**Emergency Management Plan**

**Assessment Tool and Evidence Guide**

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The Department of Education and Training (DET) is committed to providing a safe and secure environment for all children, students and staff. Every school and early childhood service (ECS) location in Victoria is required to have an Emergency Management Plan (EMP).

Schools must have a current EMP that contains a risk assessment that addresses hazards and potential threats to the school. Schools must ensure that staff, students and the school community have a clear understanding of the EMP and its procedures. Schools must also ensure that staff, students and the school community are trained so that they know what they are required to do during an emergency.

The Victorian Registration and Qualifications Authority’s (VRQA) Minimum Registration Requirements lists a range of evidentiary material in respect of student welfare, including the school’s emergency management plan, which must be reviewed annually.

The Education and Care Services National Regulations 97 and 168, which govern early childhood services, state an approved service is required to have policies and procedures which set out instructions for what must be done in an emergency and to have an emergency and evacuation floor plan. The policies and procedures must be based on a risk assessment that identifies potential emergencies relevant to the service.

This Assessment Tool and Evidence Guide (the Tool) has been developed to assist schools and early childhood services to evaluate their Emergency Management Plans (EMP), and for Emergency Management Division (EMD) and regional staff to facilitate quality assurance and qualitative assessment of school and early childhood service EMPs.

**For schools and early childhood services**

The assessment questions and criteria contained within this Tool will assist you in developing your plan and understanding the quality of the content required. This may help you identify ways in which you can improve your EMP.

Government schools may ask their relevant regional Manager, Operations and Emergency Management and Emergency Management Support Officer colleagues, or your wellbeing coordinator to assist with any questions you may have about this assessment process or preparing or reviewing your EMP.

Also for Government schools, where your EMP has been assessed by your region, a copy of the assessment report will be supplied to your school to assist with any improvements required to your EMP.

**For regions**

This Tool has been designed to help in assessing EMP compliance with DET guidelines and contains examples of evidence required to attain compliance. The tool may also be utilised by non-government schools and early childhood services to assist in EMP review processes.

The evidence indicators provided are a guide only and are not exhaustive. This recognises that each school and early childhood service has unique aspects and challenges. It is important that schools, early childhood services and regions have the capacity to adapt to the unique characteristics of each location, while maintaining the integrity of the EMP requirements.

Consider the following practices when conducting the assessment:

* engaging with staff to discuss elements of the EMP and the school’s or early childhood services approach;
* obtaining feedback from staff and internal and external stakeholders;
* observing processes and activities; and
* inspecting facilities.

Please note, the Assessment Summary should be printed and completed for each EMP assessment, and provided together with any additional comments to the Emergency Management Planning Team at the relevant facility.

**Assessment Summary**

School / Early Childhood Service:

Address:

EMP date:

Region:

Review date:

Assessor:

|  |  |  |
| --- | --- | --- |
|  | Complies | Requires development |
| Assessment item 1 |  |  |
| Assessment item 2 |  |  |
| Assessment item 3 |  |  |
| Assessment item 4 |  |  |
| Assessment item 5 |  |  |
| Assessment item 6 |  |  |
| Assessment item 7 |  |  |
| Assessment item 8 |  |  |
| Assessment item 9 |  |  |
| Assessment item 10 |  |  |

Comments and Recommendations

\*Please note, where an EMP requires further development, comments and recommendations are required

Assessment item 1

**The school/early childhood service has appointed an Emergency Management Planning Team with appropriate representation of the school/early childhood service community**

Australian Standard 3745 – 2010 *‘Planning for emergencies in facilities’* requires an emergency planning committee (EPC) be formed for each facility. The EPC is responsible for the development, implementation and maintenance of the emergency plan, emergency response procedures and related training. The EPC shall consist of not less than two people.

The ‘Guide to developing your Emergency Management Plan’ states the EMP needs to be developed using a team approach, to ensure adequate resources are in place to develop, test and review the EMP. A team approach to the development of the EMP will assist in a broad based approach to risk assessment and socialisation of the EMP.

**Evidence may include**

* Confirmation by the school/early childhood service that a team approach has been used in development of the EMP
* Confirmation by the school/early childhood service that a team approach has been used in reviewing the EMP
* Advice / documented list of Emergency Management Planning Team members

**Compliance**

Evidence confirms the school/early childhood service has utilised a team approach to the development of its EMP

AND

The Emergency Management Planning Team has representation across the school/early childhood service.

**Requires development**

Does not meet or partially meets the above criteria

Assessment item 2

**The EMP is current, and has been maintained, socialised and disseminated to all relevant staff and stakeholders**

Australian Standard 3745 – 2010 *‘Planning for emergencies in facilities’* requires that the emergency plan is inspected, tested and routinely serviced. The plan shall be distributed to members of the emergency planning team, the IMT, and all occupants to explain the actions they are to take with regard to an emergency.

Socialising your EMP with organisations and people who may have a role to play during and after an emergency situation is an essential part of emergency management planning and preparedness. It is imperative that your EMP is socialised with any facilities sharing the site. This will facilitate a coordinated approach to emergency management and help ensure that the requirements of the EMP are adequately understood by all site-users.

It is important to keep the distribution list up-to-date so that important changes to your plan can be communicated to key stakeholders.

Relevant sections of EMP:

* School/Early Childhood Service Information
* Distribution

**Evidence may include**

Advice from the school/early childhood service about how the EMP has been socialised with people who have a role to play during an emergency situation

Confirmation by the school/early childhood service that the EMP is socialised with staff, students, and the facility community

EMP has been reviewed and updated in the past 12 months, and at a minimum of every time the EMP is activated:

* Version control on EMP
* Change of dates on EMP
* Date of next review is updated and appropriate
* EMP contains details of person(s) responsible for maintenance of EMP

Distribution table is updated and appropriate to people or organisations considered to require familiarity with the EMP, including:

* Co-located facilities
* Relocating schools (if hosting)
* Host school (if relocating)
* Local Emergency services
* Local council
* Staff trained in first aid
* Incident Management Team members
* Staff members
* Others as appropriate

**Compliance**

Evidence confirms the EMP has been maintained and disseminated

**Requires development**

Does not meet or partially meets the above criteria

Assessment item 3

**The EMP reflects critical school/early childhood service profile information**

Australian Standard 3745 – 2010 *‘Planning for emergencies in facilities’* requires evacuation diagrams that provide emergency and evacuation information shall be displayed in all facilities where occupants and visitors are able to view the diagrams. The minimum elements to be included in the evacuation diagrams are outlined below.

The ‘Guide to developing your Emergency Management Plan’ states the EMP planning team should determine the number and site of evacuation diagrams required for each building.

Relevant sections of EMP:

* Area map
* Evacuation diagram
* School/Early Childhood Service facility profile

**Evidence may include**

The EMP includes facility profile information:

* Location
* Region and Fire District
* Operating hours
* Population
* Other services / users of site and their hours of operation
* Building information, including the fire and emergency safety features of the building and any identified hazards such as chemical or fuel storage
* Demographics are up to date and consistent with the Entity Register

Maps are included in the EMP:

Area map

* Depicts the school/early childhood service and a minimum of two off-site evacuation points

**Please note**, Australian Standard 3745-2010 recommends that facilities have an alternative assembly point for bomb threat which is unpublished

* Time and distance to each evacuation point
* Surrounding streets and street names
* Exit points from the school/early childhood service
* Emergency services access points
* Major landmarks
* Co-located facilities

Evacuation diagrams

* Exist for each building and floor
* Are titled ‘Evacuation Diagram’
* Show designated exits
* Show communication equipment locations
* Show hose reels, extinguishers, fire blankets, and fire indicator panel
* Show location(s) in which students, staff and visitors will shelter-in-place if required
* Show date of diagram
* Show location of assembly areas, minimum of two
* Show legend

**Compliance**

Evidence confirms the information is up to date

AND

The EMP incorporates relevant information for the whole school/early childhood service and contains all of the following:

* Demographic profile of the school/early childhood service
* School/early childhood service facility profile including building information
* Area maps illustrating:
* Identification of the area
* Identification of evacuation points and access points
* Co-located facilities.
* Evacuation diagrams illustrating:
* Each building and floor
* Title, date and legend
* Communication and fire equipment
* Identification of assembly areas

**Requires development**

Does not meet or partially meets the above criteria

Assessment item 4

**Evidence that contact details are reviewed, updated and maintained**

Australian Standard 3745 – 2010 *‘Planning for emergencies in facilities’* requires the emergency procedures to address the method of communication to be used during an emergency.

The ‘Guide to developing your Emergency Management Plan’ states for ease of access, a copy of the emergency contacts list should be prominently displayed or readily accessible by appropriate staff, noting privacy requirements.

Emergency contact details should be maintained for staff and students.

Relevant sections of EMP:

* Emergency contacts
* Communication tree
* Parent/family/carer contact information

**Evidence may include**

* Plan has been reviewed and updated:
* Version control on EMP
* Change of dates on EMP
* Advice from staff regarding the process to update contact details in the plan
* A random check of contact details indicates details are correct
* Emergency contact details for the following:
* Emergency services
* Key contacts within the school/early childhood service
* Key DET region and organisation contacts
* Key local organisations or services
* School bus emergency contacts (both coordinating and client schools)
* Parent/family/carer contact information is current and available in the event of an emergency
* Communication tree is complete

**Compliance**

Evidence confirms contact details are complete, including school/early childhood service, bus, DET, and other local organisation contacts

AND

The Communications Tree Diagram(s) is complete indicating who will contact whom in the event of an emergency; including emergency services, co-located facilities, parents, and the region

AND

Contact details have been reviewed and updated as required.

**Requires development**

Does not meet or partially meets the above criteria

Assessment item 5

**The school/early childhood service has an Incident Management Team available to coordinate, support and manage school/early childhood service emergencies and recovery**

Australian Standard 3745 – 2010 *‘Planning for emergencies in facilities’* requires the IMT be appropriate to the facility and to the emergency response procedures as determined by the emergency planning committee. The IMT shall consist of a chief warden (Education Commander) or equivalent as a minimum. An up-to-date register of all IMT members shall be kept readily available, with or via the Chief Warden / Education Commander. The number of IMT members shall be determined by the size of the facility, the number of occupants and visitors, and safety features of the facility.

The IMT structure referred to in the ‘Guide to developing your Emergency Management Plan’ incorporates elements of the IMT structures used by emergency services and government departments across Victoria.

Relevant sections of EMP:

* Incident Management Team
* Incident Management Team responsibilities
* Staff trained in first aid

**Evidence may include**

* Role statements / position descriptions that outline roles and responsibilities of each position, modified to meet the requirements of the school/early childhood service
* Diagram of school/early childhood service IMT structure, identifying persons assuming positions, scaled to meet the facility’s requirements and reflect facility size
* Responsibilities for recovery are assigned within the IMT structure
* Contact list with current details of person undertaking role
* Contact list with current details of back-up person for role
* Identification of staff who have current first aid qualifications and can be called upon should their assistance be required
* Record of drills or scenarios where IMT members have practiced their roles

**Compliance**

Evidence confirms the EMP identifies persons fulfilling the following roles:

* Chief Warden / Education Commander
* Planning
* Operations (Area Warden)
* Communications
* Logistics (Warden)

AND

The EMP includes name and contact details for each of the identified roles

AND

All information is current and correct

AND

There is continuous service provision (back-up contact)

AND

Staff members assigned roles understand the requirements of their role

AND

The EMP includes names of staff members with current First Aid certificate

**Requires development**

Does not meet or partially meets the above criteria

Assessment item 6

**The EMP identifies students and staff with additional needs and documents any specific requirements for their support**

To ensure adherence to the provisions of the Information Privacy Act 2000, specific information is not to be contained in copies of the EMP that are distributed to local emergency services, local government, parents or the region. A summary may be included in the EMP, where appropriate.

Relevant sections of EMP:

* Children, students and staff with a disability or additional needs

**Evidence may include**

The EMP contains a summary in regard to those with:

* a medical management plan, such as asthma
* vision, hearing or ambulatory impairments
* extreme fatigue
* behavioural or wellbeing concerns

The summary contains:

* the type of condition
* the assistance required
* who is responsible for assisting in an emergency

The EMP held by the school includes specific details for students and staff with additional needs including the type of support required.

**Compliance**

Evidence confirms the school/early childhood service has compiled a summary of students and staff with additional needs, what assistance is required, and who is responsible for assisting

**Requires development**

Does not meet or partially meets the above criteria

Assessment item 7

**The EMP’s risk assessment identifies site specific threats and hazards for the school/early childhood service**

Australian Standard 3745 – 2010 *‘Planning for emergencies in facilities’* requires identification and analysis of potential emergencies likely to impact on the facility.

Relevant sections of EMP:

* Risk assessment

*(Please note, risk rating and treatments are assessed in Assessment item 8)*

**Evidence may include**

The school/early childhood service is able to articulate the following:

* why it has identified a particular hazard for the facility
* consultation with stakeholders

The EMP contains a risk assessment including:

* identification of hazards or potential threats specific to the school/early childhood service
* consideration of past events and trigger points
* consideration of additional information, such as that provided by local council or emergency services
* description of the risk each hazard and potential threat creates for students, staff, visitors and contractors at the school/early childhood service
* probable cause(s) and consequence(s) of each hazard identified
* identification of controls or measures that are currently in place to manage the risk

Demonstration that the risk assessment process has been reviewed on a regular, nominated frequency:

* version control on EMP
* change of dates on document

**Compliance**

Evidence that the risk identification process has been undertaken

AND

The EMP identifies only site-specific risks for the school/early childhood service

AND

The EMP identifies current risk control measures implemented at the school/early childhood service

AND

The EMP has been reviewed where a significant new risk has emerged or an emergency occurred requiring activation of the EMP.

**Requires development**

Does not meet or partially meets the above criteria

Assessment item 8

**The EMP rates risks and identifies treatments to address nominated hazards/threats**

Australian Standard 3745 – 2010 *‘Planning for emergencies in facilities’* requires identification and analysis of potential emergencies likely to impact on the facility.

Relevant sections of EMP:

* Risk assessment

**Evidence may include**

* The EMP contains information regarding the identified risks
* Risk rating using the consequence and likelihood criteria
* Where the level of risk is not acceptable:
* Treatments to be taken by the school/early childhood service to eliminate or reduce the impact of the risk
* Revised risk rating after consideration of treatment implementation
* Confirmation that co-located facilities have been consulted
* Risk assessment component of the EMP has been updated on a regular basis, and reviewed in response to emerging events or activation of the EMP.

**Compliance**

The EMP contains risk ratings for every identified hazard relevant to the school/early childhood service

AND

The EMP identifies which risks are not acceptable, and contains treatments to be implemented to reduce the risk

AND

The EMP considers risks and treatments associated with other site users and co-located facilities

**Requires development**

Does not meet or partially meets the above criteria

Assessment item 9

**The EMP has considered and identified appropriate procedures and arrangements customised to the school/early childhood service for the management of emergency response and recovery activities**

Australian Standard 3745 – 2010 *‘Planning for emergencies in facilities’* requires a response procedure be developed for each emergency identified. The response procedures should address the responsibilities and duties of the emergency control organisation (IMT) and actions they are to take, the responsibilities of facility occupants and actions they are to take, and the arrangements for emergency preparedness and response.

The ‘Guide to developing your Emergency Management Plan’ states that the pre-populated specific emergency response procedures require review to ensure they are relevant to the school/early childhood service. Schools/early childhood services will need to exercise judgement when implementing response procedures during an emergency as the particular circumstances of the event need to be considered in the response and recovery.

Relevant sections of EMP:

* Emergency response procedures
* Response procedures for specific emergencies
* Emergency kit checklist

**Evidence may include**

* Emergency Response Procedures and Response Procedures for Specific Emergencies have been customised according to the requirements of the facility and in response to the assessment of specific risks to the facility
* The school/early childhood service is able to distinguish between the five basic types of responses and identify when they would apply these or a combination of these.
* The EMP contains written recovery procedures for each prescribed response procedure, and these are modified for the school/early childhood service
* Recovery procedures reflect controls/treatments identified in the risk assessment
* Recovery procedures consider the requirements of the school community, including vulnerable members of the school/early childhood service community
* Response Procedures for Specific Emergencies does not contain any pre-populated data that is not relevant to the facility
* Prepopulated procedures that are not relevant to the school/early childhood service have been deleted from the EMP
* The EMP identifies the location of more than one *on-site* evacuation assembly point
* The EMP identifies the location of more than one *off-site* evacuation assembly point

**Please note**, Australian Standard 3745-2010 recommends facilities should have more than one evacuation assembly point, and also an alternative assembly point for bomb threat which is unpublished

* If there are restrictions or other requirements pertaining the off-site assembly point, such as stakeholder agreement on location use, these are outlined in the EMP
* Consideration of resource provisions such as shelter, water and toilets
* The EMP is consistent or aligned with the EMPs of co-located facilities
* The Emergency Kit Checklist is socialised to the school/early childhood service and includes those items the school/early childhood service will need to take in case of an emergency
* Consideration is given to:
* Increased response time of emergency services
* Unavailability of staff, limitations of people in performing tasks under extreme stress
* Failure of services and / or utilities
* Adverse weather conditions

**Compliance**

Evidence confirms the EMP outlines procedures that are customised to the school/early childhood service for all of the following:

* On-site evacuation / relocation
* Off-site evacuation, including associated transport arrangements
* Lock-down
* Lock-out
* Shelter-in-place

AND

The EMP outlines arrangements socialised to the school/early childhood service in regard to:

* The establishment of assembly points, with consideration to shelter, water, and toilets
* The provision of information to emergency services, DET, and parents
* Any additional mitigation steps relevant to the facility, as identified in the school/early childhood service risk assessment
* Collaboration with co-located facilities

AND

The EMP contains relevant Response Procedures for Specific Emergencies for the risks identified in the facility risk assessment only

AND

Evidence confirms the EMP outlines procedures that are customised to the school/early childhood service in regard to recovery arrangements

AND

The EMP details arrangements for the transition from response to recovery

AND

The procedures are modified to consider the requirements of vulnerable members of the school/early childhood service community

AND

The Emergency Kit Checklist is relevant to the school/early childhood service requirements

**Requires development**

Does not meet or partially meets the above criteria

Assessment item 10

**The EMP addresses the frequency of, and details for, exercises which test elements of the EMP**

From 01 September 2013 amendments to the Education and Care Services National Regulations came into effect which clarified the regulation requiring the rehearsal of emergency and evacuation procedures every three months with the children who are present on the day. For family day care services, the approved provider must ensure each family day care educator rehearses every three months with the children present on the day.

The rehearsals must be documented, such as on a proforma, or noted in a centre diary or communications book.

VRQA minimum standards require schools on the Bushfire At-Risk Register (BARR) to conduct an evacuation drill during Terms 1 and 4.

Australian Standard 3745-2010 recommends all areas of a school to participate in at least one emergency response exercise involving an evacuation each year. If your risk assessment indicates that a particular hazard carries a significant level of risk, you are encouraged to practice your response on a more frequent basis.

Relevant sections of EMP:

* Emergency response drills schedule

**Evidence may include**

* The EMP details:
* Frequency of exercises
* Exercising of all drills
* Person responsible for coordinating the exercise
* When exercises are to be conducted
* Confirmation that operational debrief / outcome of exercises has resulted in changes to the EMP if required
* Confirmation that exercises are conducted in real time under simulated conditions, designed to achieve maximum realism and test school/early childhood service performance, communication links, personnel and equipment
* If the school/early childhood service risk assessment identifies a particular hazard, details to indicate the school/early childhood service is practicing their response to this threat more frequently
* Record of exercises undertaken, including Drill Observer Records and Post Emergency Records
* Engagement of independent observers, such as local emergency service members, to be observers/evaluators and participate in post drill de-briefing
* Modification of procedures in response to drills

**Compliance**

The EMP details:

* Frequency of exercises
* Identification of the person responsible for coordinating an exercise
* An operational debrief and record of outcomes
* Amendments to the EMP from the debrief outcomes, as required
* Activities to ensure that staff are trained in their emergency management role
* Utilisation of the plan during an emergency management exercise

**Requires development**

Does not meet or partially meets the above criteria