

# EMERGENCY MANAGEMENT PLAN

for

**INSERT NAME OF SCHOOL**

Insert your school logo here

<b>Region:</b>	
<b>Principal:</b>	
<b>Approver:</b>	
<b>Date approved:</b>	
<b>Next review date:</b>	

## Checklist: emergency management plan

Prior to submitting your school's Emergency Management Plan, please complete the checklist below.

- Principals signature:
- Date:

Action	Yes	Comments
Have emergency contact numbers been confirmed with relevant emergency services?	<input type="checkbox"/>	
Has a risk assessment been conducted to identify potential emergencies that are relevant for the school and preschool?	<input type="checkbox"/>	
Are the emergency contact numbers prominently displayed in this plan and in readily accessible areas of the school?	<input type="checkbox"/>	
Does the plan clearly specify procedures for reporting emergencies to the emergency services, to the department and, in relation to preschools, to Quality Education and Care NT?	<input type="checkbox"/>	
Are potential risks within a kilometre from the school identified?	<input type="checkbox"/>	
Does the plan include procedures for issues specific to your school or community?	<input type="checkbox"/>	
Are alternative evacuation assembly areas listed, including one at least a kilometre from the school?	<input type="checkbox"/>	
Does the plan identify how food, shelter, toilets will be provided during an extended evacuation?	<input type="checkbox"/>	
Is a site plan included that displays emergency exits, access roads, water, gas and electricity supply points?	<input type="checkbox"/>	
Does the site plan show the location of fire extinguishers, hose reels, hydrants, alarms and evacuation exits?	<input type="checkbox"/>	
Does the plan include procedures for lockdown of the school when a situation requires isolation rather than evacuation?	<input type="checkbox"/>	
Are the roles and responsibilities of key personnel clearly defined – principal as emergency coordinator, school leadership team, classroom teachers, preschool teacher-in-charge, office and support staff, and students?	<input type="checkbox"/>	
Are staff responsibilities to account for and supervise students during and following the emergency clearly described?	<input type="checkbox"/>	

Action	Yes	Comments
Does the plan identify strategies to ensure students, staff and visitors with disabilities, or requiring assistance during an emergency, are clearly identified including the preparation of Personal Emergency Evacuation Plans where necessary?	<input type="checkbox"/>	
Does the plan describe how individuals will receive counselling or other specialist support?	<input type="checkbox"/>	
Does the plan include additional procedures with regard to fee paying international students or those participating in exchange or study programs?	<input type="checkbox"/>	
Does the plan describe minor works or repairs required for fire prevention purposes, and propose a timetable for their completion?	<input type="checkbox"/>	
Does the plan describe how staff will be trained, when procedures will be rehearsed, and how principals will record participation in training?	<input type="checkbox"/>	
Has the plan been developed in consultation with local NT Police, Fire and Emergency Services?	<input type="checkbox"/>	
Are arrangements for reviewing the plan described?	<input type="checkbox"/>	
Has the plan been endorsed by the Regional Director?	<input type="checkbox"/>	

# CONTACT INFORMATION



Complete the following table and post this information near your telephone.

Position	Name	Contact details
<b>Principal:</b>		BH: AH:
<b>Assistant Principal:</b>		BH: AH:
<b>Business Manager:</b>		BH: AH:
<i>Department of Education</i>		
<b>Executive Director:</b>		BH: AH:
<b>Regional Director:</b>		BH: AH:

## EMERGENCY POLICE, FIRE AND AMBULANCE **DIAL 000**

Non-emergency contact information

<b>Local police:</b>	
<b>Local fire:</b>	
<b>Local ambulance:</b>	
<b>Cyclone warning:</b>	

Other relevant contacts:


## CONTENTS

Introduction.....	6
1.1 Purpose of the Emergency Management Plan .....	6
1.2 Scope.....	6
1.3 Instructions .....	6
School profile .....	7
School commitment.....	8
Core aspects of Emergency Management Plan .....	9
4.1 Prevention and preparedness .....	9
4.2 Response .....	11
4.3 Recover.....	13
Maps, building diagrams etc.....	15
Appendix A.....	16

## RELATED LINKS/RESOURCES

- [Emergency Management – Plans for schools Guidelines](#)
- [Emergency Management – Public Shelter Responsibilities Policy](#)
- [Temporary School Closure Guidelines](#)

# 1. INTRODUCTION

## 1.1 Purpose of the Emergency Management Plan

This document supports the Department of Education's [Emergency Management - Plans for schools guidelines](#).

- 1. Prevention:** measures to identify risks and eliminate or reduce the incidence or severity of emergencies.
- 2. Preparedness:** measures to ensure that communities are capable of coping with the effects of emergencies.
- 3. Response:** measures taken during and immediately after emergencies to ensure the effects are minimised and appropriate responses are initiated.
- 4. Recovery:** measures that support resumption of 'business as usual' as soon as possible after an incident has occurred, including a review of the effectiveness of the responses to adjust processes as necessary to improve emergency management.



The purpose of this Emergency Management Plan is to provide details of how the school will prepare, respond and recover from emergency situations.

## 1.2 Scope

This Emergency Management Plan applies to all staff, students, visitors, contractors and volunteers at the school, includes all activities, and takes into account hazards within one kilometre of the school.

**Note:** *Planning for excursions and other off-site activities are subject to separate risk management and emergency planning processes. Each school excursion must be risk managed separately. For more information please refer to the department's [Excursions policy and guidelines](#).*

## 1.3 Instructions

- A) This template serves as a guide to assist schools with recording relevant information for use in an emergency situation. Schools must ensure that they provide information relevant to their own schools and communities.**
- B) All sections must be completed by the school principal. Each section includes suggestions to assist principals to identify areas to consider when developing an Emergency Management Plan.**
- C) Attach all relevant maps, building plans or other diagrams to this Plan. All information needed in an emergency should be included.**
- D) Prior to submitting your Emergency Management Plan for approval, ensure that the principal checklist has been signed and dated (page 2).**

## 2. SCHOOL PROFILE

This section contains important information specific to the school.

### Operational factors

- Physical address.
- Operating hours.
- Contacts including name, phone, fax and email address.
- Number of buildings.
- Building map with the following clearly marked:
  - emergency exits
  - fire alarms.
- Location of emergency shutoff for air-conditioning, power and water (e.g. sprinkler systems) including location of shutoff instructions.
- Location of emergency power system including location of instructions (if applicable).
- Is the school a designated public emergency shelter?
- Outside School Hours Care program/other users of the school:
  - location
  - student numbers
  - operating hours/days
  - emergency contacts including name, phone and mobile number.

### Demographic factors

- Student population.
- Staff numbers.
- Student and staff health/disability factors.

### Geographic factors

- Area map which details roads into and away from the school.
- Access to public transport.
- Distance from the school to emergency services and other facilities.

### Specific risk factors

- Natural disasters (e.g. flood, cyclone, bushfire).
- Any other risks that are specific to the school/region.

### 3. SCHOOL COMMITMENT

The school has committed to the following key Emergency Management actions:

Action	When	Action Officer	Initial / Date
Ensure staff members understand the policies and procedures relating to emergency management.	Term 1 <i>For new staff, this will happen on arrival.</i>	Principal	
Ensure staff are aware of standard response to natural disasters, emergencies and critical incidents that are outlined in this Emergency Management Plan.	Term 1 <i>For new staff, this will happen on arrival.</i>	Principal	
Ensure that this Emergency Management Plan and all associated supporting documents are stored in a location that is readily accessible by staff during an emergency or critical incident.	Term 1	Principal	
Ensure frequent rehearsals and regular testing of all emergency management/evacuation procedures and, in regard to preschools, ensure that these rehearsals are documented.*	Once per term	Principal	
Ensure emergency equipment throughout the school and alarms are tested.	Once per annum	Principal	
Ensure emergency and evacuation floor plans and instructions are displayed in prominent positions across the school. In regard to regulated preschools, this Plan must be displayed near each identified exit at the preschool premises.	Once per year or following an emergency/critical incident.	Principal	
Ensure the Emergency Management Plan is made in line to the departmental policy and guidelines.	Once per year or following an emergency/critical incident.	Principal / Regional Director	
Identify and engage with local services, support agencies and organisations who can provide assistance or support during or following an emergency event occurring.	Ongoing	Principal	
Develop and ensure that students and staff welfare is monitored and maintained through appropriate debriefing and access to support following an emergency event occurring.	Once per year or following an emergency/critical incident.	Principal	

\*Preschool rehearsals must be undertaken every three months and documented in line with QECNT requirements.

## 4. CORE ASPECTS OF EMERGENCY MANAGEMENT PLAN

### 4.1 Prevention and preparedness

#### Have you considered?

This section can be used by schools to record their individual strategies for identifying and reducing risks, and recording individual strategies to prepare for an emergency. This may include but is not limited to:

- ✓ procedures for evacuation, including an evacuation plan which:
  - is tested and reviewed regularly (a minimum of once per term) and caters for the movement of staff and students from both buildings and ground
  - includes strategically located evacuation diagrams which use the buildings/site plans and highlight evacuation routes and exits, and assembly areas, building locations and special features, water (including hydrants), electrical and gas control points
  - details of the roles and responsibilities of staff with respect to security, communication, evacuation control, parent notification and collection of students, as well as the responsibilities of students (e.g. obeying instructions)
- ✓ procedures for lockdown when a situation arises that requires the isolation (rather than evacuation) of staff and students from an identified threat e.g. aggressive or violent intruder, siege/hostage incident, armed robbery
- ✓ procedures for preserving a crime scene and protecting evidence
- ✓ how information will be gathered about any local threats
- ✓ training requirements for staff and students (e.g. frequency of drills) including the training of temporary staff
- ✓ communication strategies and warning systems to be used in specific incidents (e.g. use of mobile phones, public address system, evacuation tones) and arrangements for regular checking of warning systems, signs and notices
- ✓ communication strategies which detail how information will be disseminated during/following an event: information to students, staff, families, the department, including consideration of legal and media issues and whether a newsflash or other follow-up is required.

**INSERT INFORMATION HERE**

## 4.2 Response

### Have you considered?

This section can be used by schools to record the measures that will be taken during an emergency situation. This may include but is not limited to:

#### Students, staff and visitors

- Tasks and roles to be fulfilled and the nominated position to be responsible, including the delegation of specific roles and responsibilities that account for the absence of the principal or other key staff.
- Training requirements for staff and students (e.g. frequency of drills) including the training of temporary staff (e.g. relief teachers).
- Procedures to secure the immediate safety of individuals and groups.
- Coverage of all circumstances when the school is responsible for student safety (e.g. excursions).
- Ensuring that in the event of an incident, an Incident Reporting Form is completed.
- Appropriate provision for all staff and students with special needs or disabilities who may need assistance in an emergency through the development of a personal emergency evacuation plan (PEEP).
- Appropriate general plans for those visiting school premises who may require additional assistance.
- Details for those responsible for non-local students such as fee paying international students, rotary exchange students or other school exchange or study tour programs.
- Planning for the welfare of any school animals/pets.

#### Infrastructure, resources and property

- Building Asset Management Schedule (BAMS) plans as well as detailed plans for electrical, sewer, water, fire hydrant outlets, and electrical circuit board locations.
- Locations of emergency kit (phones, key, batteries, torches) and first aid point, including a list of staff trained in first aid (including first aid kit and confirming expiration of contents).
- The identification of alternative arrangements for students where school is unable to operate.
- Methods of securing buildings, property, records, books etc.

**INSERT INFORMATION HERE**

## 4.3 Recover

### Have you considered

This section can be used by schools to record the measures that will be taken during and following an emergency situation. This may include but is not limited to:

#### Report, recover and review

- Procedures for notifying appropriate emergency services and relevant department staff (e.g. Regional Directors, Executive Directors, schools) and in regard to preschools, Quality Education and Care NT.
- Processes for obtaining resources during an emergency.
- Response procedures for specific emergencies, critical incidents or interruptions to essential services.
- Appropriate forms to be completed, including regulatory forms in regard to preschools (e.g. Work Health and Safety forms including an incident report that contains details of the nature of the incident, persons affected and consequential actions taken).
- Recovery processes to restore regular school routine as soon as possible, including provision of debriefing, additional support/counselling services as required.
- Means by which the Plan and effectiveness of responses and processes will be reviewed and adjusted as necessary to improve emergency management.

**INSERT INFORMATION HERE**

## 5. MAPS, BUILDING DIAGRAMS ETC.

INSERT INFORMATION HERE

## APPENDIX A

### IN CASE OF EMERGENCY

CALL POLICE, FIRE AND  
EMERGENCY SERVICES  
IMMEDIATELY

**000**

NOTIFY THE REGIONAL  
DIRECTOR

Region:

Name:

Phone: **(08) 89XX XXXX**

Mobile: **04XX XXX XXX**

### REGIONAL CONTACT NUMBERS

Alice Springs **8951 1609**

Arnhem **8987 0887**

Barkly **8962 4571**

Darwin **8999 5619**

Katherine **8972 5393**

Palmerston & Rural **8944 9260**