CSNSW Schools Emergency Management Manual

REVISED EDITION (v3.3)

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Disclaimer

This publication contains general information only.

The material provided may include third party advice which does not necessarily reflect the views of CSNSW.

The general information contained in this and related publications does not recommend or indicate any commitment to, or recommendation of, a particular course of local action.

Before readers take any action or decisions each reader must obtain appropriate local professional advice on emergency management options and actions.

CSNSW advises that you must not act upon or rely on any information contained in this publication alone. You must always obtain specific site related advice from qualified persons.

Revision History

Version Number	Date	Reason for Version
1.0	22 September 2014	Initial version
2.0	31 January 2016	Update to reflect changes in emergency management.
2.1	23 February 2016	Update with details for dealing with "Armed Intruder" situations.
2.2	13 July 2017	Consultation with Department of Education.
3	14 August 2017	Review based on DET Victoria's *Guide to Developing your Emergency Management Plan for Early Childhood Services and Non-government Schools 2017-2018*.
3.1	11 October 2017	Corrections of typographical error.
3.2	2 February 2018	CSNSW version.
3.3	3 July 2019	Updates for consistency with Department of Education practices.

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Introduction

1.   Background

With the increase in climate variability and the expectations of emergency services that school principals will make decisions about closing or evacuating schools, agencies which conduct schools need to ensure that schools are prepared for natural and man-made emergencies. A variety of terms are used to describe emergency planning: some schools and systems refer to it as "Critical Incident Management"; others refer to "Emergency Management". Regardless of the terms used to describe them, all schools need what are in effect *emergency management plans* which reflect their level of risk.

This manual and the accompanying *Emergency Management Plan template* have been adapted from the Victorian CEC response to the Victorian Bushfires Royal Commission and the Victorian Department of Education and Training's *Guide to Developing your Emergency Management Plan for Early Childhood Services and Non-government Schools 2017-2018*. This guide reflects Australian Standard 3745-2010 *Planning for Emergencies in Facilities* and the *Australasian Inter-service Incident Management System 2017* (AIIMS).

In accordance with Australian Standard 3745-2010, the EMP for your school should be developed using a team approach. The responsibilities identified for staff involved in this planning process are based on Australian Standard 3745-2010 *Planning for Emergencies in Facilities* and include the following:

- identifying threats and hazards specific to the school and its location and assessing the associated risks to the school community;
- developing the EMP;
- ensuring that the EMP is easily identifiable and accessible to the relevant people;
- establishing an Incident Management Team (IMT) to lead the implementation of your EMP;
- ensuring that visitors and contractors are made aware of your facility's emergency response procedures (e.g. through the induction process);
- implementing the EMP, including:
    - disseminating information about the EMP and its procedures to staff, children/students, visitors and the school community;
    - ensuring IMT members understand their roles;
    - testing the EMP;
    - regularly updating the EMP, e.g. to reflect changes to personnel, contact information and procedures;
    - reviewing the EMP annually;
- review and routine servicing of critical and other evacuation system elements;
- ensuring that records are kept and retained of all emergencies;

2. Why do Schools need an Emergency Management Plan

2.1   Regulatory Environment

Schools must ensure a safe and secure environment for all students, staff and visitors. The NSW Education Standards Authority (**NESA**) *Registered and Accredited Individual Non-government Schools (NSW) Manual*,

and *Registration Systems and Member Non-government Schools (NSW) Manual*, (collectively the **NESA Manuals**) at regulations 3.6.2 and 5.6.2 respectively require:

A registered non-government school must provide a safe and supportive environment by:
- *having in place policies and procedures that provide for student welfare….*

Evidence of compliance
A registered non-government school must have in place and implement policies and procedures in relation to:
- *security, with specific reference to*
  – students
  – buildings and facilities
  – evacuation procedures
- *supervision, with specific reference to protocols and guidelines, including risk management, for students undertaking on-site and off-site activities*
- *codes of conduct for members of the school community, with specific reference to*
  – rights and responsibilities of students and staff within the school community
  – behaviour management
  – anti-bullying including contact information for School Liaison Police and/or Youth Liaison Officers and other support services available to the school community
  – the role of any student leadership system (or equivalent) in the school and the monitoring of the system
  – management and reporting of serious incidents and emergencies
- *complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students and/or parents*
- *pastoral care, with specific reference to*
  – personnel responsible for pastoral care including access to counselling
  – identification of and provision of support for students with special needs
  – health and the distribution and monitoring of medication
  – response to serious incidents and emergencies
  – homework
- *maintaining a student enrolment and attendance register*
- *student attendance, with specific reference to:*
  – processes for monitoring attendance
  – school analysis of student attendance data in relation to its impact on student learning
  – intervention strategies to improve unsatisfactory attendance, including implementing teaching strategies and programs designed to improve learning and student engagement in school
- *communication, with specific reference to formal and informal mechanisms available between stakeholders interested in a student's education and wellbeing." (Underlined emphasis added)*

An effective means of addressing the items underlined above are to have a school *Emergency Management Plan* (EMP). The purpose of the EMP is to:

- reduce the likelihood of emergencies and critical incidents
- minimise the impact of these events on students, staff, and visitors

- facilitate the return of the workplace to normal operations as soon as possible following an emergency
- provide staff with tools that will improve their ability to respond to an emergency.

Effective planning and management of emergencies helps minimise trauma and distress to those within schools and allows teaching and learning to be maintained or resumed as a priority. Natural disasters such as floods, fires and storms can strike a community with little or no warning. Students rely on and find great comfort in the adults who protect them. Staff should therefore know how to help them through an emergency and support their recovery.

2.2   What Do Schools Need to Do?

There is no need to start your plan from scratch. However, its is recommended that you review your school's existing EMP against this manual and the EMP template to ensure it is concise, complete, up to date. It should be discussed with your local emergency services. Practice the emergency procedures in your plan regularly. Taking action now can save lives, prevent injury and minimise property damage in the event of an emergency. The importance of reviewing and revising school EMPs cannot be emphasised enough and this manual aims to help you navigate this process.

The manual is intended to give school leaders and staff an understanding of the critical concepts and components of good emergency planning, to stimulate thinking about the emergency preparedness process and to provide examples of good practice.

This manual includes a number of appendices that schools may find useful to include in the EMP or display around the school as necessary.

3.   STRUCTURE AND PURPOSE OF THIS MANUAL

The purpose of this manual is to help prepare you and your school for an emergency. The *CSNSW EMP Template* should be used as the basis for your school's EMP. It sets out minimum requirements for an effective EMP.

The first part of the manual defines key concepts in emergency management. These concepts have been formed from experience in Australia and overseas over many years. Regardless of what school in which you work and where it might be situated in NSW, these concepts can be applied. Similarly, the processes involved in developing and applying an EMP apply universally.

The second part of the manual uses the concepts to develop your EMP using the template. The template does not suggest a 'one size fits all' approach to emergency preparedness and planning. Each community has its own history, culture, geography, exposure to risk and way of doing things. Schools will vary in size, from a secondary school with a number of campuses and a large number of staff to a small rural school with few staff. This is likely to Impact on the way you respond to an emergency. Schools have different governance structures too. However, there will be actions required that are essential no matter how big or small the school is or where it is located.

It is also recognised that schools are at risk from different types of emergencies depending on their local context.

For your EMP to be effective, it must reflect the risks, needs and resources available to your school and your local community. The best plans are local and based on the risks you face, the resources available to you and the steps you need to take.

Questions or feedback about this manual should be directed to your diocesan emergency management officer or to the Catholic Education Commission NSW.

Advice from local emergency services staff must be obtained as part of your school's response planning process.

Part 1: Key Concepts in Emergency Management

4. OVERVIEW OF EMERGENCY MANAGEMENT IN NSW

4.1 Introduction to Emergency Management

Emergency management is the discipline of preventing and dealing with risks. It involves preparing for emergencies before they occur, responding to emergencies when they occur and supporting and rebuilding after an emergency. Emergency management is a dynamic process that can be described as:

- the process of *planning* to prevent the Impacts of an emergency   ) **P**
- *preparing* for the broadest ranges of emergencies   ) **P**
- being able to *respond* safely, quickly and effectively to an emergency   ) **R**
- being prepared and capable of *recovering* from an emergency.   ) **R**

4.2 Emergency Management in NSW

The key legislative instrument which regulates emergency management in NSW is the *State Emergency and Rescue Management Act (1989)* (SERMAct). Under this act, the Minister for Police and Emergency Services is responsible for emergency management arrangements and provision. However there are separate legislative instruments which define the operation of the "combat agencies", i.e. Rural Fire Service, Fire and Rescue NSW, etc. The standing body administering emergency management is Emergency NSW (https://www.emergency.nsw.gov.au/) under the Ministry for Police and Emergency Services. The diagram below details the key relationships.
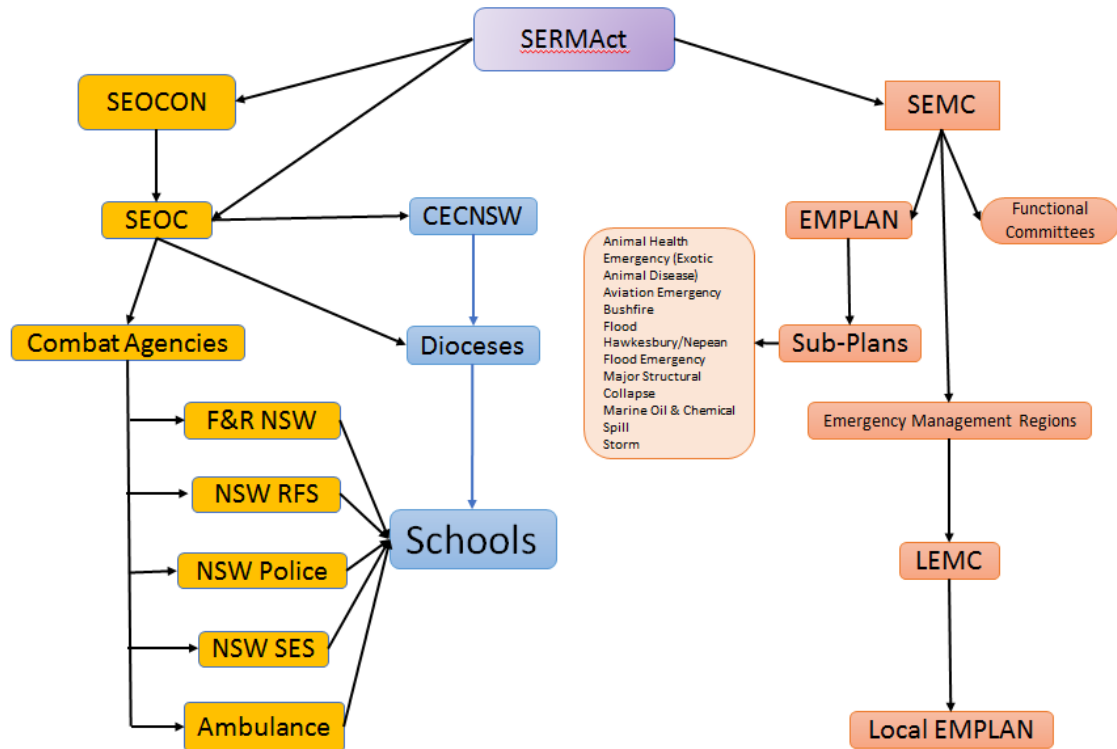
Under the SERMAct, the State Emergency Management Centre (SEMC) ensures that the State Emergency Plan (EMPLAN) is current. A number of Sub-Plans address key predictable vulnerabilities. Regionally there are 11 Emergency Management Regions composed of Local Government Areas (LGAs). Each LGA has a Local Emergency Management Committee (LEMC) which develops and maintains a Local EMPLAN.

The combat agencies are directed by the State Emergency Operations Controller (SEOCON) who is responsible for the operation of the State Emergency Operations Centre (SEOC). It is from SEOC that CSNSW receives emergency alerts. The alerts are transmitted through the dioceses to the schools.

4.3   Duty of Care

Schools and staff have a duty of care to students, other staff and visitors to ensure that they are kept safe from harm. This duty of care arises from both common law and statutory sources, as described in the NESA Manuals. School EMPs assist greatly in ensuring the safety and wellbeing of students, staff and visitors. The duty of care may exist beyond the school site including when students are travelling to and from school, on excursions, camps and retreats.

4.4   Definition of an Emergency

STATE EMERGENCY AND RESCUE MANAGEMENT ACT 1989 - SECT 4

(1) In this Act:

"emergency" *means an* emergency *due to an actual or imminent occurrence (such as fire, flood, storm, earthquake, explosion, terrorist act, accident, epidemic or warlike action) which:*

> *(a) endangers, or threatens to endanger, the safety or health of persons or animals in the State, or*

> *(b) destroys or damages, or threatens to destroy or damage, property in the State, being an* emergency *which requires a significant and co-ordinated response.*

(2) For the purposes of the definition of
"emergency", property in the State includes any part of the environment of the State. Accordingly, a reference in this Act to:

> *(a) threats or danger to property includes a reference to threats or danger to the environment, and*

> *(b) the protection of property includes a reference to the protection of the environment.* ([https://www.legislation.nsw.gov.au/#/view/act/1989/165/part1/sec4)](https://www.legislation.nsw.gov.au/#/view/act/1989/165/part1/sec4).

An emergency differs from a critical incident in that while a critical incident may involve individual injuries, it is usually an isolated event without wider safety consequences for the school community. A critical incident may, however, cause emotional and psychological distress during and/or after the incident for those directly involved or for the wider school community. Guidance on responses to critical incidents is available from your Diocesan Education/Schools Offices.

EMPs need to address a range of emergencies, such as but not limited to;

- bushfires
- internal fires and smoke
- severe storms, flash and internal flooding
- pandemics and communicable diseases
- earthquake
- chemical hazard or gas leak
- violent incidents
- bomb threats
- bus crashes
- acts of terrorism
- threats to animals housed on site
- utilities failure.

5. KEY EMERGENCY MANAGEMENT PRINCIPLES

5.1 Safety

It is critical that emergency management planning focus on the safety and wellbeing of students, staff, and visitors to the school. All decisions made during planning and development of the EMP should prioritise the safety and wellbeing of students and staff. Response plans should articulate the steps by which this will be achieved.

5.2 All Hazards

Those developing and preparing plans must consider the broadest range of hazards that could affect the normal operation of the school. This will prepare schools to respond to a wide range of predictable and unpredictable threats and dangers. These could be major natural or man-made disasters, a health pandemic or terrorism. These hazards are not only those that occur at schools but also those that occur beyond the school. They could include events that occur at a regional or national level.

5.3   All Agencies

The 'all agencies' principle is about engaging as many relevant agencies in the planning and development of your EMP as possible and appropriate. These agencies would include the local fire brigade, police, ambulance as well as other state and local government agencies. Church agencies such as CatholicCare and Catholic Church Insurance (CCI) should also be consulted. Each school's authority, diocesan or Religious Institute as relevant, must be engaged. Parish priests and parish councils should be considered in planning.

6.   PREPARING AN EMERGENCY MANAGEMENT PLAN

Planning and preparing for an emergency is crucial. It will improve the quality of your emergency response and increase the likelihood that decisions have been considered and outcomes discussed prior to the event occurring.

The following steps are critical to ensuring a successful planning outcome:

- the School Executive Team (SET) engages with emergency planning
- identify and prioritise possible risks and hazards
- analyse your capabilities
- document your plan
- communicate your plan – to local emergency services, the local council, parents and the local community
- review your plan in the light of experience.

6.1   P(revention)P(reparedness)R(esponse)R(ecovery)Framework (PPRR) – A Comprehensive Approach

It is important to note that prevention, preparedness, response and recovery (PPRR) activities are not 'linear' and independent of each other. While preparedness and response activities and measures are closely related and sequential, recovery follows the impact of an event. The comprehensive approach to emergency management requires that the PPRR be effectively integrated. Emergency management is also a continuous process in which all phases of the plans are regularly reviewed and revised (see diagram below).

Your EMP should consider emergencies that could occur inside your school's building(s), on your grounds and in the broader community. It should also consider after-hours use of the school, including weekend and vacations, and ensure that all after-hours users of the school have access to emergency equipment and are aware of procedures to follow in case of an emergency, such as knowing where the sheltering in-place (communal indoors location) area and emergency exists are.

EMPs document the actions to be taken when responding to an emergency as well as some requirements for a successful recovery. Actions that will be required should have been documented and repeatedly rehearsed by respondents before an emergency actually occurs. Comprehensive emergency management encompasses strategies for risk assessment, prevention, preparedness, response and recovery. It is important to use consistent language around emergency management so that when a directive is given everyone is expecting the same response and there is no room for interpretation or confusion.

At the beginning of each year, parents and caregivers should be advised of your school's key emergency management procedures and safety policies – the 'rules' you expect parents and caregivers to follow. The likely consequences of inadequate communication of the emergency procedures to parents and caregivers are:

- a flood of telephone calls (if the system is working)
- a major traffic jam in front of your school (if the roads are open)
- people (neighbours or friends) volunteering to take students home resulting in confused accounting for and control of student whereabouts.

Best practice suggests EMPs should be developed in partnership with other state and local government agencies, local emergency service organisations, community groups and any other relevant stakeholders. These groups know what to do in an emergency and can be helpful in the development of your plan.

When communicating your plan to the local community, you should make clear that the school is not a neighbourhood safer place, regardless of any historical role the school site may have had.

6.2   Prevention

Prevention is the key to emergency management. It is accepted that it is better to prevent an emergency than to manage its impact on students, staff, schools and communities. The development of EMPs and the instigation of policies and procedures go a long way to preventing emergencies and or reducing their immediate and longer-term impact.

Prevention requires taking an inventory (risk assessment) of the hazards and risks to the school and the school's community and identifying what actions need to be taken now to prevent or reduce potential impacts on students, staff and the school.

A risk assessment should be conducted by the School Executive Team ((SET) – see page 18 for more details of the tasks of this group) using a **risk matrix** to assess the level of risk of each hazard. Remember the advice of local emergency response agencies should always be obtained during this planning phase. The best predictor of future incidents is the incident history of the school site, including before the school was built.

Risks that the SET should consider include:

- Bushfire
- Intruders
- Earthquake
- School Bus Accident/Vehicle Incident
- Pandemics and Communicable Diseases
- Offsite Activity Emergency
- Severe Storms and Flooding

- Criminal Incidents
- Bomb Threat
- Internal Fires and Smoke
- Hazardous Substance Release: Inside or Outside the Facility Grounds
- Other, including threats to welfare of animals housed on the site.

There may also be resources in the local community that can help you to identify hazards and assist you during and after an emergency. Consult your local shire/council, online directory and/or *Fire & Rescue NSW* (F&RNSW), the *NSW Rural Fire Service* (RFS) or *NSW State Emergency Service* (SES). Contact each resource or agency to obtain information about their services. Emergency services organisations, public works staff, facilities managers and insurance representatives can all help with emergency management information. Remember to contact relevant Church Agencies such as *CCI* and *CatholicCare*.

6.3   Preparedness

Although schools have little control over some of the hazards that may affect them, they can be prepared to respond to emergencies in such a way as to reduce the extent of the likely impact. Principals and managers should set a realistic timetable for planning. It is also important to break the planning down into manageable steps and to find the right balance when assigning roles and responsibilities. Don't reinvent the wheel: work with your SET to update your existing plan in line with this manual so that it reflects your current needs and requirements.

Planning should also consider how and where the school will operate during an emergency, and who should do what and when. These things may seem obvious; however, when faced with an emergency, logic does not always prevail.

A critical outcome of the prevention is the identification of "triggers", i.e. events or circumstances which require the activation of the Emergency Management Plan. A simple example could be when a particular tone on the school's P.A. system is sounded, Lockdown procedure is implemented. Similarly, in a bushfire prone school, when the RFS's Bushfire Near Me mobile phone app shows the fire is within 10km, the school implements Shelter-in-Place.

Planning and preparation work should also consider how you will communicate with students, staff and parents as well as emergency services authorities and others. It is important to discuss your options with local emergency agency responders to ensure you are on the right track.

6.4   Response

While the time to enact your EMP is when an emergency occurs, things can happen so fast you don't have time to open the actual document. Therefore, the key to responding to an emergency is knowing what the triggers are and what response needs to be made. The actions then follow. This comes with regular communication, testing and rehearsal of the emergency procedures in your plan.

No matter how prepared your SET is to manage an emergency, it is impossible to prevent and prepare for every possible event. The members of the SET should expect that there will always be an element of surprise and accompanying confusion when your school is faced with an emergency situation.

Emergency services should be notified immediately an emergency is determined by dialling 000 (Triple Zero). It is a common mistake to delay calling emergency services in the belief that the situation can be handled in-house. Early notification of emergency services can prevent considerable loss and damage. It is

better to have emergency services on hand early than have them arrive too late risking further injury or damage.

During an emergency, leaders need to project a calm and confident demeanour to reassure all involved of the wisdom of the directions being given and that the situation is under control. Drills serve to instil confidence in staff and students and will focus the school community's response to an emergency.

Once emergency services have been contacted, and as soon as it is appropriate, you should contact your Diocesan Education/Schools Office (CEO/SO), consistent with their response procedures. In addition, it is an WHS requirement that accidents and incidents resulting in death, serious injury or which expose a person to an immediate health and safety risk, must be reported to WorkCover on ph: 131050.

While contacting the emergency services is an important first step, to be fully prepared your EMP should address a worst-case scenario, e.g. loss of communications, in which emergency services and your CEO/SO are not available to assist in the emergency.

A separate but necessary task is communication with the students' parents and guardians. This should be prepared in concert with the Catholic Education/Schools Office which has the resources to support emergency communication by SMS and through media channels.

6.5   Recovery

As the final part of the PPRR framework, recovery is about returning and restoring the school to normal as quickly as possible. It is important to plan for recovery during the preparedness phase. The focus should always be on students, staff, visitors and communities, and then on schools and infrastructure. One of the major goals of recovery is to provide a caring and supportive environment. Experience has shown that the recovery time for an individual may relate to past and present experiences, the thoughts and actions that contribute to these experiences, and an individual's own coping strategies.

Good communication is vital. Everyone affected by the emergency needs to be kept fully informed of the recovery program and progress. It is important to consult with your CEO/SO before major decisions or public statements are made. If you're unsure of the appropriate response contact your CEO/SO for advice and clarification prior to responding. Parents and caregivers should be informed of when their children will be able to return to the school. This can be through the media (e.g. community radio), or by telephone, text messages, or other predetermined means.

Recovery may seem like the end but it may just be the beginning. You must complete the cycle by capturing the lessons learnt from the experience. This is where you evaluate what worked and what didn't and how the planning process and your preparation, prevention, response and recovery can be improved. Take what has been learnt and start to update your response plan accordingly as this will strengthen your plan and your SET for any future events.

7.   IMPLEMENTING AN EMERGENCY MANAGEMENT PLAN

7.1   Local Knowledge

Your EMP should be developed using local knowledge – this is often the best form of intelligence about the risks the school might face. Remember though, to ensure that you balance this local knowledge with your own knowledge and experience. History is a great teacher; it is useful to consider emergencies that have previously been experienced at your school.

7.2   Emergency Management Planning Cycle

The following steps should be undertaken as part of the continuing development and refinement of your EMP:
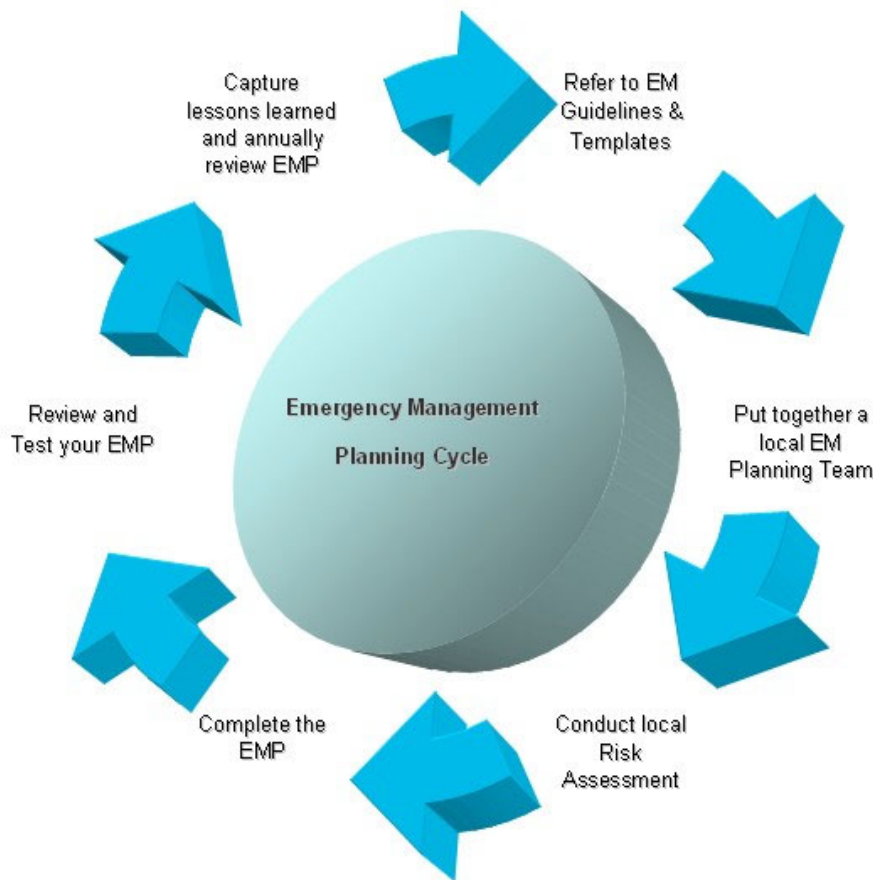
7.3   Establishing the Teams

Wherever possible, a team-based approach should be used to develop the school's EMP within the SET, and to respond to an emergency.

7.4   Emergency Role of the School Executive Team (SET)

One of the key functions of the SET is to identify the types of emergencies that may occur in your local area and school and to define the types of events that would activate your plan. The planning team should also consider factors such as the school's ability to handle the situation with its internal resources and its experience in responding to past events. The size of the planning team will depend on the size and capacity of your school, its requirements and the resources available to you. The advantages of using a team-based approach to emergency management are that it:

- encourages participation and gets more people invested in the process
- increases the amount of time and energy participants are able to give
- enhances the visibility and stature of the planning process
- provides for a broader perspective on the issues.

You need to determine who can be an active member and who can serve in an advisory capacity. In most cases, one or two people will be doing the majority of the work. At the very least, you should obtain input from all functional areas of your school.

7.5   The SET and Incident Management Roles

The SET as the Incident Management Team (IMT)

It is advised that schools adopt an incident-management-team approach to emergency management.[1] This is a team-based system that has four key functional areas of responsibility: control, operations, planning and logistics (communications may be another area of responsibility or may be incorporated into one of these four). These functions can be performed by a single person or a large team depending on the size, nature and complexity of the emergency. Under an incident management team framework these standardised roles and positions are assigned depending on the emergency, allowing separate entities involved in a disaster to communicate effectively with one another. In an emergency, people may have to perform tasks and supervise areas and staff that are not in their job description but are within the scope of their responsibilities under the SET.

When assigning roles and responsibilities to your SET, consider appropriate staff members to act as delegates for absent authority figures.

The typical SET structure is outlined in the diagram below:
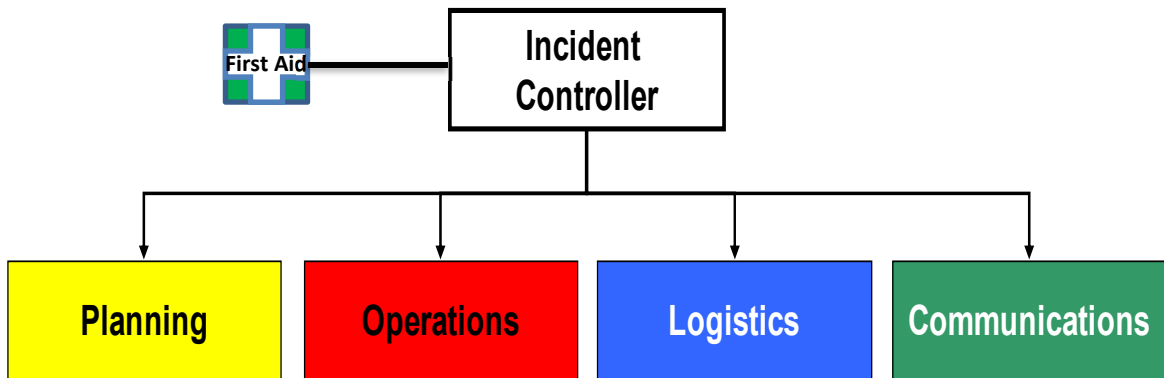
In this diagram:

- One person is always in 'control' of an incident
- The **Incident Controller** is normally assisted by people responsible for:

  o **Planning** – forward planning regarding the nature and Impact of the incident
  o **Operations** – response activities
  o **Logistics** – provision of technical and resource support
  o **Communications** – internal/external communications.

  A First Aid Officer works closely with the Incident Controller

The structure is 'scalable' and can be performed in large or small schools. Examples of structures in large and small schools can be found below and can be copied and pasted into your EMP as required.

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[1] Another example of an incident-management-team approach is the Australasian Inter-service Incident Management System Incident Control System (AIIMS ICS), which has been adopted by all Australian fire and land management agencies and the Australian Council of State Emergency Services.

Example of an SET as Incident Management Team for a large school
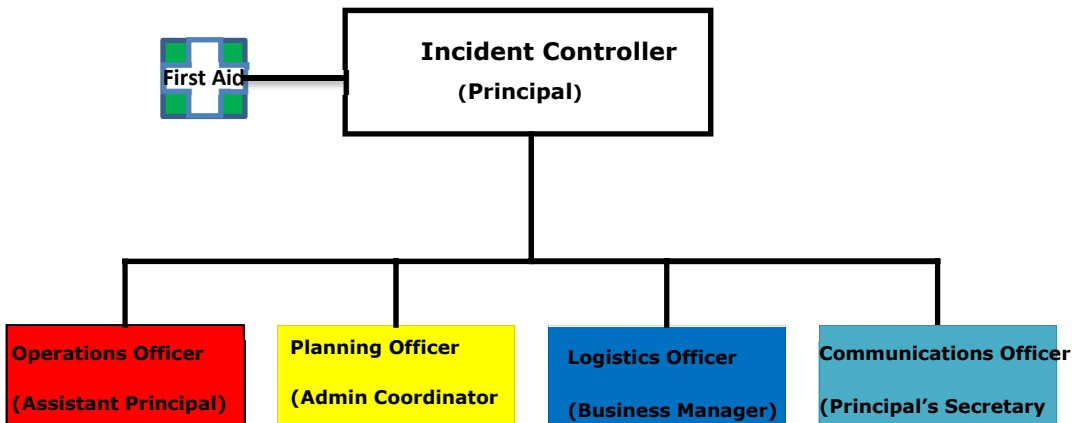
Example of an SET for a small school
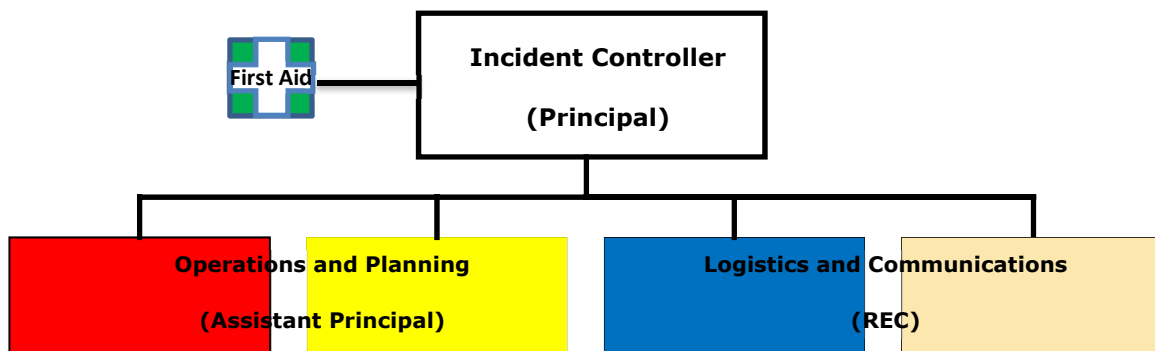
Incident Controller

An important consideration when responding to an emergency will have a structure reflecting who does what in an emergency. Every SET has an 'Incident Controller' or person responsible for making decisions during an emergency. Your SET will depend on the size of your school, the staff available, the students in your care and the risks identified. the Incident Management approach puts one individual from the school's staff in charge of the emergency and decision-making process. This individual, usually the principal or designate, is the Incident Controller. The person with this title may vary depending on staffing, timing and type of incident. However, regardless of the incident or when it occurs, the role of the Incident Controller will be activated.

Pre-emergency
- Maintain current contact details of IMT members.
- Ensure that "step up" arrangements are in place for all roles including in the IMT ("step up" refers to staff temporarily acting in roles for a range of reasons).
- Conduct regular exercises/drills.

- Ensure students/staff with special needs list and staff trained in first aid list are up to date.
- Ensure our emergency response procedures are kept up-to-date.
- Ensure staff on the IMT are aware of their responsibilities.
- Ensure that information sources relevant to likely emergencies are identified and able to be monitored prior to and during an emergency.

During emergency
- Attend the emergency control point.
- Ascertain the nature and scope of the emergency from available information.
- Make decisions on the basis of available information.
- Ensure that the emergency services have been notified.
- Notify diocesan/school authority of the emergency.
- Ensure the appropriate response has been actioned.
- Convene our IMT as required.
- Initiate evacuation of affected areas/lock-down/lock-out/shelter-in-place as required.
- Brief the incoming emergency services and respond to their requests.

Post-emergency
- When the incident is rendered safe or the emergency services return control, notify the IMT members to have staff and students return to normal operations.
- Organise debrief with the IMT and, where appropriate, with any attending emergency Service.
- Complete the Post Emergency Record (see Appendix G)

Operations Officer

The Operations Officer is responsible for student care and ensuring adherence to school protocols and procedures.

Pre-emergency
- Regularly check and report on deficiencies of emergency equipment and kits.
- Coordinate safety practices (for example, clear egress paths, access to first attack equipment such as, fire extinguishers and disposal of rubbish) by IMT Members throughout their areas.
- Implement and participate in emergency exercises/drills.

During emergency
On hearing alarm or becoming aware of an emergency, the Operations Officer will:

- Attend the emergency control point.
- Communicate with the Incident Controller by whatever means available and act on instructions.
- Implement the emergency response procedure relevant to ensure that the Incident Controller is notified.
- Direct the Logistics Officer to check for any abnormal situation.
- Commence evacuation if the circumstances warrant this.
- Control the movement of people.
- Co-opt persons as required to assist the Logistics Officer during an emergency.
- Ensure that any implications for regular bus/student transport arrangements for the school or clients schools are addressed.

- Confirm that the Logistics Officer's activities have been completed and report this to the Incident Controller or a senior officer of the attending emergency services if the Incident Controller is not contactable.

Post emergency
Compile report of the actions taken during the emergency for the debrief.

Planning Officer

The Planning Officer collects and evaluates information relating to the development of the incident and the status of resources, and maintains a record (log) of the emergency, which includes the timing of events and reasoning for any decisions made. Refer to Appendix A for event log templates that may be used to record this information.

Pre-emergency
- Assist the Incident Controller.
- Identify resources required.
- Develop communication trees to assist effective communications.
- Plan emergency drills to exercise different scenarios and participate in emergency exercises/drills.

During emergency
- Attend the emergency control point.
- Monitor information sources for intelligence to support planning.
- Ascertain the nature and scope of the emergency.
- Report any changes in the situation to the Incident Controller.
- Act as directed by the Incident Controller.
- Plan for contingencies.

Post- emergency
- Collect and evaluate information relating to the emergency.
Identify recovery needs and develop a recovery plan (if required).

Logistics Officer

The Logistics Officer is responsible for securing materials, resources (access to water, toilets), services, and additional staff. The Logistics Officer is also responsible for the school's Emergency Kit, including regularly reviewing its contents and ensuring they are complete and in good working order.

Pre-emergency
- Ensure staff and students are aware of the emergency response procedures.
- Carry out safety practices (for example, clear egress paths, access to first attack equipment, for example, fire extinguishers and disposal of rubbish).
- Participate in emergency exercises/drills.
- Ensure that specialised resources are operational, e.g. water supplies, smoke masks, generators, satellite phones, mobile phone batteries, hand held radios and their batteries, tabards, loud hailers

During emergency

Persons selected to perform as Logistics Officer will carry out activities as set out in the emergency response procedures and as directed by the Operations Officer.

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 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 leader of groups moving to nominated assembly areas.
- Report status of required activities to the Operations Officer on their completion.
- Act as directed by the Incident Controller.

Post- emergency
Compile report of the actions taken during the emergency for the debrief.

Communications Officer

The Communications Officer is responsible for all internal and external communications regarding the incident. Media management support is available from your diocesan CEO/SO. Independent schools may need to arrange their own media support. CSNSW will provide media support to dioceses and congregational schools in an emergency. *It needs to be emphasised that media planning and communications with parents and caregivers must be in place prior to any emergency*.

Pre-emergency
- Assist the Incident Controller.
- Attend training in the use of the school's communication system and develop familiarity with the system and its procedures.
- Maintain records and logbooks and make them available for emergency response.
- Ensure emergency and parent contact details are up-to-date.
- Participate in emergency exercises/drills.

During emergency
- Attend the emergency control point.
- Ascertain the nature and location of the emergency. Maintain up to date information.
- Confirm that emergency services have been notified.
- Notify appropriate IMT members.
- Establish communications with the Diocesan/School Authority's media liaison.
- Use communications trees to ensure that all stakeholders have received the appropriate information.
- At the direction of the Incident Controller 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 Incident Controller.

Post- emergency

- Collate logs of events completed by all IMT members during the emergency for the debrief and ensure they are secured for future reference.
- Contact parents as required.

First Aid Officer

The First Aid Officer's role is to provide emergency First Aid to anyone effected by the emergency. To support this role, they are responsible for maintaining their currency and that of other First Aiders in the school and for maintaining the First Aid Kits.

Pre-emergency

- Maintain currency of qualifications including annual CPR training for all first aid qualified staff.
- Check all First Aid kits for currency and completeness, remove and replace time expired items.
- Ensuring there are sufficient accessible, mobile kits available in case of evacuation.
- Checking the special needs of particular students and staff: providing EPI pens, stretchers, blankets, smoke masks, asthma inhalers.
- Participate in emergency exercises/drills.

During emergency

Carry out activities as set out in the emergency response procedures and as directed by the Operations Officer.

Activities may include the following:

- Attend the emergency control point.
- Attending causalities:
  o Arranging for people to call 000.
  o Notifying the Incident Controller of all 000 calls.
  o Finding guides for ambulance crews.
- Act as directed by the Incident Controller.

Post- emergency

- Compile report of the actions taken during the emergency for the debrief.

Restock all First Aid kits and resources.

7.6   Communications Trees

A communication tree enables you to easily identify who at your facility will contact relevant persons or organisations such as parents, emergency services and region/organisation management in the event of an emergency. A well thought out communication tree provides an easy to follow illustration of who has responsibility for contacting whom within your school community and can be of great assistance to anyone who may not be familiar with your procedures. Depending on the size of your early childhood service or school, you may wish to include more than one communication tree in your EMP. The examples of communication trees provided below can be adapted, copied and pasted into your EMP.

```
                    School Principal
                    Landline:
                    Mobile/ After Hours:
       ┌──────────────────┼──────────────────┐
  Assistant Principal   Assistant Principal      Parish Priest
  Landline:             Landline:                Landline:
  Mobile/ After Hours:  Mobile/ After Hours:     Mobile/After Hours:
       │                      │
  Leading teacher        Leading teacher
  Landline:              Landline:
  Mobile/After Hours:    Mobile/After Hours:
       │                      │
    Staff Member           Staff Member
    Landline:              Landline:
    Mobile/After Hours:    Mobile/After Hours:


                    School Principal
                    Landline:
                    Mobile/After Hours:
       ┌──────────────────┼──────────────────┐
  Business Manager    Neighbouring support    School Council
  Landline:           schools                 President
                      Landline:               Landline:
  Mobile/After Hours: Mobile/After Hours      Mobile/After Hours
       │
   ┌───┴────┐
 Admin Staff   Canteen
 Landline:     Landline:
 Mobile/After  Mobile/After
 Hours:        Hours:
```

7.7   Rehearsals and Implementation

Training and practice are essential for the successful Implementation of the EMP. Most students and staff know what to do in case of a fire because they participate in routine fire drills, but would they know what to do in a different emergency? Rehearsals also allow students, staff and schools to evaluate what works and what needs to be improved.

Preparedness includes emergency drills and exercises for staff, students and emergency responders. Best practice desktop exercises typically involve school staff and emergency responders sitting around a table

discussing the steps they would take to respond to an emergency. Desktop exercises are generally informal and should be stress-free learning environments, intended to facilitate the testing of the school emergency-management and response plans. These team-based exercises often identify issues that need to be addressed in the EMP and any issues with plans for communication and response. It is prudent to remember to include part-time staff, casual relief staff and student teachers in any training and practice activities. Drills should also include testing of communications and media plans.

It is important to inform parents of drills that involve removing students from a school site. Schools should request permission from parents for these types of drills either prior to the scheduled drill or at the start of the year as part of a generic permissions form.

Staff will also need training in how to manage students during an emergency, especially those experiencing panic reactions. Careful consideration of these issues will improve your EMP and better prepare you to respond to an actual emergency.

8.   Managing an Emergency: Response

8.1   Activation of your Plan

Reporting an Incident.

The first step in any emergency is to know that it has occurred. There need to be clear procedures for the notification of anything which threatens the wellbeing of any students, staff or volunteers in the school. This almost inevitably includes significant damage to property, including animals, which could have an impact on people.

Appreciation: Initiate Emergency Response?

The activation of an EMP can be described as a function of "the triggers". Triggers are predetermined conditions under which the EMP will be activated. A critical part of building an EMP is the identification of trigger events or conditions which will require the activation a the plan. The corollary is that the plan must include how information will be directed to the Principal or their nominee who will have the authority to activate the plan. Having received a report, the Principal or person acting for the principal, will need to make and appreciation of the situation on the basis of the available information:

- Is the report accurate? (An excited student may not be a reliable reporter.)
- Do I have enough information; if not, can I get it quickly?
- What are the threats to life and property such that a whole school response is needed? (Not everything is a threat).
- Is this a "Trigger" for the initiation of an Emergency Response?
- What are the consequences which arise from the incident?
- Can the matter be handled using the schools resources?

Which Response?

Having considered the situation, the Principal or person acting for the principal must decide to either initiate an emergency response or to take other action. This action might still mean contacting an

emergency service but it will not involve the whole school in the response. Activation of the EMP assumes that the Incident Controller has already been identified and will generally be the Principal. The Incident Controller becomes aware of a situation that may be considered an emergency and assesses the situation utilising all immediately available information. Once the decision is made that an emergency exists, he or she will determine the most appropriate response, which may include one or a series of the following. **Each response can be concluded by giving an announcement of "All Clear" to all involved.**

8.2   Lockdown/Shelter-in-Place

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff, e.g. where there are school intruders, approaching bushfire, ember attack. Lockdown minimises access to the schools and secures staff and students in rooms. As part of this procedure, everyone must remain in the classroom or other room until the situation has been declared safe by the principal or designate or emergency services. (See Appendix D, Lockdown Checklist.)

Description of action:

- If inside buildings – teachers should keep students in classrooms pending further instructions. Teachers and other staff members are to lock classroom doors, close any shades or blinds if it appears safe to do so and **remain inside** until a recognised staff member assures it is safe to unlock doors.
- If outside buildings – e.g. PDHPE periods, recess or lunch, students should be directed into the nearest classroom or school building. The proximity of the identified hazard should be considered and, if necessary, students should be directed to an alternative location.

Publicly announcing a lockdown may not be appropriate in the case of an intruder. In this instance, schools should consider an alternative such as developing specific code words or using music to alert students, staff and visitors.

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

8.2.1   Shelter-in-place procedure

This protective action refers to both a process and a location. Sheltering-in-place may be used when you have determined that this action provides the best protection from external hazards, such as a severe weather event or intruder threat. In the case of a bushfire, a shelter-in-place location may be considered as an option as a central assembly point prior to evacuation, or as a last resort - when evacuation is no longer a viable option.

The location in which you shelter-in-place, such as during a severe weather event may not be the same location you would use to shelter-in-place from a bushfire or grassfire. If there is a risk of the fire becoming a threat to the safety of the school population. A shelter-in-place location is NOT a bushfire refuge. Your shelter-in-place location should be sited away from the most likely approach of a bush or grass fire and the least vulnerable to a potential bushfire attack.   If one site is not large enough to accommodate all the children, students and staff at your facility, you will need to identify additional suitable locations.

8.2.2   Guidance for selecting your shelter-in-place location

A shelter-in-place location/s will:

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

A school's shelter-in-place location/s should:

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

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

8.3   Lockout

This action is used to prevent unauthorised persons from entering the schools, and is commonly used when the threat is general or where incidents are occurring off the school property, e.g. a riot or passing demonstration, nearby siege, etc. This procedure allows school activities to continue as normally as possible during the outside disruption.

Description of action:

- The principal or designate will ensure that all doors and any perimeter fences are secured, except when perimeter fencing has already been breached. The only entry to the school for the period of the lockout should be through the main entrance. The principal or designate should ensure that access is monitored and that only authorised personnel have access.
- If any students are outside the school buildings, e.g. PDHPE periods, recess or lunch, students should be directed into the nearest classroom or school building. The proximity of the identified hazard should be considered and, if necessary, students should be directed to an alternative location.

8.4   Evacuate

This action is used after a decision is made that it is safer to leave the entire campus/school site than to remain on-site, e.g. during a flood or structural fire. When an off-site evacuation is required, the details of actions should be developed at local level in conjunction with local emergency services and the local Disaster Plan (DISPLAN).

Description of action:

- Upon receipt of the evacuation announcement, all students, staff and visitors will be required to follow either the predetermined protocols or the explicit directions of the Incident Controller. This depends on the circumstances of the school and the emergency. Take your emergency kit/first aid kit (including student and staff attendance lists and a copy of the EMP). Once at the primary and/or secondary assembly point/s, check all children, students, staff and visitors are accounted for.
- Incident Controllers must exercise their judgement but, as a general rule, if a threat is external to the school and evacuation to an external safer place is not feasible (transport may not arrive in a timely manner or it would place children at risk if dismissed to their homes) it is likely to be safer to remain in the school. If the threat is internal to the school (e.g. a chemical hazard) it may be safer to be outside of the school.

The EMP should contain **a minimum of two external evacuation points** – one should be at least 150 metres from the building and the other should be further than 500 metres – and at least one internal evacuation point to be used depending on the nature of the emergency hazard. If forced to evacuate and these facilities are unavailable, authorities must be notified and assistance requested.

The EMP should consider that some emergencies may require students, staff and visitors to leave the school grounds for an extended period with no option to release students early. When identifying a suitable evacuation point, access to shelter, water or drinks, toilets and food should be considered.

Consideration should also be given to the external evacuation route, in particular to the dangers associated with crossing roads during emergencies. If there is a concern about students' response to an emergency, consideration may be given to activities that will direct students' focus away from the emergency, depending on the age of the students. In such circumstance it may be appropriate to consider evacuation points with access to open spaces and/or play equipment.

When the duration of the evacuation is longer than anticipated, students may have to be discharged and collected by parents or guardians at the evacuation point. The refuge should have adequate vehicular access and parking to allow for the safe release of students and to ensure the safe passage of parents and guardians while not impeding emergency services tending to the emergency.

Some areas worth considering as evacuation points are your local council's reserves or parks, community halls, clubs or, as a last resort, shopping centres. Schools should ensure that the premises are safe for use and fit for the purpose. Permission for their use should be obtained in writing from the relevant authorities.

When considering evacuation options, it must be borne in mind that students should not be considered safe until they are with family or caregivers. This means that the vulnerability of transport routes to ember or radiant heat impact must be considered. Further, sending children to homes where an adult family member of care giver is absent may be more potentially dangerous than retaining the students at school in lockdown.

8.5   Duck, Cover and Hold

This action is used to protect students and staff from falling debris, e.g. earthquake. **This strategy requires practice by students and staff.** It may not be appropriate for students with disabilities.

Description of action:

- If inside, students should **drop** to the floor, **get under desks or tables**, remain **facing away from windows** and **hold** onto a leg of the desk or table
- If outside, move students away from buildings and other collapsible structures. Tell students to huddle together, drop to their knees, bend at the waist to place their heads between their knees and link the fingers of both hands behind their heads (see graphic below):

Source: http://www.bundaberg.qld.gov.au/files/images/earthquake_warning1.jpg.

8.6 Response to Specific Hazards

The following guidance material may assist your SET to develop specific-emergency-response plans for its higher-risk emergencies. It will require tailoring to your school's circumstances and resources. In every case, the primary responsibility of the Incident Controller is the safety of students and staff.

8.6.1 Bushfires

When the risk of bushfire is high or greater and/or there is a bushfire in the school's vicinity, the EMP should ensure:

- Someone is allocated responsibility for listening to the local radio or TV and monitoring the Rural Fire Service (RFS), Bureau of Meteorology and F&RNSW websites for bushfire or weather warnings and advice.

- The decision is made to externally or internally relocate students. If early evacuation advice is not issued or the fire is approaching the school and it is unsafe to evacuate, everyone should remain in the building after the following precautions are taken:

  – Phone 000 for fire brigade and follow advice. Inform 000 operator which building/s the staff and students will be housed in

  – Check attendance against class rolls at the assembly area. 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.

- If a lockdown is implemented:

  – Move everybody inside, assembled away from the part of the building that will be initially exposed to the fire

  – Turn off power and gas, ensure that gas bottles (e.g. barbecue gas bottles) have been removed from the area. Large, immobile bottles need to have the pressure relief valve vents pointing away from building

  – Close all windows, doors and block crevices with wet materials (e.g. towels)

  – Fill gutters, all sinks, washbasins and drums with water

- Stay inside in the identified area (preferably bricked and tiled) with available water and away from windows

- Once the fire has clearly passed, evacuate the building if safe to do so, assess and remain in a safe area

- Contact the CEO/SO to report the incident and for further advice and support, as appropriate, including media support

- implement procedures to resume school activities, including arranging counselling support.

8.6.2   Internal Fires and Smoke

Fires affect everyone. Early notification and action can prevent considerable personal injury and property damage. The first priority, however, is the safety of students and staff. In case of internal fires and smoke, an EMP should ensure the following advice and actions are covered off:

- Maintain calm

- Raise alert

- Immediately evacuate the room where the internal fire/smoke occurs

- Assist people in immediate danger – in particular people with disabilities

- Notify the fire brigade (phone 000)

- implement partial or full lockout and/or evacuation procedures if necessary

- If people with disabilities cannot be immediately evacuated, move them to a predetermined fire-protected stairwell or safe place and await assistance from fire brigade officers

- Conduct a final check of the evacuated areas in pairs, if it is safe to do so, to ensure all staff and students are accounted for

- Close doors and windows on departure if possible to prevent the spread of fire and smoke

- Check student attendance against class rolls at assembly area. 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

- Designate a staff member to ensure the fire brigade has access to the site of the fire e.g. gates are open and vehicles are not blocking access

- Contact your CEO/SO for advice and support, as appropriate

- Seek assistance from your CEO/SO in relation to media enquiries

- Implement procedures to resume school activities, including arranging counselling support for anyone affected by the fire.

8.6.3   Severe storms and flooding

Schools need to prepare for both external and internal storm and water damage caused by torrential rain, low lying grounds, drainage issues, burst water pipes, etc. When planning a response to storms and internal flooding, consideration should be given to actions required before the storm and after the storm. In case of severe storms and flooding, the EMP should ensure the following advice and actions are covered off:

- Direct students/staff before the storm strikes to:

- assemble inside buildings
- stand against interior walls or hallways on lowest floor possible (tops of buildings may be damaged)
- stand away from windows.

- Avoid auditoriums, gymnasiums and other enclosures that have long roof spans

- Avoid rooms that will bear the full force of the wind

- Close windows and blinds on the windward side and secure loose objects in open areas e.g. garbage bins

- Check attendance against class rolls at internal assembly area. 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

- Close down any utilities that may cause additional hazards, e.g. electricity, gas, water

- After the storm passes check for damage and listen to the local radio for official warnings/advice

- Beware of fallen power lines, damaged buildings and trees, flooded watercourses

- Keep staff and students on the premises until it is safe to return to normal activities or go home

- implement procedures to resume school activities, including arranging counselling support for anyone affected by the storm

- Contact your CEO/SO to report the incident and for advice and support, as appropriate, including in relation to media enquiries.

- Plan for the management and/or evacuation of animals housed on site.

8.6.4   Pandemics and Communicable Diseases

Schools should note that pandemic control measures such as quarantining, school closures and key health messages will be determined by the Health NSW. Catholic schools will receive advice regarding these measures and any actions they are required to take from the CSNSW, who, in the event of a pandemic, will work closely with Health NSW to implement control measures across the NSW education sector.

8.6.5   Intruders

Schools need to prepare for an intruder event where a person enters a school without permission or good cause. In case of intruders, the EMP should ensure the following advice and actions are covered off:

- Lockdown the school

- Supervise students at all times

- If safe to do so, approach the intruder and determine their reasons for being there

- If safe to do so, request the intruder to leave the property

- Notify NSW Police (phone 000)

  Observe the intruder from a distance, noting full description of intruder if possible.
  Use the intruder identification checklist provided in Appendix F to record this information.

8.6.6 Armed Intruder

An intruder may be armed with improvised weapons, knives or swords or with firearms. In all cases, triple zero, 000, must be rung immediately, asking for Police and indicating the presence of an armed intruder.

In planning for such an incident, the following should be kept firmly in mind as priorities when preparing for a contingency:

- Saving and protecting life
- Facilitating the evacuation of those at risk
- Containing the incident or threat
- Supporting emergency response and investigation activities.

8.6.6.1 Initial Response

The primary objective of the initial response is to minimise the intruder's access to potential victims.. There are three key options:

1. Escape. If it is safe to do so, building occupants should move away from the building, well out of reach and range of the intruder. Such an evacuation will require an orderly but rapid evacuation leaving most belongings behind. Care should be taken to keep out of sight of the intruder, particularly if they have firearms.

2. Hide: If a safe evacuation is not possible, students and staff should hide where the access door can be locked, heavy furniture placed in front of the door, blinds/curtains should be drawn, all lights turned off, mobile phones turned to silent. Everyone must be silent.

A code should be used to initiate a school response to minimise alarm and focus staff on the rehearsed response.

8.6.6.2 Transition Considerations

While waiting for police response, the school's incident management team needs to gain "situational awareness". Critically this means knowing the location of the intruder. This information needs to come from staff communication by internal or mobile phone when safe to do so. Additionally staff need to be able to pass this information on to police when they arrive and to take direction from police.

8.6.6.3 Recovery

The key items in this phase are media and information management. Schools should expect the parents and carers will arrive and may wish to take children with them. There will need to be an impact assessment on the physical plant with rehabilitation measure put in place. The most substantial task will probably be the restoration of staff, student and community confidence.

8.6.7 Criminal and Violent Incidents

Violent incidents can occur in schools and involve students, visitors, staff or school animals. Crimes against schools can be managed by developing systematic and cost-effective approaches to reduce the risks. Applying a situational approach to crime prevention based on locally identified risks aims to reduce the opportunity for people to commit crimes. In case of criminal incidents, the EMP should ensure the following prevention and preparation actions are instituted and regularly reviewed:

- Target hardening – locks, window film, grills, and computer-locking mechanisms

- Environmental design – trimmed foliage, lighting, natural surveillance, fences, signs

- Electronic systems – alarms, detection devices, closed circuit television

- Policies – asset marking, equipment storage, equipment location

- Procedures – checking procedures, window and door locking, regular equipment audits.

8.6.8   Earthquakes

Earthquakes are a natural hazard which cannot be prevented but the effect that an earthquake has on your school can be reduced if you have a plan. In preparing for earthquakes, the EMP should ensure the following advice and actions are covered off and/or understood:

- Designate a safe internal area to shelter during an earthquake

- Shelter under (and hold onto) a sturdy table, bench or interior doorframe (see 8.5 Duck, Cover and Hold above).

- Stay clear of windows and outer walls

- Keep well clear of buildings, overhead structures, walls, bridges, power lines and trees

- Watch for hazards and tend to injuries

- Evacuate if the building is damaged.

8.6.9   Tsunami

Earthquakes may cause a Tsunami. In Australia, the Joint Australian Tsunami Warning Centre detects and verifies any tsunami threat to the coastline of Australia. Warnings will be relayed via official channels (e.g. Emergency Alert, radio, TV, sign boards, internet) and unofficial channels which will need verification. The NSW State Emergency Service is the agency responsible for managing tsunami events: https://www.ses.nsw.gov.au/tsunami-resources/before-a-tsunami/know-your-risk/.

If the school and/or its students and staff are near the coast and feel and earthquake, move quickly to a safer location: at least 10m. above king tide or 1 kilometre inland. (NB: this will require a coordinated local response if a school has to be evacuated). A school at risk should consult the local government area's disaster plan (DISPLAN) for information about planning and responses to tsunami warnings.

8.6.10   Hazardous Substance Release

In planning for the accidental release of hazardous substances, the EMP should ensure the following advice and actions are covered off:

8.6.10.1   Inside School Grounds

- Assess the need to evacuate the school based on all immediately available information and hazardous substance guidelines. Material Safety Data Sheets (MSDS) should be kept in a readily accessible location in accordance with WHS regulations

- Move students, staff and visitors to a safe area

- Check attendance against class rolls at assembly area. 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

- Contact fire brigade and emergency services (phone 000) if the nature of the emission/spill is unknown or it is unsafe for staff to deal with

- If safe to do so, ensure the spill is cleaned up by staff

- Give the 'all clear' so students and staff may return to classes.

8.6.10.2   Outside School Grounds

An event such as fire, motor vehicle accident, train derailment, industrial incident or a natural disaster may cause a hazardous substance release. As a result, emergency responders may request that you secure and

seal the school building. Those who have been advised to secure and seal a building will be notified if additional measures are required when it is 'all clear'. During such an event, it is important to maintain communications with the emergency services. In the case of a hazardous substance being released where the contamination is confirmed as outside the buildings, the EMP should ensure the following advice and actions are covered off:

- Activate lockdown response by moving all students, staff and visitors into buildings immediately

- Call emergency services (phone 000)

- Check attendance against class rolls at assembly area. 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

- Occupy rooms furthest from emission source, close to an exit and upwind if possible

- Close all external doors and windows. Draw curtains/blinds and seal ventilators, turn off air conditioners and extinguish any naked flames, including pilot lights

- Contact your CE/SO to report the incident and seek advice and support, as appropriate

- Evacuate if directed by emergency services or forced to by extraordinary circumstances such as a building being full of fumes. In this instance, move to an area upwind of the incident.

8.6.11 Bomb Threats

The EMP should include policies and procedures for dealing with bomb threats. In case of bomb threats, the EMP should ensure the following advice and actions are covered off:

- A Bomb Threat Checklist (See Appendix B) is used by the person who answers the phone to obtain and record as much useful information as possible. Ensure that a copy of this checklist is kept next to the school telephone

- Consider other means of receiving bomb threats, such as SMS, fax, email, or social networking sites, and ensure that the threat received is not deleted

- All threats are taken seriously

- Police are notified (phone 000)

- A decision is made to lockdown, lockout or evacuate the school.

8.6.12 Offsite Emergency

Offsite activities include excursions, camps, tours and attendance at sporting fixtures. All staff and, where appropriate, students need to be familiar with the procedures for dealing with an emergency at the particular offsite activities they attend.

To prevent and prepare for emergencies at offsite activities, the EMP should ensure the following advice and actions are covered off:

- Excursion request form, including risk assessment, is completed and approval gained for every offsite activity

- All weather warnings are monitored and acted upon.

- Upon arrival at an offsite activity, emergency procedures including an evacuation drill and safety instructions are explained and practised with students and supervising staff

- A contingency plan is in place that documents the arrangements to cancel, relocate, recall or otherwise change the offsite activity should the activity be affected by extreme weather (specifically including bushfires during the bushfire season)

- On days of extreme or greater fire danger or flood warnings, principals may need to cancel offsite activities at short notice. Where offsite activities are not cancelled, special fire safety precautions or flood response actions may be required

For assistance with the planning and approval process for offsite activities, schools should refer to the diocesan policies on excursions.

8.6.13 School Bus Accident / Vehicle Incident

To prepare for a school bus accident or vehicle incident, the EMP should ensure the following advice and actions are covered off:

- A bus folder containing rosters and emergency telephone numbers for all students assigned to ride the bus is maintained for each bus servicing the school

- Teachers in charge of offsite activities prepare trip bus folders. One copy of the trip bus folder, including emergency numbers for all students who will be taking the bus, should
be placed in the trip folder and a second copy should accompany the teacher on the trip.

8.6.14 Construction onsite

In the event that the school is undergoing construction onsite, the EMP should ensure the following advice and actions are covered off:

- All relevant WHS requirements are met. These can be clarified through WorkCover.

- A list of the names of the crew members is held at the school office for the duration of the construction activity. If an emergency arises and it is necessary to lockdown, lockout or evacuate, it is important to be able to account for *everyone* on site

- Be aware that there may be an increased risk of an emergency during the period that the construction crew is on site. Consider the associated dangers such as falling debris, fires and smoke, flooding and the disconnection or severing of services such as electricity, IT and telephones.

- Working with Children checks.

9.   RECOVERY

Recovery encompasses the health and wellbeing of staff and students within your school as well as the restoration of your school to full operation as quickly as possible. Recovery from an emergency begins as soon as the emergency itself. The manner in which recovery will be implemented will depend on the nature of the incident and its scale. For an incident which affects the school only, e.g. structural fire, recovery will be directed almost entirely by the principal supported by the leadership team and the authority which conducts the school. For an incident which impacts on a whole community, e.g. a flood event, depending in the size of the incident Commonwealth, state and local government instrumentalities may be involved. In such cases, the school's recovery needs to be co-ordinated with the work of a local recovery committee.

For all of the impacts on property, the effects of an incident on people are likely to be the most significant for a school. It is important that you make every effort to engage persons with specialist expertise to manage trauma within your school – people often suffer most in the aftermath of an emergency. Your

CEO/SO or other authority can provide assistance with the provision of psychosocial response/recovery support, such as the coordination and provision of specialist psychological services to students and staff following exposure to a large-scale disaster, emergency or critical incident. For students, staff and families, the greatest contribution which the school is likely to make will be by resuming operation, i.e. restoring normality.

Other elements of recovery include capturing the lessons learned and improving your plan and infrastructure so that your school is better placed to manage future emergencies. Treat every incident as a learning experience and ensure that your school is able to return to 'business as usual' as soon as possible.

9.1   Record Keeping

This is an often overlooked aspect of managing an emergency; however, it is a critical component to ensure decision-making is adequately documented for post-emergency review and learning and, if required, investigation. This is especially important for emergencies that impact on students, staff or visitors, or that result in a significant loss of infrastructure or assets or public scrutiny of a school activity.

Record keeping does not need to be an impost on those managing emergencies. In the incident management structure, record keeping is typically the responsibility of the Planning Officer or group. Simple incident log sheets as found in Appendix A can be useful tools to record information, such as, but not limited to, time of calls or emails, time and basis for the decisions that are made, the time that the SET receives information and other relevant information.

Some records will contain personal information about staff and students and these records must be managed according to the requirements of the *Privacy Act 1988* (Cth) and the Australian Privacy Principles.

9.2   Debriefs and Reviews

As described in Prevention & Preparedness above, an essential step in the continuous Emergency Management Planning Cycle is the capture of lessons learned. Better practice dictates that schools committed to a continual learning and improvement process in the way they manage emergencies will conduct post-emergency debriefs and reviews. These activities provide a valuable opportunity for people to heal, reflect and apply lessons learned to the future. In order to maximise the learning and improvement outcomes to be gained from a debriefing, it needs to be carefully managed. It should not be used as an occasion to apportion blame or fault.

The typical questions that should be asked during a debriefing are:

- What went well?
- What didn't go so well?
- What lessons did we learn?
- What would we change before next time?

Part 2 Developing the Emergency Management Plan

10. DEVELOPING YOUR EMP

The following notes should be read in conjunction with the *Emergency Management Plan (EMP) Template*.

The EMP should be reviewed at least annually and immediately after any significant incident. It is also advisable to review and update your EMP following any changes to the school site layout or key EMP personnel. The EMP template should be used as the basis for all school EMPs, including those developed with the assistance of an external provider. You should also ensure that a copy of your completed EMP is backed up to a secure offsite location such as to an alternative server, or on CD or USB memory stick securely stored in another accessible location. Your EMP must be discussed with local emergency service agencies.

…. The EMP begins with Risk Assessment…

11. Conducting Risk Assessments

Your risk assessment is the cornerstone of your EMP as it addresses the hazards and potential threats specific to your school, the level or risk of each and how you will prepare for, reduce, and manage them. In order to effectively plan for emergencies it is important that you and your EMP planning team are able to identify the hazards to your school and the associated risks they carry that could lead to an emergency at your facility. If the level of risk is assessed as being at an unacceptable level, you will need to consider how the risk can be reduced to an acceptable level. A sample risk assessment is provided below with a blank version for the use of schools.

It is recommended that the risk assessment in the EMP is regularly reviewed (every year and after a major event).

11.1 Risk assessment steps

Follow the steps below to complete your **Risk assessment** in preparation for your EMP.

Step 1 – Establish the context

The context of the risk assessment relates to your school: the environment, the location, the number of students, etc. Confirm the identity and concerns, issues and expectations of stakeholders. Familiarise yourself with the Diocese' tools used to identify, analyse and manage risk. Not all schools face the same range of hazards, for example, the threat of bushfires doesn't apply to all schools, so it is important to be pragmatic but thorough. As each school has its own characteristics, EMPs must be tailored for different:

- design features between buildings
- functions conducted within buildings
- differences in terrain
- access arrangements
- populations with varying needs
- animals housed on site (do not forget the small animals like class pets)
- chemicals kept on site including all maintenance facilities and storerooms

- Incident history of the school site including prior to foundation.

When assessing the risks to your school consider:

Demographic factors	- number of students - staff numbers (include volunteers) - cultural factors - disability/health factors
Geographic factors	- roads into and away from the school - access to public transport - distance to student homes - distance from the school to other community schools
Specific risk factors	- natural emergency risks (e.g. severe storms, snow, bushfires, earthquakes and floods) - other risks identified for the school - the past incident history of the site

Use the Risk Assessment Matrices below to assess and prioritise the risks that your school faces. This is also the moment to openly discuss and resolve any differing opinions of the school's risk level that the members of the SET may have. Once all identified risks have been assessed and prioritised, the SET should discuss and develop response plans for the school's extreme and high rated risks. Even is some risks are mitigated, residual risk will remain and require attention.

Step 2 – Risk identification

Identify the specific hazards and potential threats to your school. **Column 1** of the Risk Assessment example table below lists the more common types of hazards your school could encounter. Please note that the examples provided in the sample risk assessment are not intended to be exhaustive and may not be applicable to every site. **Only include in your EMP the hazards/threats that are relevant to your school.** Some hazards and threats you might consider are:

- Building fire
- Bushfire
- Major external emission/spill
- Intruder
- Bomb/substance threat
- Internal emissions/spill
- Severe weather event
- Earthquake
- Influenza pandemic
- Loss of essential services
- School bus emergencies
- Smoke
- Heat health
- Flood
- Snakes

See the risk assessment sample below for more guidance.

In **Column 2** of the risk assessment table, describe the risk each hazard and potential threat creates for students, staff, visitors and contractors at your school in terms of the probable cause/s and consequence/s of each. **Only describe the probable causes and consequences of the risks that are relevant to your school**.

Step 3 – Risk analysis

For each risk, the existing controls currently in place should be captured. In **Column 3** of the **risk assessment** table identify the controls or measures you currently have in place to manage the risks. **Only include the controls that are in operation at your school.**

Risk is analysed in terms of consequence and likelihood, taking into account any controls identified. On the basis of your current controls, use the **consequence criteria** and **likelihood scale** tables below to work out the appropriate consequence and likelihood level for each risk.

Consequence Criteria

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

Likelihood scale
(Note: Likelihood scale refers to the likelihood of the risk event occurring

Descriptor	Description	Indicative %
Almost certain	Expected to occur	(>95%)
Likely	Probably will occur (no surprise)	(66 – 95%)
Possible	May occur at some stage.	(26 – 65%)
Unlikely	Would be surprising if it occurred	(5 – 25%)
Rare	May never occur	(<5%)

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

Risk rating matrix

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

Step 4 – Risk evaluation

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

Risk acceptability chart

Extreme	Unacceptable (must have Principal / School Council / Regional Office oversight
High	Tolerable (with Principal Class Officer review)
Medium	Tolerable (with frequent risk owner review)
Low	Acceptable (with periodic review)

Risks rated Low or Medium do not necessarily require further treatments as this level of risk is considered to be acceptable. Risks rated High or Extreme require further treatments to reduce their level of risk to a more acceptable level.

Step 5 – Risk Treatment

Risk treatment involves a cyclical process of:
- Assessing the risks
- Deciding whether the risk levels are acceptable (by reference to the Acceptability Chart)
- If not, determine appropriate risk treatment options
- Implementing risk treatments.

   Options for risk treatment include:
- Share – if practical to do so, share the risk (eg, outsourcing or insurance)
- Terminate – cease the activity
- Accept – risk acceptance requires appropriate authority
- Reduce – reduce the risk level by applying additional treatments until the risk is acceptable.

Insert any additional treatments or measures to manage or reduce the risk in **Column 5** of your **risk assessment** table. Only include those treatments you will be implementing. A **second assessment** is then made to confirm the treatments will reduce the level of risk. This second level of risk is called the 'target assessment' – where you expect the risk level to be once your treatments have been implemented. Once

implemented, treatments become existing controls. Re-assess the level of your risk in **Column 6** on the basis of the new treatments.

Step 6 – Communication and consultation

Communication and consultation with all relevant internal and external stakeholders should take place during all stages of the risk management process.

Step 7 – Monitoring and review

Monitoring and review should be a planned part of the risk management process and should take place at intervals appropriate to the nature of the objective and the level of risk. A clear assessment of the hazards to your school, and identification of strategies to reduce the risk, will ensure that you are better prepared to respond to an actual emergency.

Following any incident, a review of the risk assessments in both timely and wise.

11.1.1 Bushfire Preparedness: Specific Issues

Bushfire preparedness is relevant to any schools which could be in danger of ember attack or have proximity to bush or grass lands, not just rural schools. Metropolitan schools may be at risk from site specific factors (e.g. located in a leafy area) or because their students attend offsite activities, e.g. excursions, sport or retreats, in bushfire-prone areas. For information about responding to bushfires, refer to page 27 of this manual.

Bushfire Preparedness Checklist	✔
Determine who is responsible for monitoring fire risk information	
Review EMP prior to the official start of the bushfire season	
Ensure communication procedures are in place to contact parents/ guardians in the event of closure or evacuation	
Ensure there is a procedure for the back-up of the school's computer files and that a copy is stored off site. Regularly test that the back-ups can be used to recover all vital information	
Allocate roles and responsibilities of the principal, staff and parents in executing emergency evacuation procedures	
Ensure that the planning procedures for offsite activities (such as camps and excursions) include consideration of the risk of bushfire in the offsite activity location	
Maintain a schedule for monitoring and removal of materials that may be easily ignited around buildings and schools	
Ensure flammable materials are stored safely	
Ensure building exits are continuously kept clear of obstructions	
Designate assembly points and ensure these allow appropriate access to emergency equipment	
Ensure that emergency vehicles have access to schools and grounds	
Ensure evacuation of animals housed on site or property controlled by the school	

Example of a risk assessment for schools

1. Identified Hazards	2. Description of Risk	3. Current Risk Control Measures Implemented at our School	4. Risk Rating			5. Treatments to be Implemented	6. Revised Risk Rating after implementing Treatments		
			A Consequence	B Likelihood	C Risk Level		A Consequence	B Likelihood	C Risk Level
Only include in your EMP those hazards that are applicable to your school. *The examples provided below are not intended to be exhaustive.*	*Only include in your EMP those controls that have actually been implemented in your school.* *If you have not implemented the controls below, but intend to do so, you may move them to the 'Treatments to be Implemented' column.* *If you choose to use any of the examples below, make sure the wording describes the situation in your school.*					*Measures to be taken by our school to eliminate or reduce impact of the risk*			
Bushfire	**Probable Cause:** *Identify the key cause/s e.g.:* • Lightning strike • Arson • Bushfire rapidly spreading from forest in close proximity to the school • Spark ignited by machinery • Power line failure • Escaped hazard reduction burn **Probable Consequences:** *Identify the key consequence/s e.g.:* • Fatality and/or permanent disability from burns • Serious injury from smoke inhalation • Stress or psychological injury requiring clinical support for multiple individuals	• Weekly check of safety equip during bushfire season. • Liaison with local fire services regarding clearing trees, building safety prior to start of the bushfire season. • Check RFS website, alerts during the bushfire season. • Conduct evacuation drills in Terms 1 and 4; conduct Shelter-In-Place drill in Term 1. • Working bees to clear and clean up school site twice per year. • EMP is reviewed and socialised with staff before fire season. • Staff and parents aware of plan and understand their role within it. • Utilise a checklist in October to prepare for the bushfire season. • School will close in "Catastrophic" days.	Severe	Possible	High	During an elevated fire danger period ensure a heightened state of readiness. As appropriate, this will include: • Consultation with local/District RFS to obtain advice on current bushfire conditions that could impact the facility. • Ensure lines of communication with relevant emergency services are available. • A staff member will regularly monitor RFS and Bureau of Meteorology websites, listen to ABC local radio and check the Roads and Maritime Services website for road closures. • Consider cancelling staff travel during work hours. • Consider cancelling excursions. • Review Fire Danger Index for week ahead at staff meetings.	Severe	Unlikely	Medium
Grassfire	**Probable Cause:** *Identify the key cause/s e.g.:* • Intentional or accidental ignition of unmanaged dry/dead grass in summer months • Farmland • Vacant property • Managed vegetation in parkland **Probable Consequences:** *Identify the key consequence/s e.g.:* • Physical injury to staff or students • Stress or psychological injury requiring clinical support for multiple individuals	• Liaise with local fire services regarding clearing trees, building safety and so on. • Check RFS website, alerts during the bushfire season. • Emergency shelter-in-place/evacuation drills occur in Terms 1 and 4 in advance of the bushfire season. • Engage with local RFS for information regarding best practice for response				You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.			
Building Fire	**Probable Cause:** *Identify the key cause/s e.g.:* • Inappropriate management of stored chemicals • Incident in science laboratory • Exploding gas tank • Faulty electrical wiring • Faulty electrical equipment **Probable Consequences:** *Identify the key consequence/s e.g.:* • Physical injury to staff or students	• Fire services equipment (fire hose reels, fire extinguishers, fire blankets, hydrants) is tested and tagged as per Australian Standards. • A WHS Inspection is completed once per term to check that exit signs and other emergency equipment is working. • Communication systems (e.g. PA system) tested on a regular basis. • A fire blanket (tested and tagged to Australian Standards) is available in all kitchen areas. • All electrical equipment is tested and tagged as per Australian Standards and that frayed leads, damaged equipment is disgarded.	Minor	Possible	Medium	With the types of controls used in this example, the risk level is 'Medium', so a school would not have to implement treatments and re-assess the risk.			

1. Identified Hazards	2. Description of Risk	3. Current Risk Control Measures Implemented at our School	4. Risk Rating			5. Treatments to be Implemented	6. Revised Risk Rating after implementing Treatments		
			A Consequence	B Likelihood	C Risk Level		A Consequence	B Likelihood	C Risk Level
	• Stress or psychological injury requiring clinical support for multiple individuals								
Smoke	**Probable Cause:** *Identify the key cause/s e.g.:* • Fire at nearby factory or house • Road accident involving a vehicle transporting a hazardous substance. • Bushfire **Probable Consequences:** *Identify the key consequence/s e.g.:* • Physical injury to staff or students • Stress or psychological injury requiring clinical support for multiple individuals	• Ensure medical treatment plans for children with pre-existing heart or lung conditions are current and accessible • Keep medication accessible • Ensure air conditions allow recirculation of air				You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.			
Riverine Flooding School is at risk of flooding when local rivers reach a peak of x metres	**Recent Flood History:** **Cause:** • Significant rainfall **Probable Consequences:** *Identify the key consequence/s e.g.:* • Areas/rooms affected/inundated and inaccessible to staff and students. • Roads flooded/blocked to cars and buses for several hours preventing parents, students and staff getting to or leaving facility. • Physical injury to staff or students • Stress or psychological injury requiring clinical support for multiple individuals • Damage to student work and teachers' resouces	• Liaise with SES/local government to identify potential risk. • Develop contingency for storage of equipment/materials off site or above historical flood levels if necessary. • Ensure business continuity plan in place if forced to relocate off site.				You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.			
Severe Weather Event	**Probable Cause:** *Identify the key cause/s e.g.:* • Electrical storm causing fire. • High winds causing roof to collapse, limbs to fall from trees and airborne debris shattering windows. • Rain inundation resulting in unsafe electrical wiring/loss of power and communications. **Probable Consequences:** *Identify the key consequence/s e.g.:* • Physical injury to staff or students • Stress or psychological injury requiring clinical support for multiple individuals	• Regular scheduled maintenance to roofs/gutters/drains to keep clear. • Liaison with SES/local government to identify potential local risks. • Contingency for storage of equipment/materials if necessary. • On the basis of weather forecast, secure loose objects in open areas e.g. garbage bins, play equipment. • Communications tested. • Utility shut-off instructions/points are known. • Back up communications and contact lists maintained in case power fails. • Condition of large trees regularly checked. • Shade sail structures regularly checked.				You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.			
Heatwave	**Probable cause:** *Identify the key cause/s e.g.:* • Prolonged period of excessively hot weather **Probable Consequences** *Identify the key consequence/s e.g.:*	• Sun and UV protection • Playground areas are shaded • Sufficient shelter available for students awaiting pick-up by parents • Sufficient unrestricted water available • Restricted outdoor time during hot days (indoor recess and lunch, sports programs moved to gym/indoor area) • Staff are trained in identifying early signs of heat stress/dehydration	Major	Possible	**High**	You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.	Moderate	Possible	Medium

1. Identified Hazards	2. Description of Risk	3. Current Risk Control Measures Implemented at our School	4. Risk Rating			5. Treatments to be Implemented	6. Revised Risk Rating after implementing Treatments		
			A Consequence	B Likelihood	C Risk Level		A Consequence	B Likelihood	C Risk Level
	• hyperthermia: heat and sunlight overheat human body resulting in heat cramps, heat exhaustion, heat stress and heat stroke. • dehydration exacerbating existing medical conditions • power outages due to high use of air-con, refrigeration • failure of public transport (rail) • food poisoning due to unrefrigerated school lunch								
Loss of essential services Power, water or communications	Probable Cause: *Identify the key cause/s e.g.:* • Issue with supply due to storm/accident • Planned outage Probable Consequences: *Identify the key consequence/s e.g.:* • Lack of availability of school resources such as computers • Lack of availability of fresh drinking water and water for flushing toilets	• The size and health of trees growing close to power lines are regularly checked and pruned or removed if necessary • Alternative communication source such as charged mobile phone/satellite phone are available • Alternate lighting sources, such as a torch or battery operated light are contained in the emergency kit • A list of emergency phone numbers is located next to all office phones	Moderate	Unlikely	Medium	With the types of controls used in this example, the risk level is 'Medium', so a school would not have to implement treatments and re-assess the risk.			
Bomb/ Substance Threat	Probable Cause: *Identify the key cause/s e.g.:* Known or unknown person with intent or harm or cause fear to staff and students of the school Probable Consequences: *Identify the key consequence/s e.g.:* • Physical injury to staff or students • Stress or psychological injury requiring clinical support for multiple individuals	• Bomb Threat Checklist located next to each phone. • Emergency evacuation drills scheduled and practiced on a regular basis. • Implement bomb/substance threat response as required.				You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.			

Intruder	Probable Cause:
	Identify the key cause/s e.g.:
	
	• Drug affected
	• Mental health issues
	• Custodial/Parent dispute
	• Political views
	• Police operation
	
	Probable Consequences:
	Identify the key consequence/s e.g.:
	
	• Physical injury to staff or students
	• Stress or psychological injury requiring clinical support for multiple individuals
		• Visitors must report to reception and sign in using the Visitor Register.
		• Visitors are required to wear and display visitor pass/badge.
		• Parents must make an appointment to meet with teachers/principal.
		• Lockdown/lockout/ evacuation procedures are regularly practiced.
		• Values of mutual respect and acceptable parent behaviour policy are communicated and regularly reinforced e.g. at parent forums and in newsletters.
		• Encourage engagement of parents in school activities.
		• In relation to court orders / custody papers:
		  o the school maintains a register of current documents
		  o parents are advised of the relevant school processes and duty of care to other students and staff.
		• For parent meetings where staff feel a need for support:
		  o two staff attend
		  o staff use a signal to obtain support from another staff member if required
			Major	Possible	High	• The school will provide training for staff in managing aggressive people/diffusing tense situations.
						• Staff will share information on a 'need to know' basis concerning parent issues.
						• The school will develop a process and pre-determined actions to discretely alert others of an intruder.
						• The school will increase number of staff on yard duty as required, develop a roster and monitor attendance of yard duty teachers.
						• Yard duty staff will be trained to manage intruders on school grounds.
						• Where necessary, the school will seek legal advice and obtain a trespass order for parents who use threatening behaviour.
						• Procedures for responding to an intruder are readily accessible to staff.
						• If there is an escalation of Intruder incidents, the school will consider:
						  o issuing yard duty staff with two-way radios linked to an office base station
						  o installing panic/distress button in reception, principal office and/or meeting room
						  o liaising with local police to arrange a prompt response to any call for assistance
							Moderate	Possible	Medium

1. Identified Hazards	2. Description of Risk	3. Current Risk Control Measures Implemented at our School	4. Risk Rating			5. Treatments to be Implemented	6. Revised Risk Rating after implementing Treatments		
			A Consequence	B Likelihood	C Risk Level		A Consequence	B Likelihood	C Risk Level
		o an appropriate room for meeting selected e.g. one with two exit points .				o seeking advice from the CE/SO and police, and in exceptional circumstances, on engaging a security guard as required o installing CCTV. • All staff have done the School Communities Working Together training and procedures are active.			
School bus emergencies	**Probable Cause:** *Identify the key cause/s e.g.:* • Vehicle accident • Mechanical breakdown • Driver fatigue • Road conditions **Probable Consequences:** *Identify the key consequence/s e.g.:* • Physical injury to staff or students • Stress or psychological injury requiring clinical support for multiple individuals	• Engage approved Accredited Bus Operators Drivers • Maintain driver log book/work diary as required • Buses with seat-belts are used for transporting students				You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.			
Major external emission/spill	**Probable Cause:** *Identify the key cause/s e.g.:* • Leak of flammable materials at petrol station • Leak of flammable materials due to truck roll-over **Probable Consequences:** *Identify the key consequence/s e.g.:* • Physical injury to staff or students • Stress or psychological injury requiring clinical support for multiple individuals					You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.			
Major accident on a main road	**Probable Cause:** *Identify the key cause/s e.g.:* • **Probable Consequences:** *Identify the key consequence/s e.g.:* •					You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.			
Snakes	**Probable Cause:** *Identify the key cause/s e.g.:* • Warm, dry temperatures **Probable Consequences:** *Identify the key consequence/s e.g.:* • Physical injury to staff or students • Stress or psychological injury requiring clinical support for multiple individuals	• School grounds are cleared of all refuse and grass is cut regularly • Staff with first aid qualifications are trained in responding to a snake bite • Staff wear protective footwear on yard duty • School has a closed shoe policy • Food in the chicken coup/shed is kept in tight sealed containers to reduce vermin				You will need to determine the risk rating for this hazard. If your risk level is 'High' or 'Extreme', you will need to implement treatments and re-assess the risk to your school.			
Insert other identified hazards									

1. Identified Hazards	2. Description of Risk	3. Current Risk Control Measures Implemented at our School	4. Risk Rating			5. Treatments to be Implemented	6. Revised Risk Rating after implementing Treatments		
			A Consequence	B Likelihood	C Risk Level		A Consequence	B Likelihood	C Risk Level

Blank Risk Assessment Form

7. Identified Hazards	8. Description of Risk	9. Current Risk Control Measures Implemented at our School	10. Risk Rating			11. Treatments to be Implemented	12. Revised Risk Rating after implementing Treatments		
			A Consequence	B Likelihood	C Risk Level		A Consequence	B Likelihood	C Risk Level
Only include in your EMP those hazards that are applicable to your school. *The examples provided below are not intended to be exhaustive.*	*Only include in your EMP those controls that have actually been implemented in your school.* *If you have not implemented the controls below, but intend to do so, you may move them to the 'Treatments to be Implemented' column.* *If you choose to use any of the examples below, make sure the wording describes the situation in your school.*					*Measures to be taken by our school to eliminate or reduce impact of the risk*			
•	•					•			

12. From Risk Assessment to Emergency Management Plan using the Template

As you read this section have the Template open as reference is made specific sections in the template as well as Appendices in this document.

The Risk Assessment produces two key outcomes:

1. Mitigation work which needs to be prioritised by the Principal and the School Authority, and
2. The key risks for which the EMP needs to plan.

12.2 Mitigation

The SET must plan in implement a program to undertake the mitigations identified in the Risk Assessment. The plan needs to be documented. This could simply be in the school budget, the maintenance program and/or by correspondence with the CE/SO or school authority. Note that the EMP must reflect the seriousness and consequences of the risks until these are reduced by mitigation.

12.2 Defining the "Triggers"

For each risk, the SET must identify the trigger events or circumstances which will require activation of a response. The triggers must be concrete, measureable, address the risks and define the response or responses. Below is an example.

Risk	Trigger	School Response
Bushfire	1. Warning from RFS; 2. The fire is 10km from the school based on either the RFS *Fires Near Me* App or information from emergency services	Shelter-in-Place in Main Building
	3. Catastrophic Bushfire declaration	Close the school
Internal Fire	4. Report of fire verified by staff. 5. Staff indicate fire larger than a rubbish bin.	Evacuate buildings to Primary evacuation site.
Storm	6. Severe storm warning from the Bureau of Meteorology	Shelter-in-Place in Main Building
Transport Disruption	7. Communication from Bus Company or police.	Lockdown until transport is available
Intruder	8. Report from staff or information from police	Lockout

12.3 Writing the EMP

Once the Risk Assessment has been made, mitigations in progress and triggers defined, the SET is ready to begin filling out the template. Most of the information is self-explanatory but there are certain questions which will need more considered responses.

School Summary Details

This page provides information at a glance for the School Authority or Combat Agencies who have a copy of the EMP.

School Emergency Site Information

The details of the site provide details at a glance, alerting combat agencies to dangers and hazards for emergency crews.

Emergency Management Plan for…

This page should be dated and signed by the principal and include an image and badge of the school. It is a public statement of the work the school has done to safeguard its community.

Revision History

This provides a statement of currency of the document. It should be reviewed at least every two years and after each emergency.

Scope, Purpose and Distribution List

The information is primarily administrative. The purpose and scope need to be explicit. The Distribution list is a reminder to the SET of who needs to know what the school's plans are.

The Emergency Response

It is exactly that. The red sheet ought to displayed prominently in the office or desk of each member of the SET. Each member of the SET should have their tasks attached.

Emergency Contact Lists

These contact details should be displayed prominently near telephones. Ensure that the phone numbers are kept up to date.

Incident Management Team and other staff roles and responsibilities

Ensure all roles in the SET have been allocated to individuals and that those individuals fully understand what is expected of them in an emergency information. It is wise to have each role on a single page as an aide-memoire, laminate these pages and have them readily available. Sample text is provided for customisation by the school. Staff who may need to "step up" included.

Emergency Response Procedures

The plan must include contingency planning for all extreme and high-rated hazards based on the school's risk analysis. Contingency planning must include whether lockdown, lockout and/or evacuation is required to address each hazard. Text is provided for customisation by the school to suit local circumstances.

Area Maps and Site Plans

Area Map of the school including relocation routes

A detailed Area Map including the school's surrounding area must be included with your EMP. These maps may be developed in-house using Google Maps (satellite view) and other software. See example below. Your area map will assist you when selecting the most appropriate evacuation route and off-site assembly points. It should include:

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

Example of an Area Map
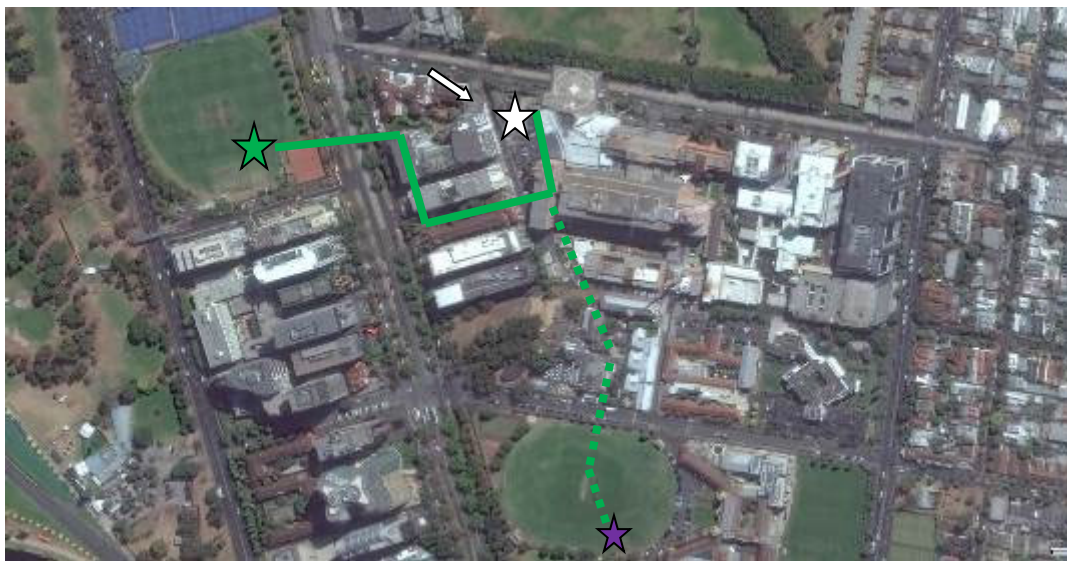
Distance to Primary off-stie assembly point: 200m   **Approx. time to reach Primary off-site assembly point: 10 min**
Distance to Secondary off-site assembly point: 250m   **Approx. time to reach Secondary off-site assembly point: 12 min**

Legend:

☆	Facility	⭐	Primary off-site assembly point
⭐	Secondary off-site assembly point	⇨	Emergency services access point
▬▬	Route to Primary off-site assembly point	▪▪▪	Route to Secondary off-site assembly point

Site Plan/Floor Plan of the school

A detailed site plan/floor plan must be included with your EMP. Internal sheltering in-place locations should be clearly marked. See example below. Evacuation diagrams for each building and floor are required to be displayed in all locations where children, students, educators/staff, visitors and contractors are able to view them, for example, reception area, corridors, classrooms, staff room and so on. Your EMP planning team should determine the number and siting of evacuation plans required for each building.

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

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

You may also wish to include the following optional elements:
- direction of opening of doors on designated exits
- north
- first aid stations and kits (denoted by a white cross on a green background)
- hazardous chemical store
- spill response kits
- evacuation information e.g. procedure as documented in in the EMP, telephone numbers
- paths of travel, coloured green
- specialised evacuation devices, including stairwell evacuation devices if provided
- fire and smoke doors
- hydrants, which must be shown in red

- medical management plans and EPI pen

Examples of evacuation diagrams for early childhood services and schools are provided on the following pages. Multiple diagrams may be required to show the facility/school in its entirety, including all designated exits and fire equipment. The 'Evacuation Procedure' required is that which may be placed in all locations, and may include some of the following details:

Instructions for staff/teachers:
- Close classroom windows
- Leave books/personal belongings and walk briskly in a calm, orderly manner to the instructed assembly area
- Do not allow any child/student to leave the class group during an evacuation/lockdown situation
- If any children/students panic and/or disobey instructions by leaving the group, do not follow them but report their absence to the Operations Officer at the designated assembly area
- Confirm numbers of children/students present and report missing children/students (if appropriate)
- Focus on safety and wellbeing of children/students and staff
- Instructions for Operations Officer
- Collect epi-pens, asthma kits, person medications for staff, students and children, and emergency kit with mobile phone.

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

EVACUATION DIAGRAM

Secondary Assembly Point

To secondary assembly point.

Primary Assembly Point
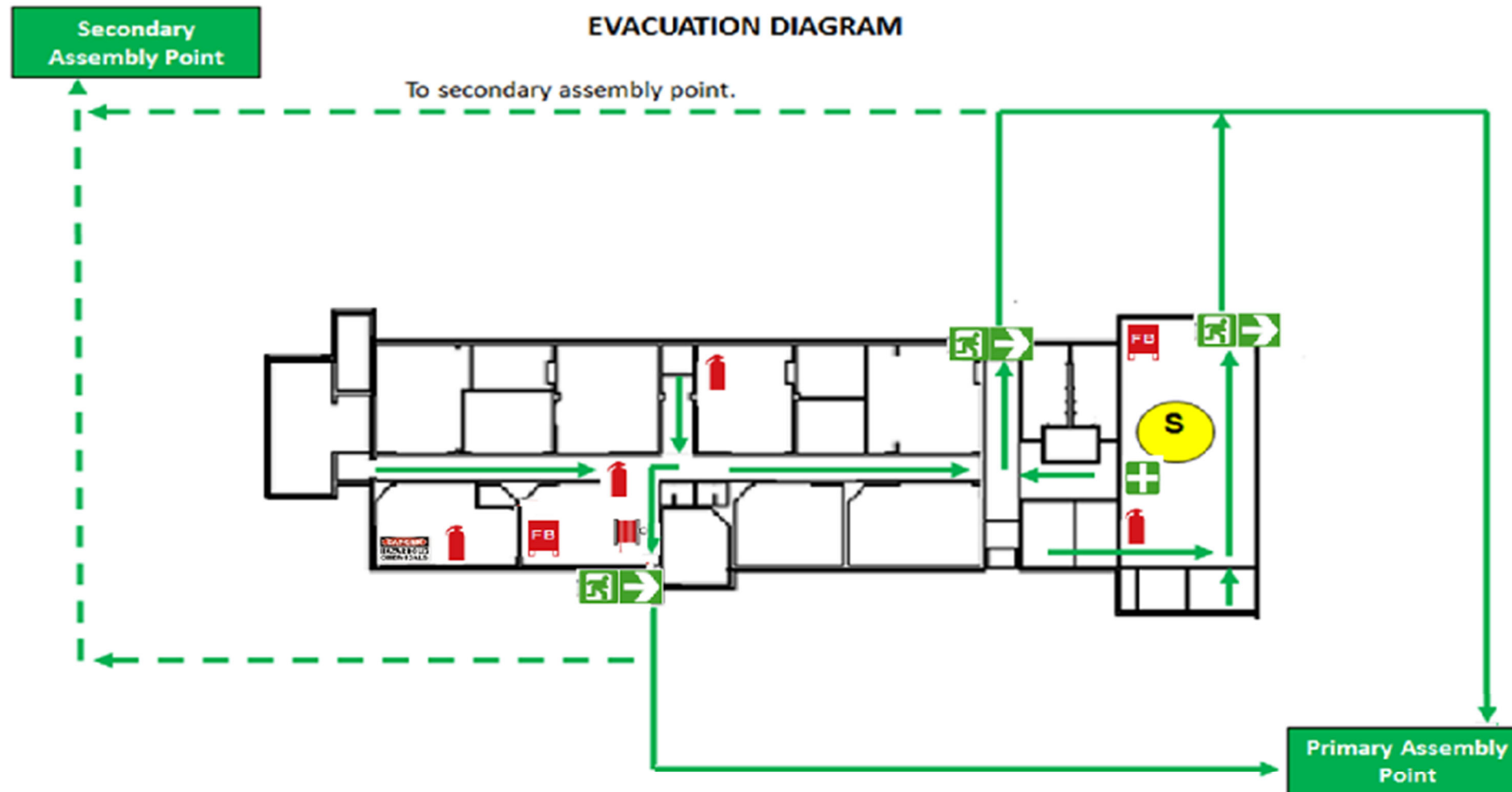
EXAMPLE ONLY

Legend

FB Fire Blanket	**Hazardous Chemicals**	**Exit Point**	**Fire Extinguisher**	**First Aid Kit**
➜ **Evacuation Route**	⇢ **Evacuation Route To secondary Assembly point**	**Fire Hose Reel**	**S** **Shelter-in-place Area**	

Evacuation Procedure

<insert school evacuation procedure>
- Do this…..
- Do this…..
- Do this…..

In Case of Fire

Remove persons from immediate danger.

Alert nearby personnel and the Chief Warden, call 000.

Confine fire and smoke. Close windows and doors (if safe). Keep low, under the smoke.

Extinguish or control the fire (if safe to do so).

Students and Staff with special needs list

This list should identify students and staff who may need additional assistance in the event of an emergency. This may include individuals with disabilities, allergies, health issues or injuries who may require assistance or medication. It is important to keep this list up-to-date and to distribute new copies or amendments of the list as it is updated. For example, a child who has recently broken their arm should be included on this list, and subsequently removed once they recover.

IMPORTANT: Information of a sensitive medical nature should be retained by the school for internal use only and not be distributed.

Animals housed on site or on a site controlled by the school

The safety and care needs of all animals housed on the school site must be addressed. Evacuation plans must address any need to remove animals from the site.

Risk Assessment

This is a blank form. The completed version of which should be included in the plan*.*

Emergency Exercise and Drill schedule and Observer's Record

Your school must schedule emergency exercises and drills, such as for getting to emergency relocation points. The Emergency Exercise and Drill Schedule must be kept up to date as part of your EMP. Evacuation drills should not just take place at easier times of the day when all children are in class. Internal-to-internal, internal-to-external and external-to-internal movement should be tested. Schools should also include unplanned emergency drills.

Exercises are always more beneficial if and external observer can provide structured feedback.

Emergency Kit Checklist

It is important that your school has an up-to-date Emergency Kit. The emergency kit should be checked against the list provided in the template on a regular basis. Ensure that your Emergency Kit includes a list of contact numbers for parents/guardians.

Emergency Management Plan completion checklist

This list is provided as an aid to the completion of the EMP.

Bomb Threat Procedures

The information here is provided as a separate document which should be displayed prominently for staff answering external phone calls and receiving mail.

Post-Emergency Record

Following every incident, a record needs to be made of what happened and what was done so that the IMT can learn from the event. These records must be done with care. They may be required in coronial proceedings.

TERMS AND DEFINITIONS

Acronyms	Terms	Definitions/ Descriptions
	Bushfire	A fire in vegetation.
CEO/SO	Catholic Education Office	Your school's Diocesan Catholic Education or Schools Office.
CC	Catholic Care	https://www.catholiccare.org/ . CatholicCare provide psychological services.
CCI	Catholic Church Insurances	
	Critical Incident	Any event which has the potential to adversely affect the students, staff, and/or school community and which interrupts the normal flow of daily events. Examples include suicide, death of a student or member of the school community. See also *Emergency*.
DFAT	Department of Foreign Affairs and Trade	Commonwealth Department which provides travel information for overseas trips made by staff and students. www.dfat.gov.au , www.smarttraveller.gov.au
Health NSW	Department of Health	The lead agency for control of incidents involving human illness and epidemics, including human influenza pandemic, and for coordinating recovery from emergencies.
	Emergency	An emergency is an actual or imminent event that endangers or threatens to endanger life, property and/or the environment and requires an immediate, significant and coordinated response. See also *Critical Incident*.
	Emergency Kit	Refer to list of recommended contents in component 11 of the EMP template.
	Emergency Management	The discipline around preparing for and dealing with emergencies. It covers all aspects of emergencies including the planning, preparedness, response and recovery phases.
EMP	Emergency Management Plan	Document used to detail assigned responsibilities, actions and procedures, required in the event of an emergency. See the *CECV <Emergency Management Plan template>*.
EMO	**Emergency Management Officer**	**Catholic Education Office officer responsible for providing 24-hour security and emergency assistance, guidance and support.**

SET	Emergency Management Planning Team	A cross-functional group tasked with the development, testing and review of the school's EMP.

Acronyms	Terms	Definitions/ Descriptions
F&R NSW RFS SES RSPCA	Emergency Services Royal Society for the Prevention of Cruelty to Animals	Refers collectively to: • NSW Police • Fire and Rescue NSW • NSW Rural Fire Service • Ambulance NSW • State Emergency Service. • RSPCA
	Hazard	A source of potential harm or a situation with a potential to cause loss or injury to people, property or the environment.
	Incident Controller	The person on the school staff designated in the ICS as in charge of the emergency and related decision-making. The Incident Controller is a role usually performed by the Principal.
	Incident Log	Details of an incident including who, what, when, where and how.
NESA	NSW Education Standards Authority	NESA registers and accredits schools and teaching staff in NSW
	Step up	Refers to staff who have to take a different role because of the absence of another staff member.
WHS	Work Health & Safety	Protecting the safety, health and welfare of people engaged in work or employment.
	Risk	The chance of something happening that will have an impact upon objectives. Generally measured in terms of consequences and likelihood.

APPENDIX A: RESPONSE LOG

Use the Response Log to record ongoing response actions.

Decision/Action/Communication	Date/Time	By Whom	Action Arising

APPENDIX B: BOMB THREAT CHECKLIST (A copy of this checklist should be kept at reception, administration and/or the school office.)

CALL TAKER		CALL TAKEN	
Name		Date:	Time:
Telephone #		Duration of call	
Signature		# of caller	

Ask the Caller the Following Questions:

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?	

ACTIONS:

REPORTED CALL TO: **PHONE NUMBER:**

CHARACTERISTICS OF THE CALLER	
Gender	
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?	

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

BACKGROUND NOISE		
[ ] Music	[ ] Local call	

[ ] Machinery	[ ] Long Distance Call	
[ ] Aircraft	[ ] Other (specify)	

APPENDIX C: INTRUDER IDENTIFICATION CHECKLIST (A copy of this checklist should be kept at reception, administration and/or the school office.)

OBSERVER	
Name	
Date	
Time	
Telephone #	
Signature	

Record as many of the characteristics of the intruder as possible, and safe, to do so in the table below:

CHARACTERISTICS OF THE INTRUDER	
Gender	
Estimated age	
Height	
Build	
Eyes	
Hair	
Complexion	
Clothing	
Baggage	
Jewellery	
Vehicle Registration	
Identifying marks (scars, tattoos etc)	
Voice	

APPENDIX D: LOCKDOWN CHECKLIST

Actions during lockdown	✔
If possible, liaise with staff and other agencies in considering a lockdown.	
Activate lockdown using the predetermined activation signal.	
Advise NSW Police and other appropriate emergency services agencies.	
Advise CEO/SO Emergency Management Officer	
Activate the SET (to plan further actions and enact the response plan).	
Review allocation of responsibilities.	
Collect emergency kit.	
Guide visitors to safety.	
Divert parents and returning groups from the school.	
Ensure a telephone line is kept free.	
Keep public address system free	
Secure external doors and entrances unless intruders have already entered.	
Keep main entrance as the only entry point. It must be constantly monitored and no unauthorised people allowed access.	
If possible, have a delegated staff member wait at the main entry to the school to guide emergency services personnel.	
Ascertain (as possible) if all children, staff and visitors are accounted for.	
Record details of actions undertaken and times (use the Incident Log from Appendix B).	
Await de-activation advice from emergency services personnel (if appropriate).	

Actions to de-activate and immediately following lockdown	✔
Confirm with emergency service personnel that it is safe to de-activate lockdown.	
Determine whether to activate the parent re-unification process.	
Determine if there is any specific information staff, students and visitors need to know (e.g. areas of the school to avoid or parent reunification process).	
De-activate lockdown using predetermined de-activation signal.	
Advise staff, students and visitors of any specific information they need to know.	
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.	
Advise the CEO/SO that the lockdown is over (if appropriate).	
Seek support from the CEO, including student support services as required.	
Brief staff on the incident.	
Prepare and maintain records and documentation.	
Follow up with any students, staff or visitors who need support.	
Undertake operational debrief to review the lockdown and any procedural changes that may be required.	
Actions (follow-up)	✔
▪	
▪	
▪	
▪	
▪	
Signature:	

APPENDIX E: EMERGENCY MANAGEMENT PLAN EXERCISE RECORD

Item	Yes ✔	No ✔
Were emergency services briefed on exercise prior to exercise being started?		
For drills that involve removing students from the school site, were parents informed in advance and did the school request parental permission?		
Did the person discovering the emergency alert the other occupants?		
Was the alarm activated?		
Were emergency services notified promptly?		
Was the CEO/SO Emergency Management Officer notified promptly (if appropriate)?		
Did staff direct persons from the building/site per the relocation procedures?		
Were isolated areas searched (such as toilets, first aid rooms)?		
Was the evacuation logical and methodical?		
Did someone take charge? If yes, who?		
Did occupants act as per instructions?		
Was a roll call conducted for:		
Students?		
Staff?		
School visitors?		
Have the needs of School Animals been addressed?		
Was someone appointed to liaise with emergency services?		

Was someone appointed to liaise with parents and guardians/the school community?		
Were emergency services given the correct information?		
Did anyone re-enter the premises before the "all clear" was given?		
Did anyone refuse to leave the building/site? If yes, see attached list for name and reason. To be followed up.		
Area of EMP tested by this exercise:		
Time at which the exercise commenced:		
Time when the exercise was completed:		
Total time taken for exercise:		

APPENDIX F EMERGENCY RESPONSE DRILL OBSERVER'S RECORD

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

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

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

Evacuation Drill Sequence Checklist	Time	
	Hour	**Minute**
Alarm sounded		

EMT responded		
Checked floor/area		
Evacuation commenced		
Report floor/area clear		
All persons accounted for		
Arrive at assembly area/safe place		
Check all present		
Evacuation completed		
Exercise terminated		

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

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

APPENDIX G POST-EMERGENCY RECORD

School	
Emergency Event	
Date and Time of Emergency	
Description/Details Of Emergency	
Immediate Actions Taken	Incident Controller notified? **YES / NO** Time _____ Other staff Notified: **YES / NO** Time _____ Emergency Services Notified: **YES / NO** Time _____
Key Actions Taken	
Issues	Operational Debriefing Required: **YES / NO** Date/Time _____ Person Responsible to Organise: _____ Confirmation of Operational Debriefing: Date/Time:_____ **Issues for Follow Up Action**:
This Record Completed By:	
Position Title:	

Telephone Number:	
Signature and Date:	

- Report serious incidents to the regulatory authority in accordance with relevant regulatory requirements.
- For guidelines on incidents that must be notified to the WorkCover.