**Emergency Management Plan for [insert school name]**

**School Summary Details**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Numbers of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Numbers of Staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of people unable to evacuate more that 300m on foot: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Planned evacuation points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Immediate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Secondary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s mobile phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alternative contact’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alternative contact’s mobile phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Education authority operating the school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Education authority’s emergency contact number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Emergency Site information: Next Page**

|  |
| --- |
| EMERGENCY SITE INFORMATIONAlarms |
| Type | **Location** | **Shutoff Instructions** |
| Fire | *fill this in only if needed* |  |
| Intrusion | *fill this in only if needed* |  |
| Other | *fill this in only if needed* |  |
| Telephones |
| Type | **Location** |
|  |  |
|  |  |
|  |  |
| UTILITIES |
| Type | **Location** | **Shut off Instructions** |
| Gas / Propane | *fill this in only if needed* |  |
| Water |  |  |
| Electricity |  |  |
| Sprinkler System |
| Control Valve Location | *fill this in only if needed* |
| Shutoff Instructions | *fill this in only if needed* |
| Boiler Room |
| Location | *fill this in only if needed* |
| Access | *fill this in only if needed* |
| Roof Access |
| Location | *fill this in only if needed* |
| Access | *fill this in only if needed* |
| Emergency Power System |
| Type | *fill this in only if needed* |
| Location | *fill this in only if needed* |
| Provide Power To | *fill this in only if needed* |
| Shutoff Instructions | *fill this in only if needed* |
| Animals on site | **Location** |
| **Handling/evacuation procedures** |
| On Site Hazards |
| Description | **Location** |
| e.g. Science Lab | *fill this in only if needed* |
| e.g. Gas bottles | *fill this in only if needed* |
| e.g. Hazardous Substances/Dangerous Goods manifest | *fill this in only if needed* |
| e.g. Rising main? | *fill this in only if needed* |

**Emergency Management Plan**

**for**

**(Insert name and address of school, phone and fax numbers)**

(Insert photo/logo of school, if desired)

**Signature of School Principal**

**Date:** (insert date of most recent revision and adoption)

**Review Date:** (EMP’s should be reviewed at least annually and immediately after any significant incident)

**Version Number: \_\_** (insert new version number if updated)

# Revision History

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Reason for Version** |
| 1.0 |  | Initial version |

# Purpose

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

# Scope

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

# Distribution

A copy of our plan has been distributed to:

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

# In case of emergency

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

# Emergency contacts

## 5.1 Emergency services

In an emergency requiring **Police, Ambulance and F&R NSW/RFS/SES** attendance call **000**.

## 5.2 School contacts

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

## 5.3 Key Organisational/regional contacts

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name** | **Phone** | **Mobile** |
| CE/SO Emergency Officer |  |
| CatholicCare/CentreCare |  |
| Catholic Churches Insurance (CCI) |  |
| CE/SO Media Coordinator |  |
| CE/SO WHS |  |
| <Insert CE/SO contact> |  |  |  |
| <Add other contacts, e.g. parish, as required> |  |  |  |

## 5.4 Local/other organisations contacts

|  |  |
| --- | --- |
| **Organisations/Contacts** | **Phone**  |
| Police Station |  |
| Hospital/s  |  |
| Gas Provider |  |
| Electricity Provider |  |
| Water Provider |  |
| School Plumber |  |
| School Electrician |  |
| Local Government  |  |
| RFS Local Brigade (bushfire) |  |
| F&RNSW local Station (structural fires) |  |
| SES local unit (flood, storm and earthquake) |  |
| NSW Environmental Protection Authority (EPA) |  |
| Hospitals |  |
| RSPCA |  |
| <Add contacts as required> |  |

##

## 5.5 School bus emergency contacts

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

#

# 6. Incident Management Team

## 6.1 Incident Management Team diagram

*<Insert your Incident Management Team diagram here. Refer to the Incident Management Team section of the Manual for assistance.*

## 6.2 Incident Management Team (IMT): roles and contact details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| IMT Role/Activities |  | Primary Contact |  | Back Up Contact |
| **Incident Controller**  | Name |  | Name |  |
| Phone/Mobile  |  | Phone/Mobile |  |
| **Planning** tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile  |  | Phone/Mobile  |  |
| **Operations** tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile |  | Phone/Mobile  |  |
| **Communications** tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile  |  | Phone/Mobile  |  |
| **Logistics** tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile  |  | Phone/Mobile |  |
| **First Aid** tasks will be performed by: | Name |  | Name |  |
| Phone/Mobile  |  | Phone/Mobile |  |

**6.3 Other roles and responsibilities**

|  |  |  |  |
| --- | --- | --- | --- |
| Other Staff Member | Tasks | Name of staff memberand contact details | Name of delegate staff member and contact details |
| **Farm/Ag Plot Manager** | Secures and/or evacuates animals from school site.  | [Insert name, after hours number and mobile phone number] | [Insert name, after hours number and mobile phone number] |
| [Other} | {Insert tasks] | [Insert name, after hours number and mobile phone number] | [Insert name, after hours number and mobile phone number] |
| [Other} | {Insert tasks] | [Insert name, after hours number and mobile phone number] | [Insert name, after hours number and mobile phone number] |
| [Other} | {Insert tasks] | [Insert name, after hours number and mobile phone number] | [Insert name, after hours number and mobile phone number] |

##  IMT Members, Roles and Tasks: Detailed outline

|  |  |
| --- | --- |
| ***alert*** | **Laminate Sheets with each role and have them available in the school office or other suitable location.**  |

### Incident Controller

**Pre-emergency**

* Maintain current contact details of IMT members.
* Ensure that “step up” arrangements are in place for all roles including in the IMT.
* 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 in Section 19 (refer Appendix G or the *Manual*).

### Planning Officer

**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).

### Operations Officer

**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 the floor or area and ensure that the Incident Controller is notified.
* Direct the Logistics Officer to check the floor or area for any abnormal situation.
* Commence evacuation if the circumstances on their floor or area warrant this.
* Control the movement of people.
* Co-opt persons as required to assist the Logistics Officer 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.

### Communications Officer

**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.

### Logistics Officer

**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 floor or area to ensure all people have evacuated. This function is of greater importance than a later physical count of those evacuated.
* Ensure orderly flow of people into protected area.
* Assist occupants with disabilities.
* Act as lead of groups moving to nominated assembly areas.
* Report status of required activities to the Operations Officer on their completion.
* Act as directed by the Incident Controller.

**Post- emergency**

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

### First Aid Officer

**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, removing time expired items and replacing them.
* 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:
	+ Arranging for people to call 000.
	+ Notifying the Incident Controller of all 000 calls.
	+ 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.

## 6.4 Communication tree

*<Insert your communication tree here. Refer to the Communication Tree section of the Guide for assistance.*

## 6.5 Staff trained in first aid

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

# Emergency response procedures

## 7.1 Response Triggers

List risks from Risk Assessment, the triggers for response and the school’s response here.

|  |  |  |
| --- | --- | --- |
| Risk | Trigger | School Response |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## 7.2 Report, Decision and Response

**Incident Report**

1. Who should be told?
2. If that person is absent/unavailable, who should be told?
3. What means of communication should be used? Alternative options?

**Appreciation: Initiate Emergency Response?**

The Principal, as Incident Controller, or person acting for the principal, will need to determine:

* Is the report accurate? (An excited student may not be a reliable reporter)
* Do I have enough information; if not, I get it quickly?
* Is this a “Trigger” for the initiation of an Emergency Response?
* What are the consequences which arise from the incident? (Consequences
* Can the matter be handled using the schools resources?

**Which Response?**

Having considered the situation, the Principal, as Incident Controller, or person acting for the principal must decide to either initiate an emergency response or to take other action.

* Has a trigger event or condition occurred?
* Which response relates to that trigger?
* Are there other circumstances, e.g. critical incident, which requires a different kind of response?

Having decided upon an Emergency Response, at log should be kept of all actions (see Appendix A of the Manual).

## 7.2.1 Lockdown/Shelter-in-place

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

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

**Actions after a Shelter-in-place/Lockdown procedure**

* Ensure any students, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any on-site evacuation and procedural changes that may be required.
* Complete your Post Emergency Record in Section 19 (refer to Appendix G of the *Manual*).

## 7.2.2 Off-site (secondary) evacuation procedure

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

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

**Actions after off-site evacuation procedure**

* Ensure any students, staff or visitors with medical or other needs are supported. Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any off-site and procedural changes that may be required.
* Complete your Post Emergency Record in Section 19 (refer to Appendix G of the *Manual*).

## 7.2.3 Lock-down procedure

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

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

*There is a Lockdown Checklist in Appendix D of the Manual*.

**Actions after lock-down procedure**

* Ensure any students, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any lock-down and procedural changes that may be required.
* Complete your Post Emergency Record in Section 19 (refer to Appendix G of the *Manual*).

## 7.2.4 Lock-out procedure

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

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

**Actions after lock-out procedure**

* Ensure any students, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any lock-out and procedural changes that may be required.
* Complete your Post Emergency Record in Section 19 (refer to Appendix G of the *Manual*).

## 7.2.5 Shelter-in-place procedure

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

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

There is a Lockdown Checklist in Appendix D of the Manual.

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

* Ensure any students, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent re-unification process.
* Determine if there is any specific information students, staff and visitors need to know (for example parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters and give these to students to take home.
* Undertake operational debrief with staff and Incident Management Team to identify any shelter-in-place and procedural changes that may be required.
* Complete your Post Emergency Record in Section 19 (refer to Appendix G of the *Manual*).

## 7.2.6 Building (Structural) fire

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

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

## 7.2.7 Bushfire

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

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

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

## 7.2.9 Intruder

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

Use the Intruder Identification Checklist in Appendix C of the Manual.

##

## 7.2.10 Bomb/substance threat (see Checklist in Appendix B)

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

*Immediate response*

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

*Evacuation*

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

*Communication*

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

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

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

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

##

## 7.2.11 Internal emission/spill

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

## 7.2.12 Severe weather event

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

**After the severe weather event**

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

## 7.2.13 Earthquake

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

**If outside**

Instruct staff and students to:

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

**If inside**

Instruct staff and students to:

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

**After the earthquake**

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

# 8. Area map

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| <Insert Area map here.

|  |  |
| --- | --- |
| **Distance to Primary off-stie assembly point:**Aprox. time to reach Primary off-site assembly point:  |  |
| **Distance to Secondary off-site assembly point:**Approx. time to reach Secondary off-site assembly point:  |  |
| **Legend** |
| **Primary off-site assembly point** |  |
| **Route to Primary off-site assembly point**  |  |
| **Secondary off-site assembly point** |  |
| **Route to Secondary off-site assembly point** |  |
| **Emergency services access point** |  |

 |

#  Evacuation diagram

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

<Insert a detailed evacuation diagram here. Refer to the Evacuation diagram section of the Guide for assistance.



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

#  Students and staff with special needs

Include information about students who have medical management plans, e.g. for asthma and allergies to peanuts/bee stings (anaphylaxis), and details of their medications, EpiPens etc.

It is important to keep this list regularly updated such as when students change rooms or their medical conditions change.

|  |  |
| --- | --- |
| *alert* | IMPORTANT: Information of a sensitive medical nature should be retained by the school for internal use only and not be distributed. While this list is a mandatory component of your Emergency Management Plan, sensitive medical details of students and staff should be removed from the copy of your EMP that you submit to your CE/SO. |

|  |
| --- |
| **Students** |
| Name | Room / Area | Condition | Assistance needed during an emergency | Who will be responsible? |
| <Refer to the Students and Staff with Special Needs section of the Guide> |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Staff** |
| Name | Room / Area | Condition | Assistance needed during an emergency | Who will be responsible? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| **Special Needs Summary** |
| Special Needs Category | Number of Students | Number of Staff |
| <This summary can be included in your EMP. Refer to the Students and Staff with Special Needs section of the Guide> |  |  |
|  |  |  |

#  Animals Housed on Site

|  |  |  |  |
| --- | --- | --- | --- |
| **Species** | **Number** | **Location** | **Care/evacuation plan** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# PART 2 – EMERGENCY PREPAREDNESS

#  Risk assessment

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

**Blank Risk Assessment Form**

| 1. **Identified Hazards**
 | 1. **Description of Risk**
 | 1. **Current Risk Control Measures Implemented at our School**
 | 1. **Risk Rating**
 | 1. **Treatments to be Implemented**
 | 1. **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*** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| *Emergency Management Plans must be tested regularly. Schools which are vulnerable to Bushfire are strongly advised to practice their evacuation procedures and drills at least once per term during the October to March bushfire season* |

#  Emergency response drills schedule

|  |  |
| --- | --- |
| *alert* | Complete the following table to schedule all training events and emergency drills throughout the year. It is recommended that schools also perform ‘unplanned’ emergency drills. All schools should schedule an emergency drill at the start of the year |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Type of Drill | Person Responsible | Target Date &Date Drill was Performed | Observer’s Record Completed\*✓ |
| **Term 1** | <Refer to the Emergency response drills schedule section of the Guide> |  |  |  |
| **Term 2** |  |  |  |  |
| **Term 3** |  |  |  |  |
| **Term 4** |  |  |  |  |

 |

## EMERGENCY 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.*

#  Emergency kit checklist

|  |  |
| --- | --- |
| **The Emergency Kit Contains:** | ✓ |
| Up-to-date student attendance list/rolls? |  |
| Up-to-date students and staff with special needs list? |  |
| Up-to-date IMT list? |  |
| Emergency contacts telephone list (including for parents/guardians)? |  |
| List of staff with emergency management or training skills? |  |
| Traffic safety vest and tabards? |  |
| Keys? |  |
| Standard portable first-aid kit? |  |
| Special medications e.g. asthma inhalers, EpiPens? |  |
| **Charged mobile phones or a SatNav phone?** |  |
| **Torch with replacement batteries (or wind up torch)?** |  |
| **Megaphone?**  |  |
| **Portable battery powered radio ?** |  |
| Bottled water? |  |
| Portable non-perishable snacks such as sultanas, dried fruits, energy bars? |  |
| Secured any school farm animal yards/pens? |  |
| **Copy of school site plan and evacuation routes?** |  |
| **Sunscreen and spare sunhats?** |  |
| **Whistle?** |  |
|  |  |
| **Date Emergency Kit Checked:** |  |
| **Next Check Date:** |  |

#  Emergency Management Plan completion checklist

This Emergency Management Plan Completion Checklist has been developed for use as a ‘final check’ to assist you to confirm that you have completed all the components of your EMP. Please note that it is your responsibility to identify potential local hazards to your facility, assess the risks these pose and develop measures to reduce or mitigate the risks to your school community.

**Final Check Completed by: Date:**

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

# 17. Bomb Threat Procedures

*This checklist should be distributed to all persons who regularly accept incoming telephone calls or open mail.*

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

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

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

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

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

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

#

#  Bomb/Substance Phone Threat Checklist

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

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

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

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

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

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

##  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.
 |