including 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.
- Report the emergency to the School Director School Improvement (DSI).
- Direct all Media enquiries to the Media and Communications Section (Central Office).
- Await 'all clear' advice from emergency services or further advice before resuming normal school activities.
- *<As appropriate insert any additional steps relevant to your school>*

5.3.4   Intruder/Personal Threat

- Phone **000** to notify the emergency services and seek advice.
- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- 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 if **evacuation or lock-down** is required. Evacuation only should be considered if safe to do so.
- Report emergency to the School Director School Improvement (DSI).
- Direct all Media enquiries to Media and Communications Section (Central Office).
- *<As appropriate insert any additional steps relevant to your school>*

5.3.5   Bomb/Chemical Threat

- Phone **000** to notify the emergency services and seek advice.
- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- If a bomb/chemical threat is received by telephone:
    o   do not hang up
    o   refer to the bomb threat checklist (see below).

- If a bomb/chemical threat is received by mail:
    o   avoid handling of the letter or envelope
    o   place the letter in a clear bag or sleeve
    o   inform the Police immediately.

- If a bomb/chemical threat is received electronically or through the schools website:
    o   do not delete the message
    o   contact police immediately.

- Ensure the school's doors are left open
- Do not touch any suspicious objects found
- If a suspicious object is found or if the threat specifically identified a given area, then **evacuation** may be considered
- Report emergency to the School Director School Improvement (DSI)
- Direct all Media enquiries to Media and Communications Section (Central Office).
- *<As appropriate insert any additional steps relevant to your school>*

Bomb/Substance Threat Checklist

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

CALL TAKER		CALL TAKEN	
Name		Date of Call:	
Phone Number		Call Start/End Time	
Signature		Number of Caller	

Complete the following for a BOMB THREAT

QUESTIONS	RESPONSES
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 will make the bomb explode?	
Did you place the bomb?	
What is your name?	
Where are you going?	
What is your address?	

Complete the following for a SUBSTANCE THREAT

QUESTIONS	RESPONSES
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?	

CHARACTERISTICS OF THE CALLER

LANGUAGE	
[ ] Abusive	[ ] Taped
[ ] Well Spoken	[ ] Irrational
[ ] Incoherent	[ ] Message read by caller
[ ] Other (Specify)	

Sex of caller	
Estimated age	
Accent if any	
Speech impediments	
Voice (loud, soft, etc.)	
Speech (fast, slow etc.)	
Diction (clear, muffled, etc.)	
Manner (calm, emotional, etc.)	
Did you recognise the voice?	
If so, who do you think it was?	
Was the caller familiar with the area?	

BACKGROUND NOISE	
[ ] Music	[ ] Local call
[ ] Machinery	[ ] Long Distance Call
[ ] Aircraft	[ ] Other (specify)

EXACT WORDING OF THREAT

ACTIONS	
REPORT CALL TO:	
ACTIONS:	

5.3.6   Internal Emission/Spill

- Phone **000** to notify the emergency services and seek advice.
- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- Move staff/students away from the spill to a safe area and isolate the affected area.
- Report emergency to the School Director School Improvement (DSI).
- 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 any relevant Safety Work Procedure.
- Notify WorkSafe ACT if required.
- Direct all Media enquiries to Media and Communications Section (Central Office).
- *<As appropriate insert any additional steps relevant to your school>*

5.3.7   Severe Weather/Storms and Flooding

- Phone **000** to notify the emergency services and seek advice if necessary
- Store or secure loose items external to the building, such as outdoor furniture
- Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required
- Protect valuables and disconnect electrical equipment – cover and/or move this equipment away from windows
- Report emergency to the School Director School Improvement (DSI)
- 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
- After storm passes, evaluate the need to evacuate if uncontrolled fires, gas leaks, or structural damage has occurred as a result of the storm
- Report any matter concerning the safety and wellbeing of students, staff and visitors to the Chief Warden
- Listen to local radio or TV on battery-powered sets for weather warnings and advice
- Direct all media enquiries to the Media and Communications Section (Central Office).
- *<As appropriate insert any additional steps relevant to your school>*

5.3.8   Earthquake

- Phone **000** to notify the emergency services and seek advice
- The Chief Warden will convene the ECO if necessary
- Report emergency to the School Director School Improvement (DSI).
- *<As appropriate insert any additional steps relevant to your school>*

If Outside
Instruct staff and students to:
- Stay outside and move away from buildings, streetlights and utility wires.
- DROP and COVER
    - DROP to the ground
    - Take COVER by covering your head and neck with their arms and hands
    - Stay in the same position until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls.

If Inside
Instruct staff and students to:

- Move away from windows, heavy objects, shelves etc.
- DROP and COVER
  - 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
  - If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building
  - Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.

After an 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
- Tune in to the local radio if you can and follow any emergency instructions
- If the school property is damaged and it is OK to do so, take notes and photographs for insurance purposes
- Direct all Media enquiries to the Media and Communications Section (Central Office).

5.4   Recovery Activities following an Emergency Event (Business Continuity)

Recovery Checklist

1. First 24 Hours

First Few Minutes

☐ Take a moment to stop and think. Appearing calm will help give a sense of control.
☐ Send for a member of your administration support team to help with managing your response.

Establish the Facts

☐ Collect information from reliable sources and ensure you are kept up to date.
☐ Ensure that staff /students are safe from injury and harm.
☐ Record details of the initial emergency notification and response.
☐ Contact with emergency services personnel to establish clear communication lines.
☐ Notify the Office for Schools to establish clear communication lines.
☐ Actively seek information from School Director School Improvement (DSI), police, hospital or elsewhere.

Implement the Emergency Management Plan

☐ Convene a meeting immediately with the Emergency Control Organisation and support personnel.
☐ Establish a Communications Centre (front office, staffroom, etc).
☐ Ensure first aid is undertaken for any individual requiring support.
☐ Delegate responsibilities if ECO members are absent or unavailable

Inform All Staff

☐ Provide facts regarding the incident, if possible at a staff meeting.
☐ Outline the management plan.
☐ Suggest sources of personal support for staff.
☐ Ensure that absent staff are kept informed.

Inform Parents/Caregivers

☐ Make contact by telephone or visit parents/partners/caregivers of any staff /students directly affected (especially where a death has occurred).
☐ Provide the facts of the incident.
☐ Outline the workplaces immediate response.
☐ Indicate possible reactions children and adolescents may experience.
☐ Suggest sources of help for families.
☐ Establish a waiting room for parents/partners.
☐ Use school website, ETD website or social media as a source of information

Inform All Students

☐ Use your knowledge of the workplace to decide on how to disseminate information (e.g. assembly of student body, year or class levels).
☐ Assemble staff /students and outline the facts of the incident at the earliest opportunity.
☐ Provide information to staff /students regarding who they can approach for support.
☐ Provide details on the location of the recovery room for staff /students.

Recovery Checklist

1. First 24 Hours

Establish a Recovery Room

❑ Wherever possible, provide support personnel, refreshments and comfortable chairs.
❑ Allow distressed staff /student's access to private space for several days after the incident.

Liaising With the Media

❑ Contact the Media and Communications Section and School Director School Improvement (DSI).
❑ Discuss use of school and ETD websites, and social media as sources of public information

Alternate arrangements for continued provision of educational programs

❑ Establish if your school can continue to operate despite impact of the emergency event
❑ What short term changes will you need to implement to keep school open?
❑ If the school has to relocate, where will you go? (consult with School Director School Improvement (DSI))
❑ Have staff numbers been affected/reduced as a result of the emergency event?
❑ Change of arrangements notified to students, parents, staff and external stakeholders (e.g. ACTION, After Hours Childcare, Hirers of School Facilities))

Review Emergency Management Plan

❑ An Emergency Management Plan debriefing session is to be undertaken within 24 hours of an event/drill to identify areas that require improvement.
❑ The emergency control team must be convened and the Emergency Management Plan reviewed and re issued following a drill/event.

Recovery Checklist

2. During the First Week

Restore a Regular Routine

- ❑ Hold staff meeting and provide all staff with accurate information.
- ❑ Allow opportunities to talk about the incident and reactions.
- ❑ Reiterate information about reactions to critical incidents.
- ❑ Provide regular updated information to all staff.
- ❑ Ensure those absent on the day of the critical incident have been briefed and given the opportunity to ask questions and express concerns.
- ❑ Provide structure to help staff /students return to normal functioning.
- ❑ Assist staff to create a safe, ordered environment as many other staff/students will need reassurance during the critical incident.
- ❑ Monitor stress levels. Facilitate consultation with the school counsellor.
- ❑ Be aware of cultural and religious differences in response to death and what the funeral may entail.

Long term alternate arrangements for continued provision of educational programs

- ❑ If the school has to relocate for an extended period, where will you go? (consult with School Director School Improvement (DSI))
- ❑ Assess impact on students, staff and school community
- ❑ What resources will you need to operate outside your normal school site?
- ❑ What support will you need from Central Office?
- ❑ Who else is affected by long term relocation? (e.g. ACTION, After Hours Childcare, Hirers of School Facilities)

Support for Those More Directly Involved

- ❑ Use specialist support staff to assist staff, students and parents.
- ❑ Make support and counseling available in an organised manner.
- ❑ Keep a list of staff /students who have been seen by counsellors.
- ❑ Ensure appropriate referral information is available and a list of resource persons is displayed.
- ❑ Consider providing temporary relief staff for those most affected by the incident.
- ❑ Use temporary relief staff to enable staff to attend any funerals.
- ❑ Monitor those in caregiver roles.
- ❑ Keep a scrapbook of eulogies and sympathy cards in a central location for members of the workplace and community to read.
- ❑ Monitor media coverage of the event to identify areas that may be causing difficulty or distress for staff or students.
- ❑ Refer staff that is concerned with issues of legal liability to the Governance and Legal Liaison Section.
- ❑ Suggest staff make detailed notes for their personal reference about the event and their part in it.
- ❑ Suggest staff obtain copies of any official statements they make.

Recovery Checklist
2. During the First Week

Home/School Links

- ❑ Encourage two-way communication between parents/partners/caregivers and the workplace.
- ❑ Keep parents/partners/caregivers informed.
- ❑ Encourage support networks among parents/partners.
- ❑ Monitor and support reactions within the workplace.
- ❑ Continue to update parents/partners/caregivers about the ongoing management plan through newsletters or meetings.

Consider Memorial Options

- ❑ Plan an appropriate memorial. Consult staff, students, siblings, close friends and others directly involved about the type of memorial.
- ❑ The workplace may wish to inform and/or involve parents/partners/caregivers in this process.
- ❑ It is important to consider the placement and type of memorial. A prominent placement may make recovery and return to normality difficult.

Part 6 – Training and Checklists

This part of the plan includes:

- – **Staff Training**
- – **Emergency Response Drill Schedule**
- – **Emergency Kit Checklist**
- – **Emergency Management Plan Checklist**

6.1 Staff Training

A key component of effectively planning for the management of an emergency is ensuring all staff employed at the school has the relevant skills and knowledge should an emergency arise. To assist with this, a training needs analysis has been conducted to identify training gaps for all staff currently employed at <insert school name here>.

The type of training conducted at the school by management, permanent and temporary employees could include:

- First Aid Training
- Pre Emergency Planning
- Workplace and Emergency Response Training
- Fire and Emergency Response Training
- Fire Equipment Use and Maintenance Training.

The Staff Training Needs Assessment and Report should be completed at the commencement of each training exercise and a copy kept within this plan *(See Appendix 6.10 Staff Training Needs Assessment and Report)*.

A representative from the Emergency Control Organisation can contact the Audit and Assurance Section for advice on what training might be appropriate for the staff at the school. Consideration should also be given to running at least one exercise prior to each bushfire season to ensure the Emergency Management Plan is tested and updated, all fire protection equipment installed within the school is tested under exercise conditions, and that any emergency services vehicles can access to all areas of the school. During this exercise, any records and pre-plans should be updated, including access codes and after hour contact numbers if applicable.

6.2   Emergency Response Drill Schedule

Table 15 – Mandated Emergency Response Drill Schedule

	Drill	Person Responsible	Date Drill was Performed	Observer's Record Completed* ✓
Term 1				
Term 2				
Term 3				
Term 4				

6.3   Emergency Kit Checklist

Table 16 - Emergency Kit Checklist

The Emergency Kit Contains:	✔
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 ECO	
Traffic/emergency safety vests and tabards	
School keys	
Standard portable First Aid Kit.	
A charged mobile phone and charger/s	
Torch with replacement batteries (or wind up torch)	
Whistle	
Megaphone	
Portable battery powered radio	
Copy of school site plan and EMP including emergency assembly and evacuation routes	
Sunscreen and spare sunhats	
Plastic garbage bags and ties	
Toiletry supplies	
Other	

Date Emergency Kit checked:	
Next check date:	

CHECK ARRANGEMENTS TO ENSURE CONTACT DETAILS ARE AVAILABLE FOR STUDENTS AND PARENTS, SHOULD SCHOOL BUILDINGS NEED TO BE EVACUATED

6.4   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 school, assess the risks these pose and develop measures to reduce or mitigate the risks to your school community.

Table 27 - Emergency Management Plan Completion Checklist

Final Check Completed by: **Date:**

Component	✓ ✗	Action
Cover page		
Principal name, school address, EMP issue date, EMP reviews date.		
Distribution list		
Distribution list has been completed.		
Contact numbers and Communications Tree		
Appropriate key local community contact numbers have been added e.g. Fire, Ambulance, Police, nearest hospital.		
Key contact numbers for internal staff have been added.		
Education and Training Directorate contact numbers have been included.		
Emergency Control Organisation		
ECO roles have been identified, with appropriate persons assigned and contact details provided.		
Responsibilities are clearly defined and back up names included for each position on the ECO.		
Evacuation, lockdown and lockout procedures		
Procedures that are specific to the school processes have been completed for:		
Evacuation onsite		
Evacuation offsite		
Lockdown		
Lockout		
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.		
Area map and evacuation diagram		
The area map is clear and easy to follow.		
The area map has: Identified evacuation assembly areas on site.		

Component	✓ ✗	Action
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 e.g. 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 plan was validated		
• location of primary and secondary assembly areas		
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 etc.		
Emergency Management Risk Assessment		
Potential local hazards/threats 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.		

6.5   School Floor Plan

Figure 1 – Insert School Evacuation Floor Plans here

6.6   Emergency Assembly Plan

Figure 2 Evacuation Maps (Primary Schools to include Preschools)

Building Name:		Date Evacuation Diagram Validated:	

6.7   Outside School Hours Care Program/Other Users of the School

Table 38 - After Hours School Care Contacts

Service / Usage Name	
Location	
Student/Visitor Numbers	
Operating Hours/Days	
Emergency Contact Name	
Phone Number	
Mobile Number	

Note: Outside School Hours Care programs or other users of the school must be aware of the School's Emergency Management Plan and associated procedures.

6.8   Students and Staff with Special Needs

Note: To ensure adherence to the provisions of the Privacy Act 1988, please remove this section before distributing copies of your EMP to organisations or individuals outside your workplace (information must be provided to Risk, Security & Emergency Management).

Table 19 - Students or Staff with Special Needs

Students				
Name	Room / Area	Condition	Assistance needed during an emergency	Who will be responsible?
Staff				
Name	Room / Area	Condition	Assistance needed during an emergency	Who will be responsible?

6.9   Emergency Management Risk Assessment

Refer to Assessment Matrix at end of worksheet for assistance with determining Likelihood and Consequence, then use the matrix table to arrive at the Risk Rating

School:

Completed by: _____   Date: _____

Reviewed by:: _____   Date: _____

	Risk What sort of risk exists in your school and how can it happen?	Impact What is the outcome if the risk happens?	Likelihood (1 – 5)	Consequence (1 – 5)	Inherent Risk Rating (before any controls)	Risk Control / Prevention measure Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk) **Risk Control Rating:** **Good** – Documented policy and procedures **Adequate** – Established and proven practice **Marginal** – Untested practice or subject of unsubstantiated assessment	Likelihood (1 – 5)	Consequence (1 – 5)	Residual Risk Rating (after Controls applied)	**Responsible Officer** Who will check the controls are being implemented?

A	**Fire**
	• Electrical fault
	• Bushfire
	• Arson
	• Explosion (boiler, gas cylinder, etc)
		• Personal Injury
		  – Burns
		  – Electrocution
		• Financial impact
		• Property Damage
		• Data Loss
		• Disruption to normal services
		• Relocation to alternate premises
		• Inconvenience
										A

B	**Storm Damage**
	• Wind
	• Rain
	• Extreme Conditions (heat and cold)
		• Personal Injury
		• Financial impact
		• Property Damage
		  – Leaking roofs
		  – Disruption to ICT networks,
		  – Falling trees and branches
		• Data Loss
		• Disruption to normal services
		• Relocation to alternate premises
		• Inconvenience								

C	**Medical Emergency (multiple casualties)** • Impact by object (e.g. vehicle or aircraft) • Irritant or toxic substance • Food poisoning	• Personal Injury • Disruption to normal services • Perception that schools are not safe • Media attention • External scrutiny				•				C

	Risk What sort of risk exists in your school and how can it happen?	Impact What is the outcome if the risk happens?	Likelihood (1 – 5)	Consequence (1 – 5)	Inherent Risk Rating (before any controls)	Risk Control / Prevention measure Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk) Risk Control Rating: **Good** – Documented policy and procedures **Adequate** – Established and proven practice **Marginal** – Untested practice or subject of unsubstantiated assessment	Likelihood (1 – 5)	Consequence (1 – 5)	Residual Risk Rating (after Controls applied)	**Responsible Officer** Who will check the controls are being implemented?
D	**School Invasion/Violence** • Third Parties • Criminal Activity • Other Students	• Personal Injury • Property Damage • Disruption to normal services • Perception that schools are not safe • Media Attention • External scrutiny				•				
E	**Structural Damage/Landslide** • Falling objects (trees and/or branches), • Impact from external objects (vehicles) • Ground instability • Deterioration (fatigue, rot, rust or corrosion, insect infestation) • Poor maintenance	• Personal Injury • Financial impact • Property Damage • Perception that schools are not safe • Complaints • Media attention • External scrutiny				•				
F	**Bomb Threat** • By phone • By email • By post • In person.	• Personal Injury • Property Damage • Disruption to normal services • Perception that schools are not safe • Media attention				•				
G	**Flood** • Blocked drains • Redirection of run-off by landscaping or building works	• Personal Injury • Financial Impact • Property Damage • Data Loss • Disruption to ICT networks • Risk of electrocution.				•				

	Risk What sort of risk exists in your school and how can it happen?	Impact What is the outcome if the risk happens?	Likelihood (1 – 5)	Consequence (1 – 5)	Inherent Risk Rating (before any controls)	Risk Control / Prevention measure Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk) Risk Control Rating: Good – Documented policy and procedures Adequate – Established and proven practice Marginal – Untested practice or subject of unsubstantiated assessment	Likelihood (1 – 5)	Consequence (1 – 5)	Residual Risk Rating (after Controls applied)	Responsible Officer Who will check the controls are being implemented?

H	Earthquake	• Personal Injury
		• Financial impact
		• Property Damage
		  – Building collapse
		  – structural damage
		  – fire
		• Data Loss
		• Disruption to normal services
		• Relocation to alternate premises
		• Inconvenience
						•				

I	Lightning Strike	• Personal Injury
		  – burns
		  – electrocution
		• Financial impact
		• Property Damage including power surge
		• Data Loss
		• Disruption to normal services
		• Relocation to alternate premises
						•				

J	Chemical/Gas Leak	•				•				
K	Work Health and Safety issues including Manual Handling	• Personal injury • Injury to students				•				

Risk Assessment Matrix

Impact					
People	Injuries or ailments not requiring medical treatment.	Minor injury or First Aid Treatment Case.	Serious injury causing hospitalisation or multiple medical treatment cases.	Life threatening injury or multiple serious injuries causing hospitalisation.	Death or multiple life threatening injuries.
Property	Minor damage to be repaired through routine maintenance program	Minor damage that requires immediate repairs, e.g. broken windows, leaking roof. Repair cost <$10,000	High volume of minor damage or any form of structural damage to buildings. Equipment damaged. Repair/replacement costs >$10,000	Extensive damage to buildings. Structural integrity seriously compromised. Equipment damaged. Repair/replacement costs >$30,000	Buildings unable to be used due to extensive damage. Structural failure (collapse) Equipment damaged. Repair/replacement costs >$200,000
Business Continuity & Systems	Minor disruption to normal school services, systems or processes requiring corrective action, without impact on overall schedules.	Moderate disruption to normal school services, systems or processes requiring corrective action, with possible impact on overall schedules.	Disruption of normal school services for one day. Rescheduling of classes required. School business systems offline.	Disruption of normal school services for greater than one day. Possible relocation to alternate site. Rescheduling of classes or programs required. School business systems offline for extended period.	School site unable to be occupied for a period greater than five days. School business systems damaged beyond repair. Data or documentation lost or destroyed.

		Assess the impact				
		Insignificant	**Minor**	**Moderate**	**Major**	**Catastrophic**
		1	**2**	**3**	**4**	**5**
Almost Certain	**5**	Medium	High	High	Extreme	Extreme
Likely	**4**	Medium	Medium	High	High	Extreme
Possible	**3**	Low	Medium	Medium	High	Extreme
Unlikely	**2**	Low	Medium	Medium	High	High
Rare	**1**	Low	Low	Medium	Medium	High

Assess the Likelihood

6.10   Hazardous Materials Register

Hazardous Materials Register is located at the front office. This register lists the dangerous substances stored, how much, where they are stored and the types of fire protection equipment installed.   The locations for the storage of Dangerous Substances are identified on the School Floor Plan.

Table 20 - Hazardous Materials Register

Register of Dangerous Substances Stored in Schools				
Name of dangerous substance	Expected **maximum quantity** of each dangerous substance	Expected **average quantity** of each dangerous substance	**Comments,** location, storage etc	**Type** of fire protection equipment installed
Petrol (for mowers, leaf blowers, etc)				
LPG (for Barbecue)				
Paint (oil based)				
Pesticides and herbicides				
Laboratory chemicals (if applicable)				
Cleaning products				

6.11   Staff Training Needs Assessment and Report

This training needs assessment and report must be updated each time a staff member has undertaken and successfully completed training related to Emergency Management. This report must be kept in the Emergency Management Plan at all times.

Table 21 - Staff Training Needs

Staff Member	Training Required	Date Training Completed	Certificate Issued

2016 Emergency Management Plan

6.11 Lockout/Lockdown Checklist

School	
Room	

Lockout
- ☐ Secure perimeter doors located at
- ☐ Close and secure external windows

Lockdown
- ☐ Secure perimeter door located at
- ☐ Ensure all students are out of sight
- ☐ Secure classroom access doors, if possible
- ☐ Close and secure external windows
- ☐ Close blinds or curtains if fitted
- ☐ Instruct students to remain quiet and to turn their phones to silent