Emergency Management Plan

for

OUR LADY HELP OF CHRISTIANS SCHOOL
26 MILLER STREET
EAST BRUNSWICK VIC. 3057
PH: 9380 5050
FAX: 93805635

Signature of School Principal

Date: July 2011

Review Date: July 2012

Version: 1
This plan should be completed with reference to the Catholic Schools Emergency Management Manual. In particular, Section 9 of the manual covers creating your EMP and details each component listed below.

Components

1. IN CASE OF EMERGENCY
2. EMERGENCY NUMBERS & KEY CONTACTS
3. EMERGENCY CONTACT INFORMATION - SCHOOL PERSONNEL
4. SCHOOL PROFILE
5. INCIDENT MANAGEMENT TEAM
6. AREA MAPS AND SITE/FLOOR PLANS
7. RESPONSE PLAN: LOCKDOWN, LOCKOUT, EVACUATE AND SPECIFIC EMERGENCY RESPONSES
8. EMERGENCY EXERCISE AND DRILL SCHEDULE
9. STUDENTS AND STAFF WITH SPECIAL NEEDS LIST
10. BUSHFIRE PREPAREDNESS
11. EMERGENCY KIT CHECKLIST
12. DISTRIBUTION LIST
13. COMMUNICATION TREES
14. BUSHFIRE AT-RISK REGISTER SCHOOLS
1. In Case of Emergency

<table>
<thead>
<tr>
<th>Incident occurs</th>
<th>CONTACT</th>
<th>000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As soon as it is appropriate, contact Catholic Education Office Emergency Management Officer (EMO):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Harry Allard – 0439 642 881</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advise</th>
<th>WHO</th>
<th>The number and name/s of persons involved.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name of the person reporting the emergency</td>
</tr>
<tr>
<td>WHAT</td>
<td>The nature of the emergency.</td>
<td></td>
</tr>
<tr>
<td>WHEN</td>
<td>The time you became aware of the emergency.</td>
<td></td>
</tr>
<tr>
<td>WHERE</td>
<td>The location of the emergency and contact phone numbers if the emergency is away from the school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report</th>
<th>Following resolution of the emergency, complete a copy of the Emergency Management Accident/Incident Report (available on CEVN on the Emergency Management page) and forward it to your Catholic Education Office EMO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school must report the following incidents to WorkSafe (Ph: 132 360):</td>
</tr>
<tr>
<td></td>
<td>Fatalities</td>
</tr>
<tr>
<td></td>
<td>Hospitalisation: Injuries requiring immediate treatment as an inpatient in a hospital.</td>
</tr>
<tr>
<td></td>
<td>Medical treatment for fractures, broken bones, serious lacerations, serious head and eye injuries, amputations, degloving, scalping, electric shock, loss of bodily functions, etc.</td>
</tr>
<tr>
<td></td>
<td>Chemical exposure: if a person requires medical treatment within 48 hours of exposure to a chemical.</td>
</tr>
</tbody>
</table>
Incidents or near misses where a person in the immediate vicinity is exposed to an immediate risk from the collapse of a building or an excavation, explosion, fire, the spillage of dangerous goods or the fall from a height of any plant or equipment, etc.

- Minor incidents do NOT need to be reported to WorkSafe. If in doubt, phone WorkSafe immediately on 132 360 to clarify whether the incident should be reported.

Emergency Numbers & Key Contacts

Display a copy next to your telephone or prominently on the wall nearby

<table>
<thead>
<tr>
<th>Group</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td>000</td>
</tr>
<tr>
<td>Local Police Station</td>
<td></td>
</tr>
<tr>
<td>Ambulance</td>
<td>000</td>
</tr>
<tr>
<td>Fire Services Authority MFB/CFA</td>
<td>000</td>
</tr>
<tr>
<td>State Emergency Service</td>
<td>132 500</td>
</tr>
<tr>
<td>Hospital(s)</td>
<td></td>
</tr>
<tr>
<td>Royal Childrens Hospital Melbourne – 9345 5522</td>
<td></td>
</tr>
<tr>
<td>Gas</td>
<td>1800676300</td>
</tr>
<tr>
<td>Electricity</td>
<td>131280</td>
</tr>
<tr>
<td>Water Corporation</td>
<td>132762</td>
</tr>
<tr>
<td>Department of Human Services (Regional Office)</td>
<td>1300 664 977</td>
</tr>
<tr>
<td>Department of Human Services-Child Protection (Regional Office)</td>
<td>1300 664 977</td>
</tr>
<tr>
<td>Local Government</td>
<td>9240 1111</td>
</tr>
</tbody>
</table>
### Emergency Contact Information - School Personnel

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone No. (Daytime)</th>
<th>Phone No. (Mobile)</th>
<th>Phone No. (After Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Principal</td>
<td>PHILIP CACHIA</td>
<td>9380 5050</td>
<td>0408350320</td>
<td>0408350320</td>
</tr>
<tr>
<td>Assistant Prin. 1</td>
<td>PETER FEARNLEY-SANDER</td>
<td>93805050</td>
<td>0439003766</td>
<td>0439003766</td>
</tr>
<tr>
<td>Maintenance/Security</td>
<td>PETER PARUSOLO</td>
<td>0418358471</td>
<td>0418358471</td>
<td>0418358471</td>
</tr>
<tr>
<td>Parish Priest</td>
<td>FR. MICHAEL CASEY</td>
<td>9380 1844</td>
<td>0488373 997</td>
<td>0488373 997</td>
</tr>
<tr>
<td>OHS Officer</td>
<td>DOMENICA TURKOWSKY</td>
<td>93805050</td>
<td>0409090392</td>
<td>0409090392</td>
</tr>
<tr>
<td>Parents Association</td>
<td>BRENDI HUGHES</td>
<td>0427119010</td>
<td>0427119010</td>
<td>0427119010</td>
</tr>
</tbody>
</table>

### School Profile

The school profile is a brief description of the school, including what grades or age levels attend and how many staff and students make up the school's population. Be sure to include any unique situations or information, such as other tenants.

**SCHOOL PROFILE SUMMARY**
<table>
<thead>
<tr>
<th>Name of School:</th>
<th>OUR LADY HELP OF CHRISTIANS PRIMARY SCHOOL</th>
<th>Hours of Operation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8.35 AM TO 3.35 PM</td>
</tr>
<tr>
<td>Specify grades:</td>
<td></td>
<td>YEAR PREP TO YEAR 6</td>
</tr>
<tr>
<td>Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students:</td>
<td>270</td>
<td>Children with disabilities: 14</td>
</tr>
<tr>
<td>Staff:</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

### BUILDING INFORMATION

#### Alarms

<table>
<thead>
<tr>
<th>Type</th>
<th>Location</th>
<th>Shutoff Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>fill this in only if needed</td>
<td>PIN CODE – OK – 0 – OFF/ON</td>
</tr>
<tr>
<td>Intrusion</td>
<td>fill this in only if needed</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>fill this in only if needed</td>
<td></td>
</tr>
</tbody>
</table>

#### Telephones

<table>
<thead>
<tr>
<th>Type</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3</td>
<td>MAIN OFFICE, PRINCIPAL OFFICE, DEPUTY OFFICE</td>
</tr>
<tr>
<td>4</td>
<td>STAFFROOM</td>
</tr>
<tr>
<td>5</td>
<td>LIBRARY</td>
</tr>
</tbody>
</table>

### UTILITIES

<table>
<thead>
<tr>
<th>Type</th>
<th>Location</th>
<th>Shut off Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas / Propane</td>
<td>fill this in only if needed</td>
<td>MILLER STREET GATES</td>
</tr>
<tr>
<td>Water</td>
<td>CAGE OUTSIDE LIBRARY</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>BOX OUTSIDE OF OFFICE DOOR</td>
<td></td>
</tr>
</tbody>
</table>

### Emergency Power System

<table>
<thead>
<tr>
<th>Type</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPS</td>
<td>Library office</td>
</tr>
<tr>
<td>Location</td>
<td>School Server</td>
</tr>
<tr>
<td>Provide Power To</td>
<td></td>
</tr>
<tr>
<td>Shutoff Instructions</td>
<td>Press green button on UPS</td>
</tr>
</tbody>
</table>

### On Site Hazards
<table>
<thead>
<tr>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Science Lab</td>
<td>fill this in only if needed</td>
</tr>
<tr>
<td>e.g. gas bottles</td>
<td>In shipping container – maintenance shed</td>
</tr>
<tr>
<td>e.g. MSDSs, Hazardous Substances/Dangerous Goods manifest</td>
<td>Cleaners room - Junior school area</td>
</tr>
</tbody>
</table>

**Incident Management Team**

**IMT Members and Tasks**

Complete the following table to reflect the roles and responsibilities allocated at your school.

<table>
<thead>
<tr>
<th>IMT Member</th>
<th>Tasks</th>
<th>Name of staff member and contact details</th>
<th>Name of delegate staff member and contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Controller</td>
<td>In charge of overall management of emergency situation</td>
<td>Philip Cachia Principal 0408 350 320</td>
<td>Peter Fearnley-Sander Deputy Principal 0439 003 766</td>
</tr>
<tr>
<td>Communications Officer</td>
<td>All media/outside information management/ (media management support is available from your diocesan CEO)</td>
<td>Philip Cachia Principal 0408 350 320</td>
<td>Peter Fearnley-Sander Deputy Principal 0439 003 766</td>
</tr>
<tr>
<td>Operations Officer</td>
<td>Student care/ensuring adherence to school protocols, procedures</td>
<td>Philip Cachia Principal 0408 350 320</td>
<td>Peter Fearnley-Sander Deputy Principal 0439 003 766</td>
</tr>
<tr>
<td>Logistics Officer</td>
<td>Responsible for securing materials, resources, services,</td>
<td>Philip Cachia Principal</td>
<td>Peter Fearnley-Sander</td>
</tr>
<tr>
<td>Planning Officer</td>
<td>additional staff</td>
<td>0408 350 320</td>
<td>Deputy Principal 0439 003 766</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>--------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Collects and evaluates information related to development of incident/status of resources/ensures a record (log) is kept of any emergency that occurs, including the timing of events and reasoning for any decisions made.</td>
<td>Philip Cachia Principal 0408 350 320</td>
<td>Peter Fearnley-Sander Deputy Principal 0439 003 766</td>
<td></td>
</tr>
</tbody>
</table>
Area Maps and Site/Floor Plans

Insert a detailed Area Map of the school and its surrounding area. Such a map should show external evacuation routes and destinations. A minimum of two external evacuation points are required: one at least 150 metres from the building, one further than 150 metres but still within reasonable distance from the school.

This map should also be made available to emergency response agencies. The map can be created by using Microsoft Word to mark up a map of the school and surrounding area from Google maps (use satellite view). See example overleaf.

The map should show:

- Evacuation assembly areas
- Evacuation routes
- Surrounding streets
- Major landmarks
- Exit points

ASSEMBLY POINT #2
OUTDOOR – PARK
ACROSS NICHOLSON ST

ASSEMBLY POINT #1
OUTDOOR

ASSEMBLY POINT
INDOOR – CHURCH HALL
EMERGENCY PROCEDURES

Roles and Responsibilities

Principal or Person in Charge:
- At the beginning of the year brief external providers about our DISPLAN procedure Eg. music teachers, new staff
- Assess the situation.
- Decide on the action to be taken.
- Notify the appropriate services.
- Inform the whole school of procedures to be followed.
- Meet at the predetermined, safe assembly areas.

School Officer (Admin):
- Take possession of vital office records Eg. Class lists, family detail folder
- Mobile Phone
- Children’s medical records and essential medicines
- First Aid kit
- Take possession of computer backup drive

Teachers:
- Prior to a DISPLAN it is necessary for the children to practice getting into alphabetical line order as this will assist in roll taking during an emergency procedure
- Teachers are responsible for the group of children they are teaching at the time of the emergency. At the safe assembly area, classroom teachers take responsibility for their own class.
- Stay calm and keep children calm.
- Ensure all children in your care are accounted for.
- Move children to a safe, designated area.
- Children must sit in silence so that instructions can be heard
- Take class list with you.
- Call attendance roll (when assembled in a safe area).
- Report any missing child to the Principal or Person in charge.
- Remain with your class unless instructed by the Principal or person in charge to perform another task.

Students
- Stay calm and follow teacher directions.
- Walk briskly never run.
• Stay in lines when moving to safe areas.
• Keep quiet so that you can hear instructions.
• Keep alert and take the situation seriously.
• Sit down in your line at the assembly area.
• Keep quiet so that the roll can be called.

Staff other then Classroom Teachers:
• Gather at the basketball court and meet Deputy Principal.
• Deputy Principal will ask ancillary staff to go to different parts of the building/toilets to recheck that no child has been left behind
• After this is completed they will report back to the Deputy Principal
• As a group they will walk to the Emergency assembly point and report to the Principal

Moving to a Safe Area Procedure
Children must be familiar with the routine.
• Emergency siren will sound or message will be heard through the P.A system.
• Children line up and when directed, calmly begin to move to their designated safe areas.
• Before leaving the classroom ensure that:
  • Windows are closed.
  • All electrical appliances are turned off (lights, fans, computers, heating etc).
  • Collect class list.
  • Check withdrawal and storage rooms.
  • Check that all doors are closed not locked
  • No person should be allowed to return to the evacuated areas.

Assembly at the Safe Area
• Emergency Safe Area #1 – EASTERN SIDE BASKETBALL COURT – MIDDLE YARD
• Emergency Safe Areas #2 – CHURCH HALL
• Assemble in class groups
• Teachers check roll.
• Teachers notify Principal or person in charge if any child is not present.
• Principal or person in charge to organise a search if necessary.

Leaving the Building and going to the Safe Area
• Room 1: DOWNSTAIRS SOUTH (Jessica) Exit classroom door and then proceed through the corridor door directly in front of your classroom.
  Alternative –Exit classroom and walk to library. Exit outside door near drinking taps and proceed to assembly area
• Room 2: DOWNSTAIRS SOUTH MIDDLE (Chantelle) Exit classroom door and then proceed through corridor door directly in front of Room 3. Alternative - Exit classroom and walk to library. Exit out side door near drinking taps and proceed to assembly area.

• Room 3: DOWNSTAIRS SOUTH (Meghann) Exit classroom door and then proceed thought corridor door directly in front of your classroom. Alternative - Exit classroom and walk to library. Exit out side door near drinking taps and proceed to assembly area.

• Room 21: UPSTAIRS SOUTH (Trish) Exit classroom door and proceed downstairs to your right. At the end of the stairs exit the building through the glass doors opposite. Alternative - Exit classroom and walk north along the corridor, turn left outside room 25 and proceed to stairwell that leads to the office area. Exit building via main office entrance.

• Room 22: UPSTAIRS SOUTH MIDDLE (Dana) Exit door and proceed down stairs to your right. At the end of stairs leave building via glass door opposite Room 1. Alternative - Exit classroom and walk north along the corridor, turn left outside room 25 and proceed to stairwell that leads to the office area. Exit building via doors in front of Room 1.

• Room 23: UPSTAIRS SOUTH (Bethany) Walk through Room 25/26 and exit via external staircase. Walk to assembly area. Alternative: Exit classroom and turn right (south) along upstairs corridor and walk down internal stairs outside Reading Recovery room. Exit building via main office entrance.

• Room 32 SENIOR SCHOOL (Jack) Exit classroom via Emergency fire escape. Alternative: Walk past Room 31,30, go down stairs near staffroom. Walk past Centenary Centre to assembly point on middle yard.

• Room 31: SENIOR SCHOOL (Clare) Exit classroom via Emergency fire escape in Room 32. Alternative: Walk past Room 30, go down stairs near staffroom. Walk past Centenary Centre to assembly point on middle yard.
- **Room 30: SENIOR SCHOOL (Robert)** Turn left out of classroom and proceed down staircase near staffroom. Exit external doors on western yard, walk past Centenary Centre to assembly point on Middle yard. Alternative: Turn left out of classroom and proceed through Visual Arts area to the stairs outside of Room 25/26

- **Room 27: UPSTAIRS WEST (Antoinette)** Use staircase that leads down past the staffroom and then exit by the door outside of the school office. Walk directly to emergency assembly area. Alternative: Walk through Visual Arts area to the stairs outside of Room 25/26

- **Room 29 – UPSTAIRS WEST (Domenica)** Exit class turn left and proceed down stairs past administration block to emergency assembly area. Alternative: Exit class turn right and proceed to external door. Walk down stairs outside Room 25/26. Walk directly to emergency assembly area.

**Administration Staff:**
- Exit building via main entrance.
  Alternative - Exit building via staffroom / community room

**EMERGENCY LOCK DOWN OF THE SCHOOL**

**Situation 1**

If an emergency happens *during a recess*, the principal, person in charge, or teacher on duty will raise the alarm.

At the sound of the emergency siren, the children will line up with the assistance of the duty teachers. All other staff will go immediately to the assembly area and organise their class. Orderly and swift movement of children is required.

Once secure inside the building or classroom the class teacher will check the roll and inform the Principal or person in charge if a child is missing via the class intercom as well as if all children are present. Once in, the classroom the teacher will stay with the children and will not leave them for any reason whatsoever.

Classroom door should be locked once above information is given.
All ancillary staff should meet the Deputy Principal in the middle of the basketball court. The Deputy Principal will ask staff to check various parts of the building for children. Eg. toilets, hallways. They will also lock all external doors. They will then meet back in the middle of the basketball court and as a group proceed to the school office to report their findings to the Principal.

The Principal or person in charge will notify you when the emergency is over.

**Situation 2**

If an emergency happens *during class time*, the Principal or person in charge will raise the alarm.

Teachers are to retain the children in their care.

Any child working in a corridor, visiting the toilet, or delivering messages should return immediately to their classroom or to the area where their whole class is working.

Teachers will check the roll and inform the Principal by way of the intercom or person in charge if a child is missing. The teacher will stay with the children in his/her care and will not leave them for any reason whatsoever.

All ancillary staff should meet the Deputy Principal in the middle of the basketball court. The Deputy Principal will ask staff to check various parts of the building for children. Eg. toilets, hallways. They will also lock all external doors. They will then meet back in the middle of the basketball court and as a group proceed to the school office to report their findings to the Principal.

The principal or person in charge will notify you when the emergency is over.

**Specific Emergency Responses**

**CRITICAL INCIDENT POLICY**

"A Critical Incident affecting a school is any event that causes a significant number of people to experience reactions that are beyond their normal emotional range. Each of us has a personal emotional range, within which we
manage stressful situations." (Stephen King from, "Critical Incidents Affecting Schools" by Stephen Said).

A Critical Incident can be one of two things:

An emergency is an unforeseen occurrence; a sudden and urgent occasion for action. It includes events that are likely to significantly affect the physical, psychological and emotional wellbeing of staff and students. It also includes events which may be described as a disaster, a traumatic event, an incident or a critical incident.

An emergency may also be a traumatic event. A traumatic event may include any situation faced by members of a community which causes them to experience unusually strong emotional reactions or one which has the potential to interfere with their ability to function, either at the time, or later. Emergencies, including traumatic events can be experienced along, with others or as part of a broader community based experience.

**Trauma and the Individual**
Under normal circumstances, people feel that they have control over their lives and are safe from physical harm. Individuals are said to be traumatized when they experience a range of stress responses from the memory of an event which has shattered normal feelings of safety and their sense of control over their lives. The extent to which a particular event has an impact on an individual depends to some extent on how much it alters normal feelings of safety and control over what has happened.

Trauma may arise from:
- Direct exposure
- Witnessing the emergency
- Hearing about it

When trauma is experienced alone, an individual may feel:
- Helpless
- Terrorised
- Tearful
- Vulnerable
- Panicked
CRITICAL INCIDENTS OFF-SITE

Prevention

- Risk assessment and refer to "Examples of Critical Incidents"
- School Policies:
  - Student Welfare and Support Group
  - Drug Education
  - Emergency Management e.g., evacuation and lock-in
  - School Vision Statement
  - Safe practices, for e.g. traffic safety, Life Education, van, Fire Education
  - Awareness of safety procedures for e.g. floor plans and exit signs

Preparation

- All School Service Officers have current First Aid training: Level 2
- Anaphylaxis Training for all staff (Completed March 2011 – Expires 3 years)
- Portable First Aid Kits
- Class lists to be carried by teacher
- Medical information for all off-site activities, excursions, swimming and camp
- School records updated annually
- Personal mobile phones taken on all off-site activities
- Official Excursion Permission slip
- Appropriate student to Adult ratio (refer to "Schools of the Future" Policy)
- Allocate a Liaison Teacher of responsibility for any critical incident off-site
- Class list of children to be sent to the office before leaving the school grounds. List to include teacher's personal mobile phone number.

Response

- Follow "Off-Site Emergency Procedures" of the venue
- Assess situation
- Dial emergency services 000
  - Contact the school
  - School Office to notify parents and/or guardians
- Ensure the duty of care for all children, depending on the Critical Incident
  (teacher to use his/her own discretion)
- If possible, remove children from the incident and return to school as soon as possible.
- Teacher in charge to fill out an Incident Report on return to school.
- If parents turn up to an off-site incident, they have to follow the emergency procedures in place
- If parents arrive at the scene of a Critical Incident, they must report to the teacher in charge in order to remove their child.
Recovery

- Any queries from the media are to be referred to the Principal
- Communication to relevant groups — e.g. debrief, staff, parents and students
- Liaise with relevant support services — CEO for counseling and pastoral care
- Allocate space for recovery activities if required
- Follow up and Referral to relevant programs as required
- Evaluate responses to Critical Incidents Off-Site and procedures

EVACUATION

Prevention

Implementation of school policy should provide a safe environment which will not require evacuation except in the event of a Critical Incident/Emergency which requires all people to be evacuated from the school buildings immediately.

Factors which should lessen the likelihood of the need to evacuate include:

- Audit and correct storage of chemicals and other potentially dangerous items within the school.

Ensure that the building and equipment are maintained/serviced in an appropriate manner e.g. electrical checks, fire inspections, smoke alarms etc.

Preparation

Adequate preparation/training of personnel and maintenance of equipment should ensure a swift and orderly evacuation as required.

This preparation includes:

- Evacuation Policy/DISPLAN
- Annual review of policy including allocation of specific duties (first staff meeting each year)
- Training of staff and children in correct procedures
- Regular practice of Evacuation Procedures.
- Training of regular users of the school building in evacuation procedures.
- All doorways and extinguishers to be kept clear at all times.
- Annual update and display of location map and fire equipment conducted by FES
- Emergency telephone contacts to be updated annually
  - Fire blankets at each stove within the building
  - Maintain and extend emergency response awareness within the curriculum e.g. Fire Education
Response
Implement Evacuation Policy and Procedures per DISPLAN when required
Office staff to bring children's medications and necessary office records

Recovery
• Respond to the immediate and longer term needs of all involved, e.g. first aid, counseling.
Evaluate response and update procedures if required after evacuation.

LOCK IN
Potential Incidents
• ABDUCTION
• ARMED ROBBERY
• CAR ACCIDENT
• DRUG OVERDOSE
• HOSTAGE TAKING
• MURDER
• UNFAVOURABLE MEDIA ATTENTION
• VIOLENT ASSAULT
• STRANGER IN SCHOOL
• HARRASSMENT
• HAZARDOUS CHEMICAL SPILL

Prevention
• Working security and CCTV system
• Review

Preparation
• Need a warning system
• Refer to DISPLAN Policy
• Practice "Lock In" procedure
• Maintenance checks (locks working, phone lines working etc.)

Response
• Allocation of duties and communication with emergency services
• Documentation of response actions
• Safety actions and emergency first aid.

Recovery
• Recovery strategies for all involved e.g. counseling, pastoral care etc.
- Need of a liaison person (Principal)
- Review of emergency management procedure

SUDDEN DEATH - SERIOUS INJURY

Prevention

- Regular risk assessment of areas/equipment (stairs, playground etc.) by Principal and OH&S person.
- Immediate action taken to rectify identified risks
- Potential hazardous situations to be acted on immediately by staff e.g. spills, broken glass (refer School Policies)
- Safety rules to be highlighted and addressed on a regular basis e.g. visual posters, class talks, assemblies, parent newsletters
- Enforcement of safety rules, safe practices through Curriculum areas e.g. Fire Ed., Road Safety, Drug Ed., Swimming Program and Fire Drills.

Preparation

- Forming school-based emergency management team including roles and duties - P.D. for staff, OH&S training, First Aid trained staff
- Emergency telephone numbers in strategic areas along with information about evacuation points and other emergency procedures.
- Practice fire and evacuation drills - DISPLAN
- Emergency safety equipment e.g. fire blanket, fire extinguishers - regular P.D. and maintenance of equipment by F.E.S
- First Aid system in place e.g. room equipment, procedures, responsibility
- Update First Aid training
- Liaison with emergency services
- Communication of emergency management policy and procedures to all members of the school community
- Setting up of critical incident communication procedure
  - (red card system) (recommended) Staff, Students, Parents, classroom, playground etc.
  - Intercom system used throughout the school
  - Mobile Phones

Response

- Clear any dangers - scanning the area and ensuring the safety of self and others
- First communication - to office - red card system is in place
  - to colleague
- First Aid
- Call of emergency services and other relevant services
- Emergency Management Team / Leadership Team Meeting - allocation
of duties and formation of action plan e.g. Coordinator, Liaison Officer
  - Documentation of details of incident and response actions

Recovery
  - Leadership Team meeting for evaluation of incident
  - Pastoral care of community members (may include services from external organisations or personnel)
  - Recovery strategies — self care, counseling, defusing and debriefing
  - Communication to relevant groups — staff, students, parents and community
  - Media liaison
  - Rituals and Memorials
  - Follow up and referral
  - Review of Recovery
Emergency Exercise and Drill schedule

Complete the following table to schedule all training events and emergency drills throughout the year. It is recommended that schools also perform 'unplanned' emergency drills.

All schools should schedule an emergency drill at the start of the year. Schools on the Bushfire At-Risk Register are required to practise evacuation procedures and drills at least once per term during the October-March bushfire season.

The Emergency Management Plan Exercise Record in Appendix A of the Manual can be used to assess what worked in the drill/exercise and what could be improved for next time.

<table>
<thead>
<tr>
<th>Months</th>
<th>Training Event</th>
<th>Person Responsible</th>
<th>Date(s) completed</th>
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</thead>
<tbody>
<tr>
<td>January</td>
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<tr>
<td>February</td>
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<td>March</td>
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<td>November</td>
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<tr>
<td>December</td>
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</tbody>
</table>

1 This is a VRQA requirement for registered schools.
Emergency Kit Checklist

Keep the Emergency Kit in a designated, easily accessible place. The Logistics Person in your IMT is responsible for making sure the contents are complete and regularly reviewed. If your attendance rolls are kept electronically, ensure you have an updated printout available as you may not be able to access electronic information in the event of an emergency.

<table>
<thead>
<tr>
<th>Have you:</th>
<th>✓</th>
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<tbody>
<tr>
<td>Up-to-date student attendance list/roll</td>
<td></td>
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<tr>
<td>Up-to-date students and staff with special needs list</td>
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<tr>
<td>Emergency contacts telephone list (including for parents/guardians)</td>
<td></td>
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<tr>
<td>List of staff with emergency management or training skills</td>
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<tr>
<td>Traffic safety vest and tabards</td>
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<tr>
<td>Keys</td>
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<tr>
<td>Standard portable first-aid kit</td>
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<tr>
<td>Special medications e.g. asthma inhalers, EpiPens</td>
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<tr>
<td>Charged mobile phone</td>
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<tr>
<td>Torch with replacement batteries (or wind up torch)</td>
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<tr>
<td>Megaphone</td>
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<tr>
<td>Portable battery powered radio</td>
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<tr>
<td>Bottled water</td>
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<tr>
<td>Portable non perishable snacks such as sultanas, dried fruits, energy bars</td>
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<tr>
<td>Copy of school site plan and evacuation routes</td>
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<tr>
<td>Sunscreen and spare sunhats</td>
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<tr>
<td>Whistle</td>
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<td>Plastic garbage bags and ties</td>
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<td>Toiletry supplies</td>
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<td>Other (please specify)</td>
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</table>

Emergency Management Plan
2. Distribution List

The list should include every agency and/or staff person who has been given a copy of this plan. It is important to keep this list up-to-date and to distribute new copies of the plan to every recipient whenever it is updated or amended.

<table>
<thead>
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<th>Name</th>
<th>Address</th>
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Emergency Management Plan
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