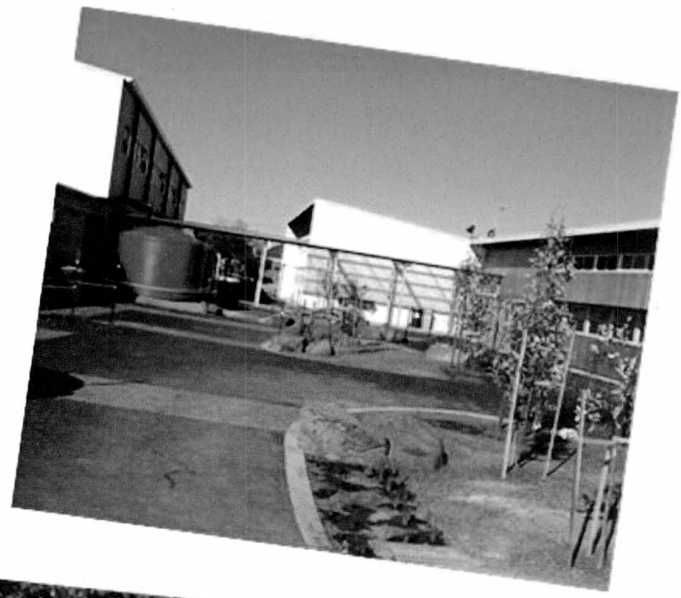
State Government Victoria

Department of Education and Early Childhood Development

Guide to developing an Emergency Management Plan

August 2013



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1. Why do workplaces need to have an Emergency Management Plan?

The Department of Education and Early Childhood Development (DEECD) is committed to providing a safe and secure environment for all staff, students, children and visitors. Every school, licensed children's service and approved education and care services (children's service) in Victoria is required to have an Emergency Management Plan (EMP).

The Victorian Occupational Health and Safety Act 2004, s21 (1) states:

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

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

Emergencies can occur at any time and affect your workplace and the community. Having an emergency management plan in place prepares you to manage emergencies when they occur, can reduce the risk of incidents occurring and put in place controls to effectively manage emergencies.

2. Emergency defined

An emergency is defined by the Emergency Management Act 1986, Part 1, s4 (1) as:

> *'the actual or imminent occurrence of an event which in any way threatens to endanger the safety or health of any person in Victoria or which destroys or damages or threatens to destroy or damage any property in Victoria or endangers or threatens to endanger the environment or an element of the environment in Victoria.'*

Levels of emergency

The Emergency Management Manual Victoria 2012 categorises emergencies into three levels:

Level 1 – Incident is characterised by being able to be resolved through the use of local or initial response resources only. Generally this can be managed by the school or children's service

Level 2 – Incident is more complex in size, resource or risk. It is characterised by the need for deployment of resources beyond initial response. It requires the involvement of the region and the activation of the regional Incident Management Team.

Level 3 – Incident is characterised by degrees of complexity that may require a more substantial establishment for the management of the situation. It requires DEECD involvement and formation of the DEECD Incident Management Team.

3. Purpose

The purpose of this document is to provide a practical guide to schools and children's services in developing their EMP and provide key information that schools and children's services need to be aware of including legislative reporting requirements.

This guide applies to the following EMP templates:

- Emergency Management Plan template for children's services or
- Emergency Management Plan template for schools.

If you are operating an Out of School Hours Care program you may choose to use either the EMP template for schools or the EMP template for children's services. The template you use will depend on what best suits your program.

This guide has been prepared for centre-based services. Family day cares services may, however, find aspects of the his guide useful in developing emergency management policies and procedures that are relevant to the circumstances of each family day care educator engaged or registered by the family day care service and the children educated and cared for.

Both the guide and the EMP templates are based on Australian Standard (AS) 3745-2010 planning for emergencies in facilities and the Australasian Inter-service Incident Management System (AIIMS).

This guide does not address business continuity planning but does assume that schools and children's services have a business continuity plan in place.

4. Establishing your planning team

While an EMP can be developed by an individual staff member it is recommended that you have adequate resources in place to develop, implement, test and review your EMP, you might want to consider establishing a team to do this.

The duties of persons involved in this planning process are based on AS 3754 planning for emergencies in facilities and include the following:

- identifying the risks and threats that could produce an emergency situation
- developing the EMP
- ensuring that the EMP is easily identifiable and accessible to appropriate persons
- establishing an Incident Management Team (IMT) to operate in accordance with the EMP (see section 5.6 for more information about IMTs)
- ensuring that visitors and contractors are made aware of the schools/children's services emergency response procedures. This can be achieved through the induction process
- implementation of the EMP which should include the following:
    - disseminating information about the EMP and its procedures to staff, students/children, visitors and the school/service community
    - scheduling training for IMT members
    - testing the EMP on a quarterly basis
    - reviewing the EMP annually

- ensuring that records are kept and retained of all emergencies
- ensuring that records of meetings are kept.

5. Structure of your Emergency Management Plan

In accordance with AS 3745-2010 planning for emergencies in facilities the EMP should include:

- a clear purpose and scope
- a distribution list
- emergency contacts and communication trees
- school/children's service profile which includes the fire safety and emergency features of the facility
- risk assessment which includes the identification, assessment and control of all potential emergencies and threats to your workplace.
- the IMT structure and functions
- area maps and evacuation diagrams
- procedures for onsite and offsite evacuation, lockdown, lockout and shelter-in-place
- emergency response procedures for specific emergencies
- emergency drills and training schedule
- details of students/children and staff with special needs.

6. Developing your Emergency Management Plan

The complexity of your EMP will depend on the size, location, operations and risk profile of your workplace. The EMP should be developed adopting an 'all agencies' approach which involves consulting with your local emergency services including MFB/CFA (as appropriate), police, ambulance, local government, community leaders, region and other local agencies. The focus of your EMP will be on the safety of all students/children, staff, visitors and contractors.

Sections 6.1 to **6.18** below will guide you through each component of the EMP template to assist you to develop an EMP for your facility.

6.1 Cover Page

If your facility is currently listed on the Bushfire At-Risk Register (BARR) due to its proximity to an extreme bushfire zone you should specify this on the cover page of your EMP. If your workplace is not on the BARR this also needs to be indicated on the EMP cover page.

For a complete list of schools and children's services that are on the BARR see the Bushfire At-Risk Register webpage.

If your facility is currently listed as a neighbourhood safer place should specify this on the cover page of their EMP. Neighbourhood safer places are identified by the local council and authorised by the Minister for Education.

Victoria is divided into nine fire districts. You should specify on your EMP which fire district your workplace falls into. The fire districts are located on the CFA website.

6.2 Distribution

The distribution list is located after the title page of the EMP. The distribution list should include every agency and/or staff member who has been given a copy of your workplaces EMP. It is important to keep the distribution list up-to-date and distribute new copies or amendments of the plan as it is updated to ensure that any revisions to your EMP are sent to all relevant agencies and staff members.

Each of the EMP templates provide examples of who the plan should be distributed to e.g. CFA, DEECD regional office etc.

Please ensure that any confidential medical information about staff and students/children is removed from the EMP before it is distributed to external parties.

6.3 Purpose and scope

The purpose section of the EMP provides a clear and short statement about the purpose of the EMP.

The scope section of the EMP identifies which facility the EMP applies to.

Both of these sections are pre-populated in the EMP templates. You will only need to add the name of your facility.

6.4 Emergency contacts and communication trees

Emergency numbers and key contacts

In this section of the EMP you will need to detail all relevant emergency numbers and contacts in the local community that can assist during and after an emergency.

Relevant DEECD contacts should also be included in this section.

A copy of this list should be prominently displayed next to your telephone or on a wall nearby.

Emergency contacts specific to your school/children's service

In this section of the EMP you will need to detail the relevant contact information for internal staff at you facility in case it is needed during an emergency.

Communication trees

A communication tree allows staff to easily identify who will contact relevant persons e.g. parents, emergency services, regions etc. during an emergency. **Figures 1** and **2** provide example communication trees that can be adapted, copied and pasted into your EMP. The communication tree is an optional part of the EMP.

Figure 1: Example communication tree for a children's service

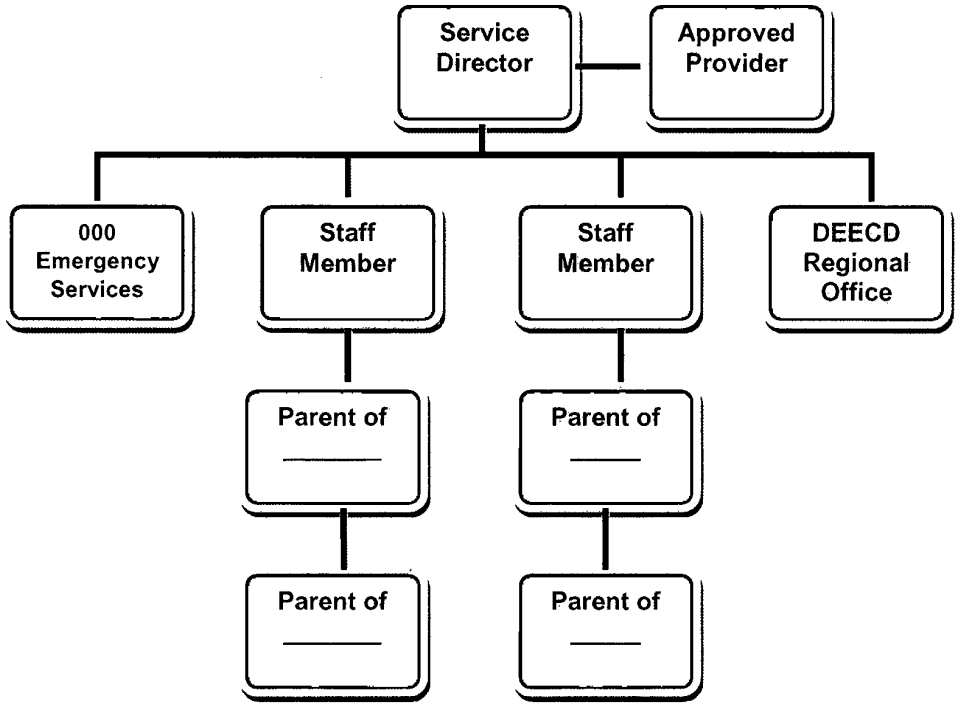
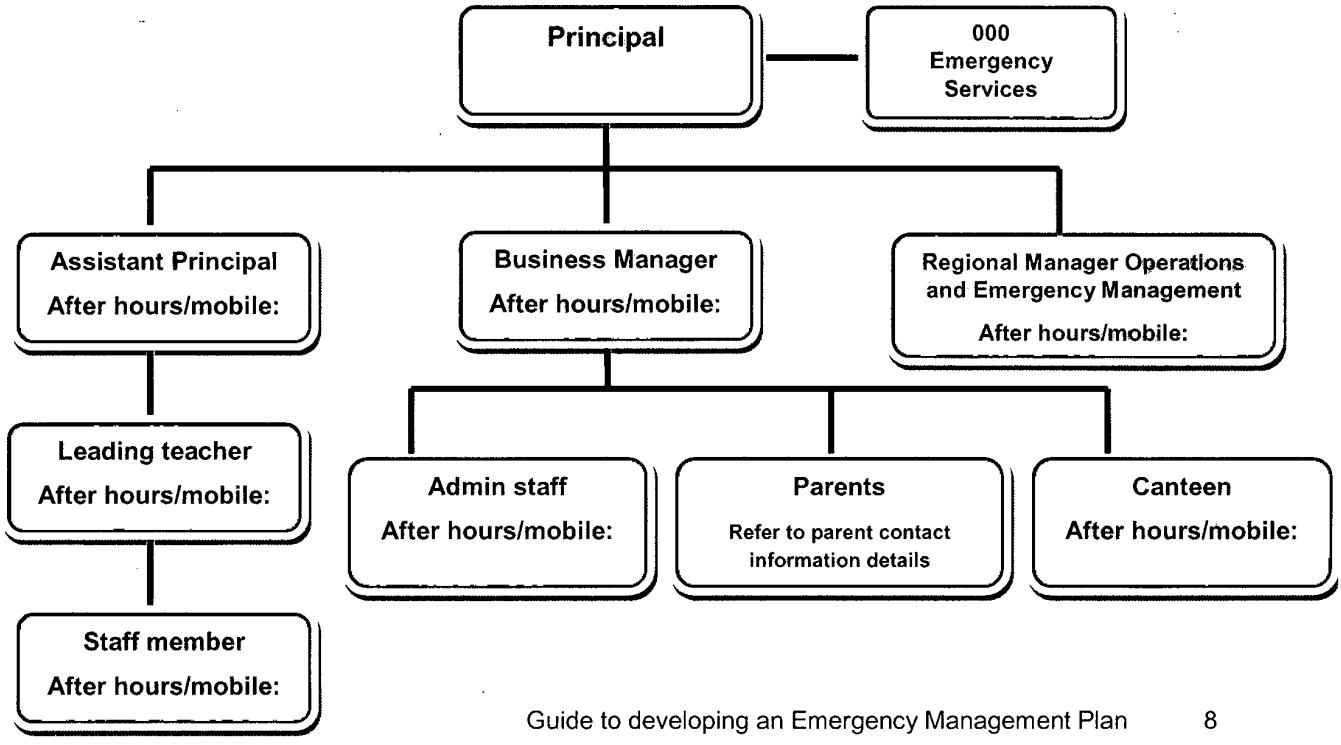


Figure 2: Example communication tree for a school



Parent/family contact information

You will need to complete and keep up-to-date parent/family contact information in the event that parents need to be contacted in an emergency. The EMP templates provide examples of information that needs to be collected. You can complete the table provided in the EMP template, alternatively if your facility has an existing system for capturing parent contact information then this can be included in your EMP. Parent contact information should be easily accessible in an emergency situation.

6.5 School/children's service profile

The profile section should include a description of the facility, including children, student and staff numbers, number of buildings and rooms at the property, fire and emergency safety features of the building/s and location and identification of external doors etc.

If your facility is used by other groups outside normal operating hours e.g. by community groups in the evenings or weekends, details of this usage needs to be included in the profile section of your EMP.

Please note: you only need to complete the sections of the table that are relevant to your facility.

6.6 Risk assessment

In order to effectively plan for emergencies it is important that you understand the potential threats/hazards which could lead to an emergency at your facility and the consequences these may trigger.

You can use the templates provided in **Figure 3** to complete a risk assessment for your facility.

To complete your risk assessment you will need to undertake the following steps:

Step 1 – Identify the hazards/potential threats

Identify the types of hazards and potential threats your facility could encounter. Refer to column one in **Figure 3** for example descriptions of hazards/potential threats.

Step 2 – Describe the potential consequences

Describe the potential consequences to your facility for each potential threat/hazard (column two).

Step 3 – Insert current controls

Column 3 allows you to insert the current controls that are implemented at the facility to minimise the risk.

Step 3 – Rate the risk

Rate the consequence and likelihood of the potential threat/hazard (columns four and five). This will give you a risk level (column 6). To assist you in rating the risk refer to **Figure 4** risk matrix, **Figure 5** consequence definitions and **Figure 6** likelihood definitions.

Step 4 – Control the risk

Column 7 of the risk assessment allows you to determine the additional controls you will put in place to eliminate the risk or reduce its impact.

You are welcome to use the example risk descriptors and controls used in **Figure 3** if they are relevant to your facility.

Completing the risk assessment will also assist you in identifying and developing your specific emergency response procedures which are pre-populated in the EMP template. Refer to section 5.10 for information on emergency response procedures for specific emergencies.

Figure 3: Example risk assessments

Children's Services risk assessment example

Identify Potential Threats/Hazards List the hazards that could cause injury/incident	**Description of Risk**	**Current control measures implemented**	**Risk Rating**			**Risk Control Measures** List the control measures required to eliminate or minimise the risk
			Consequence	Likelihood	Risk Level	
Bushfires	Risk of death/injury from burns or smoke inhalation. Risk of property damage or property loss. Risk of psychological injury.	• Liaise with local fire services to determine potential controls e.g. clearing trees, building safety etc. • Ensure Emergency Management Plan is up-to-date including identification of shelter-in-place and evacuation points. • Check CFA website, alerts during the bushfire season. • Schedule and practice emergency evacuation drills on a regular basis. • Ensure there is a business continuity plan in place.	Severe	Possible	Extreme	
Grassfires	Risk of death/injury from burns or smoke inhalation. Risk of property damage or property loss. Risk of psychological injury.	• Liaise with local fire services to determine potential controls e.g. clearing trees, building safety etc. • Ensure Emergency Management Plan is up-to-date including identification of shelter-in-place and evacuation points. • Check CFA website, alerts during the bushfire season. • Schedule and practice emergency evacuation drills on a regular basis. • Ensure there is a business continuity plan in place.	Severe	Possible	Extreme	
	Risk of injury from burns or smoke inhalation.	• Ensure fire services equipment (fire hose reels, fire extinguishers, fire blankets, hydrants) is tested and	Major	Unlikely	Medium	

Fire	Risk of property damage or property loss.	tagged as per Australian Standards. • Test communication systems (PA system) on a regular basis. • Ensure there is a fire blanket (tested and tagged to Australian Standards) available in all kitchen areas. • Ensure all electrical equipment is tested and tagged as per Australian Standards and that frayed leads, damaged equipment etc are disposed of in an appropriate manner. • Ensure there is a business continuity plan in place.				
Severe weather and storms	Risk of roof down flooding Risk of injury. Risk of property damage.	• Ensure roofs/gutters/drains are clear. • Liaise with SES/local government to identify potential risks. • Develop contingency for storage of equipment/materials if necessary. • Test communications • Ensure there is a business continuity plan in place. • Complete the Flood risk identification assessment.	Major	Possible	High	
Flooding	Risk of Riverine Flooding Risk of injury. Risk of property damage.	• Ensure EMP includes planning and response procedures for floods. • Liaise with SES/local government to identify potential risks. • Develop contingency for storage of equipment/materials if possible. • Ensure there is a business continuity plan in place. • Complete the Flood risk identification assessment.	Major	Possible	High	
	Physical or psychological injury could occur to staff, children, visitors or contractors if	• Ensure reception is a secure area and that no-one can enter the office	Moderate	Possible	Medium	

Intruders/personal threat	threatened or physically assaulted by an intruder. There is a risk that property could be damaged.	area unless they have a pass/key. • Ensure any visitors/contractors sign in through the office area when they first arrive on site.				
Earthquake	Risk of injury. Risk of property damage or property loss.	• Ensure EMP is up-to-date. • Training to staff and children in emergency response procedures during an earthquake e.g. drop, cover and hold. • Ensure there is a business continuity plan in place.	Major	Unlikely	Medium	
Bomb Threat	Physical or psychological injury could occur to staff, visitors or contractors.	• Ensure each phone has a Bomb Threat Checklist available. • Schedule and practice emergency evacuation drills on a regular basis. • Implement and follow Bomb Threat response procedure (located in EMP).	Severe	Unlikely	High	
Vehicle Incident	Risk of death/injury	• Ensure drivers are provided with suitable first aid kits, reflective vests and emergency contact numbers for the vehicle. • Drivers complete a safety check prior to driving the vehicle. • **Ensure drivers have a valid driver's** licence. • Drivers should check adverse weather conditions e.g. floods, bushfires (check CFA website), road closures (Vic Roads website) prior to leaving and if necessary postpone the trip.	Major	Possible	High	
Bus Incident	Risk of Death or Injury	• **Bus Coordinating School's EMP** should include details relating to contract school bus emergency procedures and bus routes. • Drivers should check adverse weather conditions e.g. floods, bushfires (check CFA website),			Medium	

		road closures (Vic Roads website) prior to leaving and if necessary postpone the trip. • Ensure all drivers have means of communication with School Bus Operators and Bus Coordinating Schools.				
Pandemics and communicable diseases	Risk of Health and/or Death (in extreme cases of a pandemic)	• Ensure relevant staff are familiar with DEECD's Pandemic Incident Response Procedures including the School Influenza Pandemic Response Plan template • Ensure basic hygiene measures are in place and posters are displayed at the beginning of flu season (April) • Ensure there is convenient access to water and liquid soap and/or alcohol-based sanitiser • Ensure staff and children are educated about covering their cough to prevent the spread of germs	Severe	Possible	Extreme	
Major Medical emergency	There is a risk to health and possibly death.	• First Aid Officer is appointed and training is up-to-date. • First Aid Officers follow first aid and infection control processes. • Staff are aware of emergency procedures.	Major	Possible	High	
Hazardous Substance Release: Inside and Outside Facility Grounds	Exposure to certain liquids or gases may be hazardous to health.	• Develop and implement safe work procedures for handling chemicals. • Schedule and practice emergency evacuation drills on a regular basis. • Ensure EMP is up-to-date. • Obtain Material Safety Data Sheets (MSDS) for all Dangerous Goods and Hazardous Substances on-site from the supplier or manufacturer.	Major	Unlikely	Medium	

Schools risk assessment example

Identify Potential Threats/Hazards List the hazards that could cause injury/incident	Description of Risk	Current control measures implemented	Risk Rating			Risk Control Measures List the control measures required to eliminate or minimise the risk
			Consequence	Likelihood	Risk Level	
Bushfires	Risk of death/injury from burns or smoke inhalation. Risk of property damage or property loss. Risk of psychological injury.	• Liaise with local fire services to determine potential controls e.g. clearing trees, building safety etc. • Ensure Emergency Management Plan is up-to-date including identification of shelter-in-place and evacuation points. • Check CFA website, alerts during the bushfire season. • Schedule and practice emergency evacuation drills on a regular basis. • Employee Assistance Program. • Grief counselling services. • Ensure there is a business continuity plan in place.	Severe	Possible	Extreme	
Grassfires	Risk of death/injury from burns or smoke inhalation. Risk of property damage or property loss. Risk of psychological injury.	• Liaise with local fire services to determine potential controls e.g. clearing trees, building safety etc. • Ensure Emergency Management Plan is up-to-date including identification of shelter-in-place and evacuation points. • Check CFA website, alerts during the bushfire season. • Schedule and practice emergency evacuation drills on a regular basis. • Employee Assistance Program. • Grief counselling services. • Ensure there is a business	Severe	Possible	Extreme	

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		continuity plan in place.				
Fire	Risk of injury from burns or smoke inhalation. Risk of property damage or property loss.	• Ensure fire services equipment (fire hose reels, fire extinguishers, fire blankets, hydrants) is tested and tagged as per Australian Standards. • Complete a Workplace Inspection once per term to check that exit signs and other emergency equipment is working. • Test communication systems (PA system) on a regular basis. • Ensure there is a fire blanket (tested and tagged to Australian Standards) available in all kitchen areas. • Ensure all electrical equipment is tested and tagged as per Australian Standards and that frayed leads, damaged equipment etc are disposed of in an appropriate manner. • Ensure there is a business continuity plan in place.	Major	Unlikely	Medium	
Severe weather and storms	Risk of roof down flooding Risk of injury. Risk of property damage.	• Ensure roofs/gutters/drains are clear. • Liaise with SES/local government to identify potential risks. • Develop contingency for storage of equipment/materials if necessary. • Test communications • Ensure there is a business continuity plan in place. • Complete the Flood risk identification assessment.	Major	Possible	High	

Flooding	Risk of Riverine Flooding Risk of injury. Risk of property damage.	• Ensure EMP includes planning and response procedures for floods. • Liaise with SES/local government to identify potential risks. • Develop contingency for storage of equipment/materials if possible. • Ensure there is a business continuity plan in place. • Complete the Flood risk identification assessment.	Major	Possible	High	
Intruders/personal threat	Physical or psychological injury could occur to staff, students, visitors or contractors if threatened or physically assaulted by an intruder. There is a risk that property could be damaged.	• Ensure reception is a secure area and that no-one can enter the office area unless they have a pass/key. • Ensure any visitors/contractors sign in through the office area when they first arrive on site. • Employee Assistance Program.	Moderate	Possible	Medium	
Earthquake	Risk of injury. Risk of property damage or property loss.	• Ensure EMP is up-to-date. • Training to staff and students in emergency response procedures during an earthquake e.g. drop, cover and hold. • Ensure there is a business continuity plan in place.	Major	Unlikely	Medium	
Bomb Threat	Physical or psychological injury could occur to staff, visitors or contractors.	• Ensure each phone has a Bomb Threat Checklist available. • Schedule and practice emergency evacuation drills on a regular basis. • Implement and follow Bomb Threat response procedure (located in EMP).	Severe	Unlikely	High	
School Bus accident/Vehicle Incident	Risk of death/injury	• Ensure drivers are provided with suitable first aid kits, reflective vests and emergency contact numbers for the vehicle. • Drivers follow Safe Work	Major	Possible	High	

		Procedures and complete a safety check prior to driving the vehicle. • Ensure drivers have a valid driver's licence. • Drivers should check adverse weather conditions e.g. floods, bushfires (check CFA website), and road closures prior to leaving and if necessary postpone the trip.				
Pandemics and communicable diseases	Risk of health and possible death (in extreme cases).	• Ensure relevant staff are familiar with DEECD's Pandemic Incident Response Procedures including the School Influenza Pandemic Response Plan template • Ensure basic hygiene measures are in place and posters are displayed at the beginning of flu season (April) • Ensure there is convenient access to water and liquid soap and/or alcohol-based sanitiser • Ensure staff and children are educated about covering their cough to prevent the spread of germs.	Severe	Possible	Extreme	
Major medical emergency	There is a risk to health and possibly death.	• First Aid Officer is appointed and training is up-to-date. • First Aid Officers are aware of and follow DEECD's First Aid and Infection Control Procedure. • Staff are aware of emergency procedures.	Major	Possible	High	
Hazardous substance release: inside and outside facility grounds	Exposure to certain liquids or gases may be hazardous to health.	• Follow DEECD's Chemical Management Procedures. • Develop and implement safe work procedures for handling chemicals. • Schedule and practice emergency	Major	Unlikely	Medium	

		evacuation drills on a regular basis. • Ensure EMP is up-to-date. • Obtain Material Safety Data Sheets (MSDS) for all Dangerous Goods and Hazardous Substances on-site from the supplier/manufacturer or Chemwatch (edumail username and password required).				
Off-site emergencies	Risk of injury to staff and student's in the event that an emergency occurs offsite at an excursion, professional development day, camp or other offsite activity.	• Complete the Student Activity Locator. • Adhere to the Guidelines for Outdoor Education. • Staff should follow DEECD's Work-related driving procedure.	Major	Possible	Medium	

Figure 4: Risk Matrix

RISK RATING		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

Figure 5: Consequence Definitions

Descriptor	Definition
Insignificant	No Injury
Minor	Injury/ill health requiring first aid
Moderate	Injury/ill health requiring medical attention
Major	Injury/ill health requiring hospital admission
Severe	Fatality

Figure 6: Likelihood Definitions

Descriptor	Definition
Rare	The event may occur only in exceptional circumstances
Unlikely	The event may occur at some time, say once in 10 years
Possible	The event should occur at some time, say once in 3 years
Likely	The event will probably occur in most circumstances, say once a year
Almost Certain	The event is expected to occur in most circumstances

6.7 Incident Management Team structure and functions

The size and functions of your Incident Management Team (IMT) will depend on the size, location and risk profile of your workplace.

DEECD adopts the AIIMS approach which requires a designated Incident Controller (Chief Warden) to take charge during an emergency.

If applicable the Incident Controller (Chief Warden) will delegate the functions of planning officer, logistics officer (Warden), communications officer and operations officer (Area Warden). The Incident Controller (Chief Warden) can perform all the functions if your workplace is small and this is practicable. There should also be a designated first aid officer.

Example IMT structures are provided in **Figure 4**, **Figure 5** and **Figure 6**.

Figure 7: Example IMT structure large school/children's service

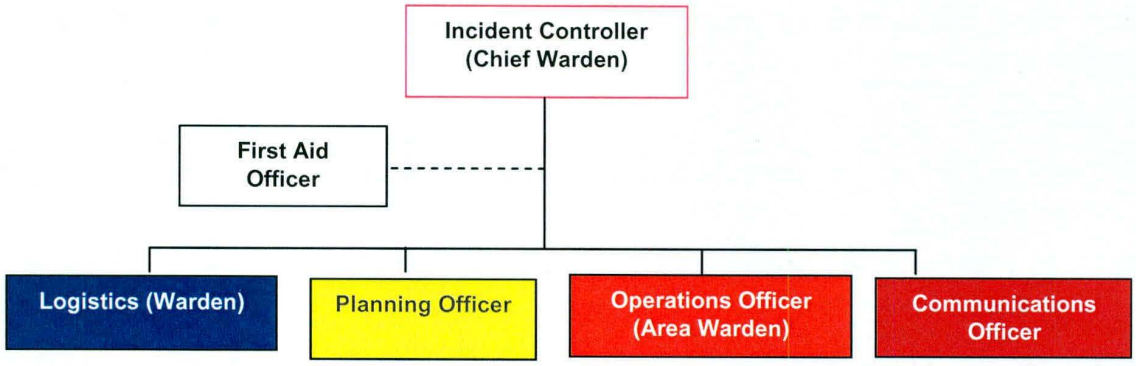


Figure 8: Example IMT structure medium school/children's service

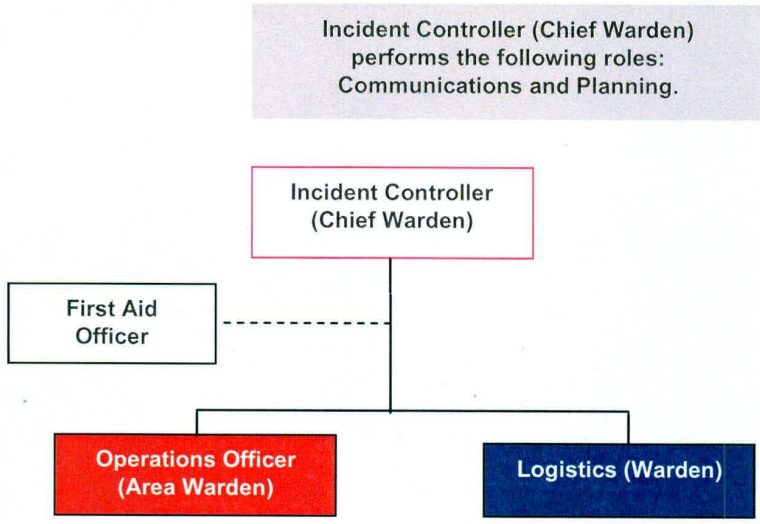
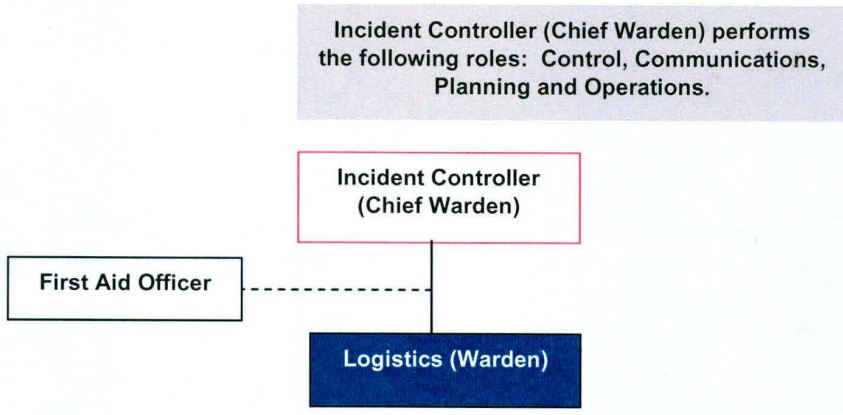


Figure 9: Example IMT Structure small school/children's service



The responsibilities of each function are pre-populated in the EMP template. These functions will need to be adapted to your facility's local requirements and processes.

6.8 Area maps and evacuation diagrams

Every school and children's service is required to have an **area map** and **evacuation plan** for each building. These should both be included in the EMP.

Area map

You will need to develop an area map to show the location of your facility and the offsite assembly areas. The area map should also include:

- surrounding streets (including street names)
- exit points
- emergency services access points
- a minimum two external assembly area
- external evacuation routes (which shall be green)
- major landmarks
- legend.

The map should specify the distance and estimated time it would take to get from your facility to the each assembly point.

Please insert your area map into the relevant section of the EMP.

Area maps obtained from computer generated mapping programs should suffice.

Figure 10: Example school area map

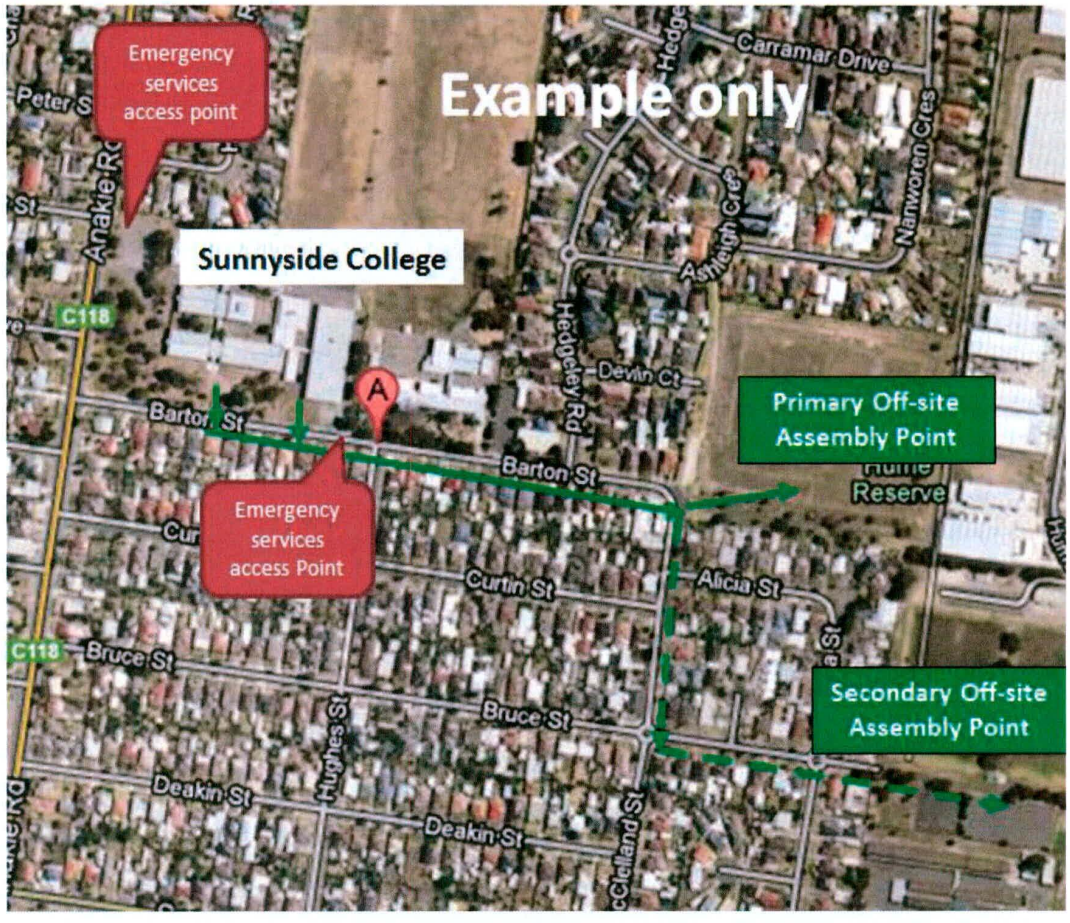
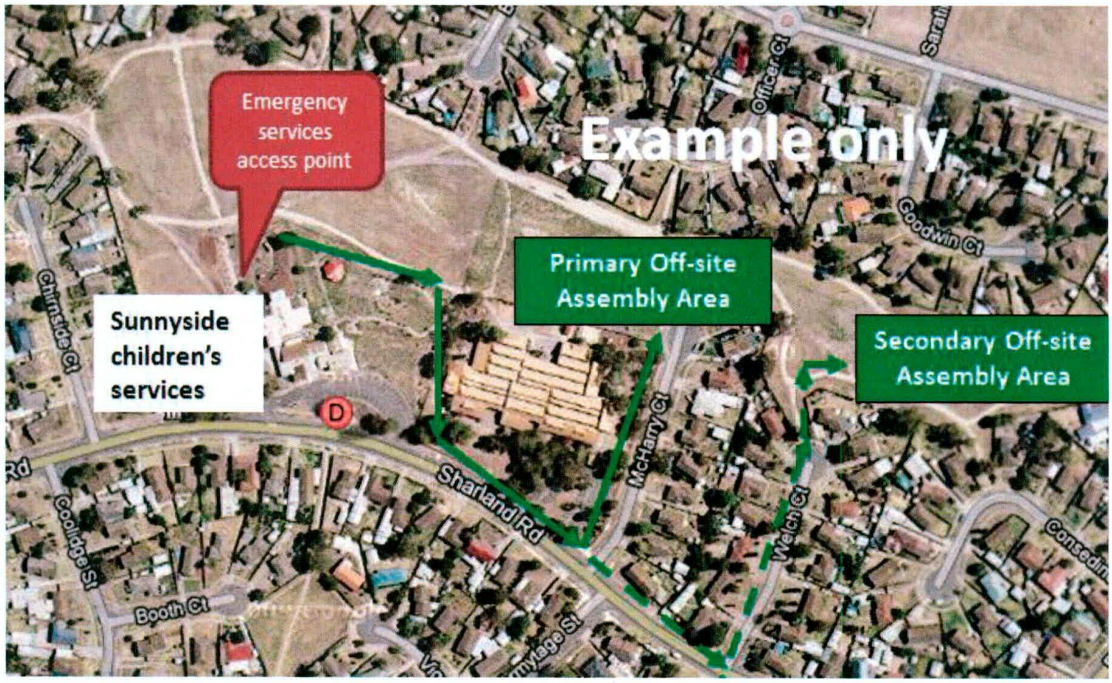


Figure 8: Example children's services area map



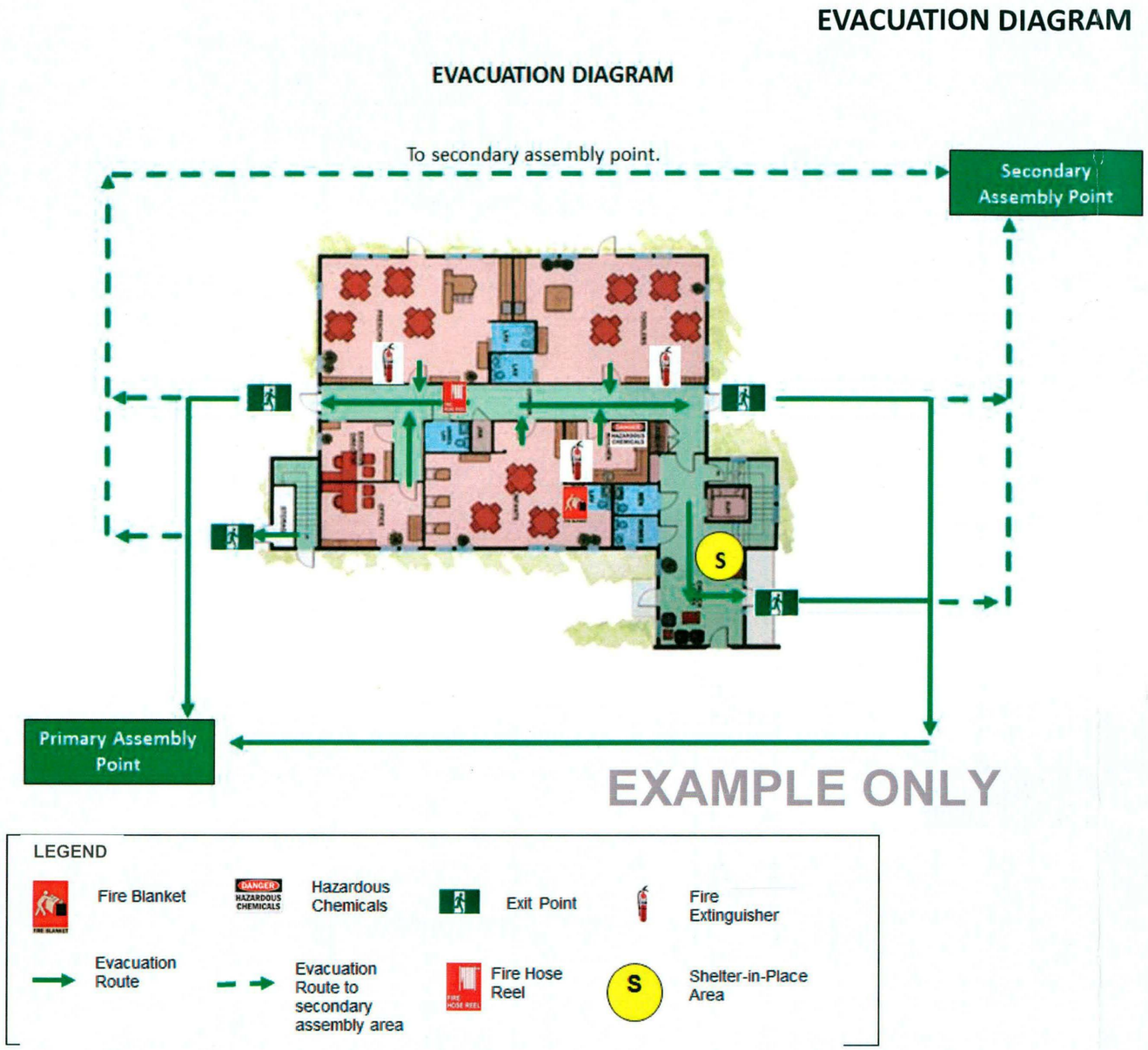
Evacuation diagrams

You will need to display evacuation plans in all locations where staff, students, children, visitors and contractors are able to view the plan. The planning team should determine the number of evacuation plans required for each building.

In accordance with *Australian Standard 3754-2010 planning for emergencies in facilities* evacuation plans must have the following minimum requirements:

- A pictorial diagram of the floor or area (A3, at least 200mm X 150mm in size).
- A title e.g. EVACUATION PLAN, EVACUATION DIAGRAM.
- The 'YOU ARE HERE' location.
- The designated exits, which shall be in green.
- Communication equipment, where installed e.g. Warden Intercom points (WIPs), which must be depicted in red.
- Hose reels, which must be depicted in red.
- Hydrants, which must be depicted in red.
- Extinguishers, which must be depicted in red.
- Designated shelter-in-place location.
- Date plan was validated.
- Location of assembly areas.
- A legend.
- **Figure 11** and **Figure 12** provide example evacuation diagrams for children's services and schools.

Figure 11: Example evacuation diagram children's service



<insert date plan was approved>

Evacuation Procedures

<Insert service evacuation procedures>

In Case of Fire

Remove persons from immediate danger.

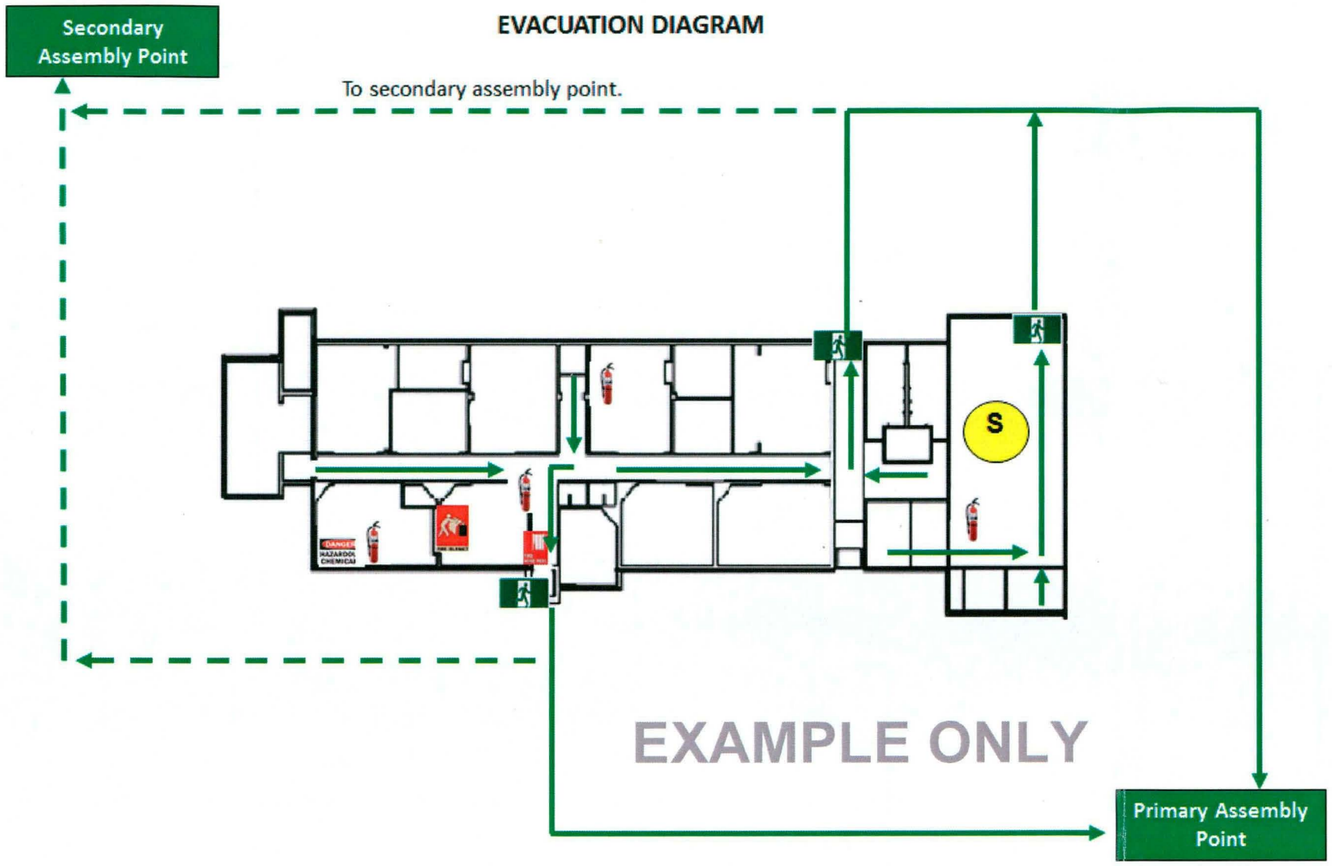
Alert nearby personnel and the Incident Controller, call 000.

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

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

Figure 12: Example evacuation diagram school

EVACUATION DIAGRAM



LEGEND

Fire Blanket | Hazardous Chemicals | Exit Point | Fire Extinguisher

Evacuation Route | Evacuation Route to secondary assembly area | Fire Hose Reel | S Shelter-in-Place Area

<insert date plan was approved>

Evacuation Procedures

<Insert schools evacuation procedures>

In Case of Fire

Remove persons from immediate danger.

Alert nearby personnel and the Incident Controller, call 000.

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

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

6.9 Evacuation, lockdown, lockout and shelter-in-place procedures

During an emergency it may be necessary to activate evacuation, lockdown, lockout or shelter-in-place procedures. The templates have been pre-populated with steps for on-site evacuation, off-site evacuation, lockdown, lock-out and shelter-in-place. You may wish to adapt these procedures to your facility where relevant.

On-site evacuation procedure

If it is unsafe for students, children and staff to remain inside the building, the school/service will be evacuated.

You should liaise with local government and local emergency services when you are determining your evacuation routes and assembly points.

Off-site evacuation procedure to offsite first assembly area

If it is unsafe for students, children and staff to remain at the facility and the facility grounds, the school/service will be evacuated to your designated off-site assembly point. An off-site evacuation might occur when there is a bomb threat, fire, gas leak, chemical spill, flood etc.

You should liaise with local government and local emergency services when you are determining your off-site evacuation routes and assembly points.

Lockdown

A lockdown may be necessary due to an event inside a section of the building or because something is happening outside and emergency services have determined it is safest to stay inside.

Lockout

A lockout may be used when an internal and immediate danger is identified and it is determined that students, children and staff should be excluded from buildings for their safety.

Shelter-in-place

This protective action is considered when an event takes place outside of the school/children's service and emergency services determine the safe course of action is to keep, students, children and staff inside a pre-determined designated shelter-in-place at the school/children's service.

6.10 Emergency response procedures for specific emergencies

Once your facility has identified the potential risks and threats to your facility (by completing the risk assessment), emergency response procedures should be developed to suit your individual facility.

Pre-populated emergency response procedures are included in the EMP templates which you may adapt to suit your facility. You will need to develop and include responses for additional emergencies/threats that are not included in the pre-populated sections of template. It is also important that you read the pre-populated emergency response procedures and modify each dot point to align with your facility's processes.

The pre-populated emergency response procedures in the EMP template address the following types of emergencies:

- internal fire
- Bushfire/grass fire
- severe weather/storms and flooding
- influenza pandemic
- bomb/chemical threat (includes bomb threat checklist)
- major external emission/spill
- earthquake
- medical emergency
- intruder/personal threat.

Specific emergencies are colour coded in accordance with section 4.3 of AS 3745 -2010 planning for emergencies in facilities. The following colours apply:

- Fire/smoke – red
- Medical emergency – blue
- Bomb threat – purple
- Personal threat – black
- Internal emergency - yellow
- External emergency – brown
- Evacuation – orange

6.11 Emergency drills and training schedule

You will need to develop a schedule for conducting emergency drills for different types of emergency situations. The following should apply for all emergency drills:

- Drills should be consistent with the identified emergencies in your EMP.
- Identify simple objectives and outcomes for each drill. The outcomes can be recorded on the Emergency Drill/Exercise 'Observer' Record contained in the EMP template Appendices.
- Observer/s should be appointed for all emergency response exercises. The Observer should record their observation using the Emergency Drill/Exercise 'Observer' Record or an equivalent document.
- Debriefing sessions should be held immediately after each drill with the IMT and any other key participants. The session should go through the Emergency Drill/Exercise 'Observer' Record and actions to improve any procedures or the EMP can be determined at this session.

An emergency management training schedule should be developed for your workplace and recorded in the EMP. An example of training to be included in the schedule is annual training for IMT members. To assist you in scheduling drills and training there is a table provided in the emergency drills and training schedule section in the EMP template.

6.12 Students, children and staff with special needs

When developing your EMP you will need to give consideration to staff, students and children with special needs who may need assistance in an emergency. This could include individuals who:

- have a medical condition which requires a medical management plan e.g. anaphylaxis, asthma, allergies to peanuts/insects
- use a wheelchair or scooter
- experience acute anxiety in an emergency
- are easily fatigued.

Complete the table for students, children and staff with special needs. This should detail:

- the type of condition
- the assistance that will be required
- who will be responsible for assisting the student, child or staff member in an emergency.

It is important to keep the list up-to-date and to distribute new copies or amendments of the plan internally as it is updated.

Information of a sensitive medical nature should be retained by the school/children's service for internal use only. Sensitive medical details of staff members and children should be removed from the copy of the EMP you return to your regional office.

6.13 Influenza Pandemic Response Plans

Influenza Pandemic Response Plans (developed as part of DEECD's Pandemic Incident Response Procedures) provide proposed actions for schools and early childhood services during all stages of an influenza pandemic (Preparedness, Standby, Response, Stand down).

Influenza Pandemic Actions are included as an appendix to your EMP template. You should familiarise yourself with these at the beginning of the 'flu' season each year in April.

6.14 Severe weather, storm and flood planning

If you have identified severe weather, storm and/or flood as requiring attention in your risk assessment refer to the following link to include detailed information in the Flood History and Risk Identification Assessment. This will review past inundation events, record information about these, identify issues and assist in developing or revising maintenance and emergency management plans in order to mitigate future risks.

6.15 Bus coordinating schools emergency contacts

In the event of an emergency, principals of bus coordinating schools are responsible for final decisions on route cancellations and modifications. The EMP template provides a table for you to complete to reflect bus routes servicing your facility, and contact details for bus client schools.

Where a Code Red day is confirmed in a bureau of metrology district where schools are on the Bushfire At-Risk Register, the buses will not run. Refer to the Code Red day pre-emptive closures procedures for the process.

6.16 Emergency drill/exercise 'Observer' record

The Emergency Drill/Exercise 'Observer' Record should be completed by the designated observer/s each time your facility has an emergency drill. An example 'Observer' record is provided in the EMP template, appendices section for your use.

6.17 Emergency kit checklist

You should have an emergency kit available for your facility in the event that an emergency situation arises. The Emergency Kit should be kept in a designated, easily accessible place. The Logistics Officer in your IMT is responsible for making sure the contents are complete. 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. An emergency kit checklist is included as an appendix to your EMP template.

6.18 Post emergency record

After an emergency has occurs you should complete a post emergency record. An example post emergency record form is included as an appendix to your EMP template.

7. Student activity locator (Schools only)

The Student Activity Locator (SAL) records any activities that take place outside of a school. Some examples are:

- camps (including formal sites and campsites, e.g. national parks)
- excursions (any activities requiring parental consent to attend another location, such as to a museum)
- outdoor activities (e.g. sporting activities, such as orienteering, cross-country running, swimming carnivals, intra-school competitions, etc.).

Schools must enter details about approved excursions into the Student Activity Locator database using the online notification form (edumail login and password required). This allows the school, region and DEECD's Emergency Management Division to quickly locate and identify the number of staff, chaperones and students potentially at risk and to take action if required to ensure their safety. The SAL can be accessed via www.eduweb.vic.gov.au/forms/school/sal.

The SAL must be updated at least three weeks prior to the activity or as soon as staff become aware that an activity has been organised and when activities are cancelled or postponed.

8. Related documents

- Emergency Management Plan Children's Services Template
- Emergency Management Plan Schools Template

9. Other resources

- Emergency Management edugate page
- Business Continuity Planning – contact DEECDs Audit and Risk Division
- School reporting requirements:
    - Reportable incidents to Security Services Unit - https://edugate.eduweb.vic.gov.au/Services/Schools/Infrastructure/Emergency/Pages/Incidents.aspx
    - Injuries to employees, contractors or visitors - eduSafe (edumail username and password required).
    - Notifiable incidents to WorkSafe Victoria - Notifiable Incidents to WorkSafe Flowchart.
    - Injuries to students - All injuries to students that occur at a DEECD school, camp or excursion must be recorded on the injury management system on CASES/CASES21.
- **Children's services reporting requirements**:
    - **Serious incidents: Children's services** operating under the National Quality Framework - http://www.education.vic.gov.au/Documents/childhood/providers/regulation/nqfseriousincid.pdf
    - **Serious incidents: Children's services operating under the Victorian children's** services legislation - http://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotesseriousin.pdf
- Psychosocial support
    - Employee Assistance Program
    - Student support – Student Health and Wellbeing website
- Pandemic resources
    - Pandemic edugate page
- Flood Planning
    - Flood planning edugate page

10. References

- *Occupational Health and Safety Act 2004*
- Australian Standard 3754-2010 planning for emergencies in facilities
- The Australasian Inter-service Incident Management System Revised Edition 2011
- Emergency Management Manual Victoria 2012

Acronyms, Terms

Acronyms	Term	Definitions / Descriptions
CFA		Country Fire Authority
EMD		Emergency Management Division
EMP		Emergency Management Plan
IMT		Incident Management Team
IRIS		Incident Reporting and Information System
	Neighbourhood Safer Places	Locations that may provide some protection from direct flame and radiant heat, but they do not guarantee safety. Not an alternative to planning to leave early or to stay and defend your property; they are a place of last resort if all other fire plans have failed. An existing location and not a purpose-built, fire-proof structure.
MFB		Metropolitan Fire Brigade
SAL		Student Activity Locator
SSU		Security Services Unit