Emergency Management Plan

for

Reid Preschool

Gina Nugent

Teacher-in-Charge Signature

Date: March 2013

Review Date: March 2014
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## Emergency Contacts Register

<table>
<thead>
<tr>
<th>Function / Service</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Contacts</strong></td>
<td></td>
</tr>
<tr>
<td>Emergency Services (Fire, Police, Ambulance)</td>
<td>000</td>
</tr>
<tr>
<td>Ambulance (Non Urgent)</td>
<td>620 79900</td>
</tr>
<tr>
<td>Ainslie Fire Station</td>
<td>620 78520</td>
</tr>
<tr>
<td>Police</td>
<td>13 14 44</td>
</tr>
<tr>
<td>State Emergency Services (SES)</td>
<td>620 78455</td>
</tr>
<tr>
<td>Ainslie Family Practice</td>
<td>6249 7177</td>
</tr>
<tr>
<td>Calvary Hospital</td>
<td>620 16111</td>
</tr>
<tr>
<td>Poisons Information Centre</td>
<td>13 11 26</td>
</tr>
<tr>
<td>ACTEW (Electrical)</td>
<td>131 093</td>
</tr>
<tr>
<td>ACTEW (Gas)</td>
<td>131 909</td>
</tr>
<tr>
<td>ACTEW (Water)</td>
<td>131 193</td>
</tr>
<tr>
<td>ACTEW (Sewerage)</td>
<td>131 193</td>
</tr>
<tr>
<td>ACTEW (Storm Water)</td>
<td>131 193</td>
</tr>
<tr>
<td>Telstra (Faults)</td>
<td>132 203</td>
</tr>
<tr>
<td>ACT Work Cover</td>
<td>620 50200</td>
</tr>
<tr>
<td>Environment ACT After Hrs</td>
<td>620 79777</td>
</tr>
<tr>
<td></td>
<td>132281</td>
</tr>
<tr>
<td><strong>Departmental Contacts</strong></td>
<td></td>
</tr>
<tr>
<td>Office of the Chief Executive</td>
<td>620 59158</td>
</tr>
<tr>
<td>Preschool Education</td>
<td>6205 9320</td>
</tr>
<tr>
<td>Director Schools Northern</td>
<td>620 57194</td>
</tr>
<tr>
<td>Director Schools Southern</td>
<td>620 57200</td>
</tr>
<tr>
<td>Director Schools Central</td>
<td>620 55479</td>
</tr>
</tbody>
</table>
1. Scope
This plan aims to assist the staff at Reid Preschool to be prepared for emergencies that may occur. It describes the work environment, the potential risks to which it may be exposed and the manner in which emergencies will be managed. Staff should become familiar with its contents and practice with students the procedures to be adopted during an emergency.

This plan covers emergencies listed below and details the responsibilities of all involved parties.

Emergencies covered by this plan are:
- Internal Fire
- Bush fire
- Severe storms and internal flooding
- Severe Windstorm
- Death
- Violence

1.1 References
- Emergency Management Framework
- Critical Incident Policy
- DET Risk Management Framework
- Temporary Closure of Schools Policy

2. Description of Site
The site consists of one purpose-built preschool building occupied by 2 staff and maximum of 21 students

3. Emergency Warning / Intercom System (EWIS)
Three short blasts from a whistle are sounded. Children are directed to go to the teacher-in-charge.

4. Storage of Materials/Chemicals at the Site
Reid Preschool’s Dangerous Substances Register is located at the front office and a copy is included in Attachment E. The Register lists the dangerous substances stored, how much, where they are stored and the types of fire protection equipment installed. The locations for the storage of Dangerous Substances are identified on the Site/Building Plan and Floor Layout Plans.
5. Emergency Control Organisation

All staff of Reid Preschool are part of the Emergency Control Organisation (ECO). The role of the Emergency Control Organisation includes the following:

- Develop the Emergency Management Plan to address workplace specific risks and special needs.
- Develop an emergency communication system for the preschool. Preschools should ensure that all classrooms can communicate with a central designated point if an emergency occurs in one of the classrooms.
- Conduct or coordinate induction training for new staff.
- Conduct or coordinate emergency evacuation and lockdown drills.
- Evaluate the workplace preparedness for implementing emergency procedures.
- Perform specific functions during and after an emergency.
- Report progress to the relevant bodies i.e. Preschool Education, P&C council, parents.
- Ensure a debriefing session takes place 24 hours after the drill/event to identify any areas requiring improvement in the Emergency Management Plan.
- The Emergency Management Plan is to be reviewed and re-issued on a 12 month basis. The Plan is also to be reviewed following any debriefing session and re-issued where amendments are made.

In an emergency, the Teacher-in-charge assumes control and activates others as needed. For relatively small incidents, the teacher-in-charge may perform all the roles of the Emergency Control Organisation. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual below may activate others needed to complete necessary functions.

Roles and responsibilities of the Emergency Control Organisation can be found in Attachment A.

6. Staff / Students Needing Special Assistance – Master List

Preschool teachers-in-charge have identified a list of students needing special assistance in the event of an emergency, including the names of persons who can provide support to that student. This information can be found in Attachment D.

The Emergency Control Organisation maintains a master list of students needing special assistance in the event of an emergency.

In the event of an emergency it is the responsibility of the preschool Teacher-in-charge to ensure that the support persons are in attendance and supporting the student. Where the support persons are not in attendance or unable to support then it is the responsibility of the Teacher-in-charge to undertake that support role or identify other individuals to undertake that role.
7. Assessment of Potential Emergencies

It is vital to record the potential emergencies for your geographic area so you minimise the impact and know what to expect and what to do to protect staff/students. It is essential to understand that disasters have a cascading effect:

- Bush fires lead to debris flows, mudslide, grassfires and smoke/pollution
- Flooding blocks roads, damages property, and ruins food supply
- Cyclones destroy buildings, cause fallen power lines

The Risk Management Framework should form the basis when assessing potential emergencies (https://136.153.10.102/corporate/riskmgt.htm or by accessing Index and selecting Risk Management under Quick Links).

Example of risks can include:

**Potential Natural Emergencies**

Bush fires, earthquakes, lightning strike, severe weather, windstorms, hailstorm, excessive rains, flash floods, internal flooding from severe storms

**Potential Human, Biological or Technological**

<table>
<thead>
<tr>
<th>Bomb threat, or other terrorism</th>
<th>Vehicle collision into building</th>
<th>Water system disruptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson, fire</td>
<td>Nearby Petrol station explosion</td>
<td>Gas or electric explosion or disruption</td>
</tr>
<tr>
<td>Severe air pollution, smog alert</td>
<td>Hazardous material spills</td>
<td>Agitated, irate parents, teacher, spouse, student etc</td>
</tr>
<tr>
<td>Infectious disease outbreak</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When identifying treatment/controls refer to the Checklists and Guidelines that are included in the Emergency Management Framework.

An assessment of potential emergencies has been undertaken and documented in Attachment E and a summary of emergencies covered by this plan are listed on page 4. For risks rated 6 and above (as per the Risk Management Framework) an Action Plan has been documented in Attachment F.
8. Outdoor Assembly Area (For Standard Evacuation)

Two designated evacuations assembly areas have been identified below (including access for emergency vehicles) and are located on the site/building plan.

- **Outdoors Assembly Area 1**: Western end of Dirrawan Gardens
  - **Access for Emergency Vehicles**: Corner of Dirrawan Gardens and Currong St

- **Outdoors Assembly Area 2**: Eastern side of Reid Tennis Club
  - **Access for Emergency Vehicles**: Corner of Dirrawan Gardens and Currong St

9. Alternate Building Location: Walking Distance

Where the standard outdoor assembly area is unacceptable due to the nature of the emergency it may be necessary to move staff/students to an alternative location within walking distances. The alternative building location and details are outlined below.

<table>
<thead>
<tr>
<th>Alternate Building Location</th>
<th>Name/Title &amp; Phone Number (Lead Contact)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ainslie School</td>
<td>Kate Chapman, Principal, Ph: 6205 6322</td>
</tr>
<tr>
<td>Donaldson St, Braddon</td>
<td></td>
</tr>
</tbody>
</table>

10. Staff / Student Accounting and Release (School Based)

Steps and procedures staff will take to assure student or staff accounting

- Staff collect class roll and phone
- Staff check bathrooms and cubby house
- Students assemble with teacher-in-charge and move to assembly area.
- Teacher calls roll to ensure all students are present.
- Teacher generates a list of students who are present, injured or missing and report immediately to the Ainslie School.

Notification and release to parents

- Parents will be advised by Ainslie School to collect students
- Students will only be dismissed from preschool when a parent (or individual designated by a parent) comes for him/her.
- Students will only be allowed to leave with another person, even a relative or carer, if we have written permission or that particular person is listed on the student’s Registration or Emergency Medical Release Form in our office and is able to identify him/herself.
- All parents or designated persons who come for students must sign out at the office or from the alternate release location, which will be established in (Name location). Signs will be posted if this alternate location is required.
Communication of procedures to parents

Communicate Student Accounting and Release procedures to parents through a letter sent home.

A plan for student accounting and release has been established in Attachment G. Parents have been provided with a letter-outlining student accounting and release procedures in the event of an emergency. A copy of this letter is at Attachment H.

11. Emergency Drills / Training Schedule

Annually, each preschool should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for training events, drills, etc.

Training may include

<table>
<thead>
<tr>
<th>First aid</th>
<th>EAP Assistance/Services</th>
<th>Incident debriefing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR</td>
<td>Emergency medical</td>
<td>Media relation</td>
</tr>
<tr>
<td>Hazardous materials</td>
<td>Critical incident stress debriefing</td>
<td>Fire extinguisher awareness</td>
</tr>
<tr>
<td>Warden training</td>
<td>General emergency awareness</td>
<td></td>
</tr>
</tbody>
</table>

Important Note:

- At least one emergency drill should be carried out with the local Fire Brigade to ensure emergency procedures developed are satisfactory.
- The Emergency Management Plan should be made available to the local Emergency Services and to Preschool Education.

A schedule of training events and drills is prepared annually as outlined in Attachment I. At least one emergency drill is carried out with the local Fire Brigade to ensure emergency procedures developed are satisfactory.

12. Event / Drill Log

A debriefing session will take place within 24 hours following an event or drill. Outcomes in terms of things that worked well and lessons to be learnt (shortcomings in the Emergency Management Plan) are documented using Attachment J. This Emergency Management Plan is reviewed and re issue if necessary, in light of the experiences gained.

13. Emergency Team “Kit”

An Emergency Team Kit has been developed for the Emergency Control Organisation to have available for use during an emergency situation. The Teacher-in-charge is responsible for keeping the kit updated and readily accessible for use.
13.1 Kit Contents

- Copies of the all forms completed in the development of the workplace Emergency Management Plan (Chain of Command, Students Needing Assistance, Emergency Treatment Plans i.e. Asthma, etc.)
- Location of Exits, Phones, First Aid Kits, Assembly Areas
- Dangerous Substances Register
- Map of local streets with evacuation route (Alternate Building Location requiring Transport)
- Torch with replacement batteries
- Camera
- First aid kit and latex gloves
- Battery powered radio and spare batteries
- Several pads and ball point pens
- White peel-off stickers and markers (for name tags)
- Local telephone directory
- Lists of other emergency phone numbers
- First Aid kits specified for particular students

14. Recovery Checklist

A checklist is provided in Attachment K, outlining steps to be taken within:

- the first 24 hours;
- during the first week; and
- in the longer term of the emergency situation.
Attachment A – Roles & Responsibilities Of The Emergency Control Organisation

Roles and Responsibilities of the Emergency Control Organisation

⇒ Chief Warden
⇒ Deputy Chief Warden
⇒ Area Wardens
Chief Warden

On becoming aware of an emergency, the chief warden shall take the following actions:

- Ascertain the nature of the emergency and determine appropriate action.
- Ensure that the Fire Brigade, Police or Emergency Services Authority service has been notified (dial 0 000) as relevant.
- Ensure that area wardens are advised of the situation.
- If necessary, initiate evacuation or lockdown and control entry to the affected areas.
- Ensure the process of the evacuation or lockdown and any action taken is recorded in an incident log.
- Brief the emergency services personnel upon arrival on type, scope and location of the emergency and the status of the evacuation and, thereafter, acts on the senior officer’s instructions.
- Record instructions and information between the chief warden and the floor wardens and occupants.
- Create and maintain an incident log.

Deputy Chief Warden

The deputy chief warden shall assume the responsibilities normally carried out by the chief warden if the chief warden is unavailable, and otherwise assist as required.

Area Wardens

On hearing an alarm or on becoming aware of an emergency, the floor or area wardens shall take the following actions:

- Implement the emergency procedures for their floor or area.
- Ensure that the appropriate emergency service has been notified (dial 0 000).
- Check the area for any abnormal situation.
- Commence evacuation if the circumstances in their area warrant this.
- Communicate with the chief warden by whatever means available and act on instructions.
- Advise the chief warden as soon as possible of the circumstances and action taken.
- Co-opt persons as required to assist a warden during an emergency.
- Confirm that the activities of wardens have been completed and report this to the chief warden.
- Assist persons with disabilities.
- Act as leader of groups moving to nominated assembly areas.
- Report to the Chief Warden on completion of required activities.
15. GUIDELINES FOR DEVELOPING SCHOOL EVACUATION PROCEDURES

Refer to the Emergency Management Framework in relation to the following:

- Fires, internal smoke
- Bushfires
- Bomb threat
- Chemical hazard, gas leaks
- Earthquakes
- Severe storms, internal flooding
- Temperature, extremes of
16. GUIDELINES FOR DEVELOPING SCHOOL LOCKDOWN PROCEDURES

These guidelines have been developed to assist staff in developing lockdown procedures in their school’s Emergency Management Plan.

16.1 Lockdown alert levels

The Guidelines section of the ACT DET Emergency Management Framework identify three levels of alerts for lockdown – yellow, orange and red. A yellow alert is normal operations mode. The other two levels are described in further detail below.

Orange alert is a procedure that prevents unauthorised persons from entering the school and is commonly used when the threat is general or the incident is occurring off the school property. This procedure allows school activities to continue as normal during the outside disruption.

Red alert is a procedure used when there is an immediate threat to the school e.g. school intruders. Lockdown minimises access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorised person e.g. principal or police officer.

16.2 Orange Alert Procedures for Lockdown

Steps to implement lockdown in orange alert mode:
1. A specific bell signal or communication system should be developed which alerts designated staff to implement the lockdown.
2. If necessary, the principal, or supervising staff should direct students who are in the playground or outside school fences (e.g. ovals) to immediately return to the nearest school building and classroom.
3. The principal or supervising staff should ensure that all doors and perimeter fences, if appropriate, are secured and that students are accounted for and safe.
4. The only entry to the school for the period of lockdown should be through the main entrance. The principal should ensure that access is monitored and that only authorised personnel have access.
5. The principal liaises with Australian Federal Police or other emergency services if necessary, to develop and implement a plan for students to depart at the end of the school day if the incident is still continuing.

16.3 Red Alert Procedures for Lockdown

Steps to implement lockdown:
1. Lockdown signal/code is given – usually a unique audible sound from PA speakers. Should an intruder be identified, the staff member who identifies the intruder should contact the principal or most senior staff member who will determine if lockdown procedures should be initiated.
2. Principal or most senior staff member calls 000 and asks for police.
3. Principal or supervising staff are responsible for locking and securing all exterior doors and entrances.
4. If safe to do so, the principal or most senior staff member will wait outside the main entrance of the school to direct emergency services or will delegate another member of
staff to do this. Only authorised personnel should be allowed access to the school premises.

5. All outside activities should cease immediately. If appropriate the principal, or most senior staff member or supervising staff, should direct students who are in the playground or outside school fences (e.g. ovals), to immediately return to the nearest school building and classroom or evacuate to a predetermined off-site location.

6. Staff should follow prearranged and rehearsed instructions to secure doors and move students out of line of sight of doors and windows. Staff should ensure students remain calm and quiet.

7. Staff should check corridors outside their classrooms for nearby students and direct any students in the immediate vicinity into their classroom. Staff should not leave the classroom to get students. The door should then be closed and students located out of line of sight of doors and windows.

8. Staff should record the names of students who are in the room. Any missing and/or extra students should be noted. If possible, staff should provide details to the principal or most senior staff member as requested.

9. Staff should maintain room security and should not open doors for anyone under any circumstances. Students and staff should stay where they are until official notification is provided by the principal or an identified police officer that the lockdown is over.

10. Where the lockdown lasts an extended period of time or extends beyond normal school hours, the principal or most senior staff member should notify parents via local media and with the assistance of local police.

11. In conjunction with local police, the principal or most senior staff member should arrange for parents to pick students up from school at a designated safe area.

16.4 Issues to consider when developing lockdown plans:

- The School Emergency Management Plan development, drills and reviews should be discussed at staff meetings. New and casual staff should be provided with a copy of the plan.
- Not everyone will be inside a classroom when an incident begins. Develop procedures for individual students, classes, teachers and other staff who may be in corridors, playgrounds, ovals/fields or elsewhere when the incident is announced. Decide where they should go, e.g. report to the nearest building.
- Consider the school's external doors. Who will be assigned the responsibility for securing all external doors, if they can be locked safely?
- Assess communications devices in classrooms. When the school is in lockdown mode, teachers should identify any communication devices in the room including school phones, mobile phones, pagers and computers with Internet access. The school may wish to develop a policy limiting use of these devices during a lockdown.
- Consider bells and fire alarms. Timed automatic school bells should be turned off for the duration of the lockdown if this is feasible.
- Develop an all-clear signal. Everyone should know the official signal for the beginning and end of a lockdown.
- Consider timing the drills and then announcing to everyone how many minutes it took to accomplish the lockdown. Try to improve your times with subsequent practice.
- A lockdown may occur at any time including the beginning or end of the school day.
• Think about appropriate procedures if a lockdown becomes necessary as students are arriving for school or leaving at the end of the day. Buses and cars may be on the premises and many students may be outside.

• Practice your lockdown plan at least 2 times per year. Vary the times of day for the drills so that students and staff are confident in a variety of circumstances.

• Review lockdown procedures at least once per year or after an incident where lockdown has been used.
LOCKDOWN PROCEDURES
REID PRESCHOOL UNIT

SIGNAL FOR LOCKDOWN
Whistle to be blown three times
Whistle to be stored on hook at main door

THE PRESCHOOL TEACHER AND ASSISTANT
Makes the decision on lockdown
Ring 000
Phone Ainslie Office staff ASAP
Lock all external doors and windows
Move self and students to an area in your room not visible by window or doors –sit on floor
Settle students–keep calm and quiet
Turn on mobile if accessible
Await arrival of Principal/Deputy Principal who will make contact by landline or mobile phone

PRINCIPAL/DEPUTY PRINCIPAL
Attend Preschool site IMMEDIATELY ON NOTIFICATION of Preschool teacher calling a lockdown
Phone Office of Chief Executive and Emergency Services Authority (if appropriate)
Keep contact with Preschool via landline or Preschool teacher’s mobile phone
Liaise with Emergency Services and Department
Keep staff members informed as much as possible
If prolonged after hours lockdown liaise with Department to notify parents
Attachment C – Dangerous Substances Register

Dangerous Substances Register
<table>
<thead>
<tr>
<th>Class of dangerous substance</th>
<th>Subsidiary class</th>
<th>Packaging group</th>
<th>Name of dangerous substance</th>
<th>Expected maximum quantity of each dangerous substance</th>
<th>Expected average quantity of each dangerous substance</th>
<th>Comments, location, storage etc</th>
<th>Type of fire protection equipment installed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Disinfectant</td>
<td>5 litres</td>
<td>3 litres</td>
<td>Located in head high, child-proof cupboard in toilet area</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Turpentine</td>
<td>5 litres</td>
<td>2 litres</td>
<td>Located in head high, child-proof cupboard in kitchen area</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Carpet cleaner</td>
<td>1 can</td>
<td>1 can</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hand wash</td>
<td>6 litres</td>
<td>3 litres</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Aerosol paints and varnish</td>
<td>5 cans</td>
<td>3 cans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Insect spray</td>
<td>2 cans</td>
<td>2 cans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sugar soap</td>
<td>1 packet</td>
<td>1 packet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ajax</td>
<td>3 containers</td>
<td>1 container</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mr Sheen</td>
<td>1 can</td>
<td>1 can</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Detergent</td>
<td>1 litre</td>
<td>1 litre</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shaving foam</td>
<td>6 cans</td>
<td>6 cans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attachment D – Master List – Staff / Students Needing Special Assistance

Master List
Staff / Students Needing Special Assistance
<table>
<thead>
<tr>
<th>Student/Staff Name</th>
<th>Condition</th>
<th>Assistance Needed During An Emergency / Evacuation</th>
<th>Support Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuri Kim-Lee</td>
<td>Inattention</td>
<td>Ensure that he is with group</td>
<td>Gina/Anita</td>
</tr>
<tr>
<td>Muska Sidiqi</td>
<td>Inattention, impulsive</td>
<td>Ensure that she is with group. Hold hand.</td>
<td>Gina/Anita</td>
</tr>
</tbody>
</table>
Attachment E – Identifying & Analysing Risks Worksheet

Identifying and Analysing Risk Worksheet
# Emergency Management Plan

## Identifying and Analysing Risk Worksheet

**Activity/Project:**  
**Division/Unit:**  
**Completed by:**  
**Reviewed by:**  
**Date:**  

<table>
<thead>
<tr>
<th>Risk No.</th>
<th>The Risk What can happen and How it can happen</th>
<th>The Consequence from an event happening</th>
<th>Description and Adequacy of Existing Controls</th>
<th>Likelihood Rating (a)</th>
<th>Consequence Rating (b)</th>
<th>Overall Risk Level (a+b)</th>
<th>Risk Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Internal fire or flooding</td>
<td>Internal space of preschool would not be accessible</td>
<td>Firedrill and lockdown drills Fire extinguisher available</td>
<td>Rare</td>
<td>Moderate</td>
<td>Low</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Bush Fire</td>
<td>Evacuation of students and staff to alternate site</td>
<td>Evacuation of either alternate sites Evacuation procedures Contact parents for dismissal</td>
<td>Rare</td>
<td>Extreme</td>
<td>Moderate</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Severe Storm/ Windstorm</td>
<td>Children and staff to lockdown</td>
<td>Lockdown procedures Contact parents (if necessary) for dismissal of children</td>
<td>Rare</td>
<td>Moderate</td>
<td>Low</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Death</td>
<td>Trauma to staff, students, families. Removal to another venue</td>
<td>Emergency procedure, evacuation or lockdown as determined by the teacher in charge.</td>
<td>Rare</td>
<td>Extreme</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Violence</td>
<td>Trauma to staff, students, families. Removal to another venue</td>
<td>Emergency procedure, evacuation or lockdown as determined by the teacher in charge.</td>
<td>Rare</td>
<td>Major</td>
<td>Moderate</td>
<td>2</td>
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</table>
Risk Treatment and Action Plan Worksheet
## Risk Treatment and Action Plan Worksheet

<table>
<thead>
<tr>
<th>Activity/Project</th>
<th>Division/Unit: Ainslie School- Reid Preschool</th>
<th>Completed by: Karen Wilson</th>
<th>Reviewed by: Kate Chapman</th>
<th>Date: March 2013</th>
<th>Date: March 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlating Ref from Risk worksheet</td>
<td>Treatment/Controls to be implemented</td>
<td>Risk rating after treatment/controls</td>
<td>Person responsible for implementing treatment/controls</td>
<td>Timeframe</td>
<td>Date Completed</td>
</tr>
<tr>
<td>1</td>
<td>Evacuation and Lockdown drills Emergency equipment checked and available to staff</td>
<td>Low</td>
<td>Karen/Gina Jo M</td>
<td>Each term</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Practise of evacuation procedures Communication with parents about dismissal procedures</td>
<td>Moderate</td>
<td>Karen/Gina</td>
<td>Term 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lockdown procedures</td>
<td>Low</td>
<td>Karen/Gina</td>
<td>Each term</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>Review of alternate location procedures Dismissal procedures</td>
<td>High</td>
<td>Karen/Gina</td>
<td>Term 1</td>
<td></td>
</tr>
</tbody>
</table>
Attachment G  Staff / Student Accounting & Release Plan

Student Accounting and Release Plan
### Staff / Student Accounting and Release Plan

**Steps / Procedures to ensure staff and/or student accounting and release**

- Staff collect class roll and phone
- Staff check bathrooms and cubby house
- Students assemble with teacher-in-charge and move to assembly area.
- Teacher calls roll to ensure all students are present.
- Teacher generates a list of students who are present, injured or missing and reports immediately to the Ainslie School.

### Steps / Procedures to release students to parents, guardians, or other designated adults during an emergency

- Parents will be advised by Ainslie School to collect students
- Students will only be dismissed from preschool when a parent (or individual designated by a parent) comes for him/her.
- Students will only be allowed to leave with another person, even a relative or carer, if we have written permission or that particular person is listed on the student’s Registration or Emergency Medical Release Form in our office and is able to identify him/herself.
- All parents or designated persons who come for students must sign out at the office or from the alternate release location, which will be established in *(Name location)*. Signs will be posted if this alternate location is required.
Attachment H  Letter To Parents

Letter to Parents
Letter to Parents

Dear Parents,

Providing for your child’s safety when at preschool in our care is a major responsibility of our staff Reid Preschool has an Emergency Management Plan. The teacher-in-charge, Gina Nugent, is prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to close a preschool and evacuate the students before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a fire, earthquake, or severe storm. At times, communication and/or transportation may be disrupted. In the event of a major disaster information will be disseminated in a number of ways, including:

- Broadcast by local radio and television stations.
- Published in the local newspapers and, as possible, posted on the preschool website.

Reid Preschool Release Policy

- No student will be dismissed from preschool unless a parent (or individual designated by a parent) comes for him/her.
- No student will be allowed to leave with another person, even a relative or carer, unless we have written permission or that particular person is listed on the student’s Registration or Emergency Medical Release Form in our office and is able to identify him/herself. Please complete the attached emergency card and return it as soon as possible. If the information changes, remember to call the office to request a new card.
- All parents or designated persons who come for students must sign out at the office or from the alternate release location, which will be established in (Name location). Signs will be posted if this alternate location is required.

We are prepared to care for your student in emergency situations. If you are not able to reach the preschool, we will care for your student until you or an authorised person arrives. We have a number of staff members with first aid training, and we will be in communication with local emergency services. In case of an emergency we ask for your help in the following ways:

- Do not call the preschool. It is essential that telephone lines are open for emergency calls.
- Stay tuned in to the local radio or television for updated developments.
- Avoid traffic congestion at the preschool by not driving immediately to the preschool. The preschool access route and street entrance areas must remain clear for emergency vehicles.

During the preschool year your child will be trained in the necessary emergency procedures. He/she will learn how to react, where to assemble, and what to expect in an emergency situation. If you have any questions or comments about our emergency preparations, please call the office at 6205 6604.

Yours sincerely,
Gina Nugent
Teacher-in-charge
Emergency Drills / Training Schedule
<table>
<thead>
<tr>
<th>Month</th>
<th>Training Event and Who is to be Trained</th>
<th>Person Responsible</th>
<th>Date(s) completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
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</tbody>
</table>
| February | • Warden/whole of staff training  
• Information notes to parents                                                                 | Karen              |                   |
|         |                                                                                                        | Karen/ Gina        |                   |
| March   | • Overview and introduction for faculty  
• Drills/Evaluations (during class time)                                                                  | Karen              |                   |
| April   |                                                                                                        |                    |                   |
| May     | • Drills/evacuation (during lunchtime) with emergency services                                         | Jo M               |                   |
| June    |                                                                                                        |                    |                   |
| July    |                                                                                                        |                    |                   |
| August  | • Drills/Evaluations (during class time)                                                                 | Karen              |                   |
| September |                                                                                                        |                    |                   |
| October |                                                                                                        |                    |                   |
| November | • Drills/Evaluations (during class time)                                                                  | Karen              |                   |
| December |                                                                                                        |                    |                   |
Attachment J  Event / Drill Log

Event / Drill Log
## Event / Drill Log

<table>
<thead>
<tr>
<th>Event/Drill Date</th>
<th>Type of Drill/Event (e.g. fire, siege, explosion)</th>
<th>Response Required</th>
<th>Comments/Evaluation</th>
<th>Follow Up Action Required</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Recovery Checklist

- First 24 Hours
- During the First Week
- In the Longer Term
### Recovery Checklist

#### 1. First 24 Hours

**First Few Minutes**
- Take a moment to stop and think. Appearing calm will help give a sense of control.
- Contact Preschool Education/nearest primary school

**Establish the Facts**
- Collect information from reliable sources and ensure you are kept up to date.
- If the critical incident is of a type listed in the guidelines refer to the checklist for emergency action cards.
- Ensure that staff/students are safe from injury and harm.
- Record details of the initial emergency.
- Contact with emergency services personnel to establish clear communication lines.
- Preschool Education will notify the Office of the Chief Executive to establish clear communication lines.
- Actively seek information from DET, police, hospital or elsewhere.

**Implement the Emergency Management Plan**
- Establish communications immediately with the Emergency Control Organisation and Preschool Education.
- Teacher-in-charge and Preschool Education to establish a response/recovery planning team.
- Ensure first aid is undertaken for any individual requiring support.
- Is any additional assistance needed from relief teachers or service agencies?

**Inform All Employees**
- Provide facts regarding the incident.
- Outline the management plan.
- Suggest sources of personal support for employees.
- Ensure that absent employees are kept informed.

**Inform Parents/Caregivers**
- Make contact by telephone or visit parents/partners/caregivers of any staff/students directly affected (especially where a death has occurred).
- Provide the facts of the incident.
- Outline the workplaces immediate response.
- Indicate possible reactions children and adolescents may experience.
- Suggest sources of help for families.
# Recovery Checklist

## 1. First 24 Hours

### Inform All Staff/Students
- Use your knowledge of the workplace to decide on how to disseminate information (e.g. assembly of whole section/department/student body, year or class levels).
- Assemble staff/students and outline the facts of the incident at the earliest opportunity.
- Provide information to staff/students regarding who they can approach for support.

### Establish a Recovery Area
- Wherever possible, provide support personnel, refreshments and comfortable chairs.
- Allow distressed staff access to private space for several days after the incident.

### Liaising With the Media
- Preschool Education will identify a media contact person in the department.
- Ensure the contact person has clear guidelines on media contact with staff/students.
- Minimise media contact with staff/students and parents/caregivers.

### Review Emergency Management Plan
- An Emergency Management Plan debriefing session is to be undertaken within 24 hours of an event/drill to identify areas that require improvement.
- The emergency control team must be convened and the Emergency Management Plan reviewed and re-issued following a drill/event.
## Recovery Checklist

### 2. During the First Week

#### Restore a Regular Routine

- Hold staff meeting and provide all employees with accurate information.
- Allow opportunities to talk about the incident and reactions.
- Reiterate information about reactions to critical incidents.
- Provide regular updated information to all employees.
- Ensure those absent on the day of the critical incident have been briefed and given the opportunity to ask questions and express concerns.
- Provide structure to help staff/students return to normal functioning.
- Assist staff to create a safe, ordered environment as many other staff/students will need reassurance during the critical incident.
- Monitor stress levels. Facilitate consultation with the personnel counsellor.
- Be aware of cultural and religious differences in response to death and what the funeral may entail.

#### Support for those more directly involved

- Use specialist support staff such as the departmental the Employee Assistance Program provider to assist staff, students and parents.
- Make support and counselling available in an organised manner.
- Keep a list of staff/students who have been seen by counsellors.
- Ensure appropriate referral information is available and a list of resource persons is displayed.
- Consider providing temporary relief staff for those most affected by the incident.
- Use temporary relief staff to enable staff to attend any funerals.
- Monitor those in caregiver roles.
- Liaise with community support agencies such as churches, funeral directors, community health centres and police.
- Liaise with other sections, neighbouring schools.
- Keep a scrapbook of eulogies and sympathy cards in a central location for members of the workplace and community to read.
- Monitor media coverage of the event to identify areas that may be causing difficulty or distress for staff or students.
- Refer staff that are concerned with issues of legal liability to the department’s Governance and Legal Liaison Section.
- Suggest staff make detailed notes for their personal reference about the event and their part in it.
- Suggest staff obtain copies of any official statements they make.
Reid Preschool

Recovery Checklist

2. During the First Week

**Home/Preschool Links**
- Encourage two-way communication between parents/partners/caregivers and the workplace.
- Keep parents/partners/caregivers informed.
- Encourage support networks among parents/partners.
- Monitor and support reactions within the workplace.
- Continue to update parents/partners/caregivers about the ongoing management plan through newsletters or meetings.

**Consider Memorial Options**
- Plan an appropriate memorial. Consult employees, students, siblings, close friends and others directly involved about the type of memorial.
- The workplace may wish to inform and/or involve parents/partners/caregivers in this process.
- It is important to consider the placement and type of memorial. A prominent placement may make recovery and return to normality difficult.
### Emergency Management Plan

#### Recovery Checklist

**Longer Term**

**Monitor Members of the Workplace**
- Encourage those affected to seek support and/or professional assistance.
- Monitor stress levels. Facilitate consultation with the personnel counsellor.
- Plan and provide for increased demands on relief time.

**Training and Development Requirements**
- Workshops or staff meeting sessions on conflict resolution, sexual harassment, stress management, personal well-being, team building.
- Practice evacuation and lockdown drills.

**Program/Curriculum Implications - Preschools**
- Consider curriculum areas that may assist in recovery (e.g. loss, grief and change).
- Encourage teachers to contact education social workers to discuss issues for students and possible classroom strategies.
- Inform any new teachers about the classes’ or child’s experience and possible triggers, which may cause re-emergence of symptoms.

**Anniversaries, Inquests and Legal Proceedings**
- Consider special support, for those affected may need it again at this time. These events bring back to the surface emotions and memories from the past.
- Provide extra staff and request support services if necessary.
- Seek legal advice if employees are required to give evidence in legal proceedings. If a Coroner’s inquiry is to take place, a social worker at the Coroner’s Court can prepare people for what they may encounter.

**Subsequent Critical Incidents**
- Any subsequent critical incident may have a stronger than normal impact on the workplace and its members. It is important to recognize the impact of cumulative stress and seek assistance from external services.
- Where a staff member has been strongly affected by a critical incident (e.g. loss of resources in a fire or death of a student in his/her care), any new situations arising within two to three years and sometimes longer (e.g. missing out on a job or promotion, another fire or death) may cause the person to re-experience strong emotional reactions, particularly if the issues were not resolved at the time. Principals should inform the personnel counsellor of the past incident(s) and seek support for the individual as a matter of urgency as he/she may be at risk of developing ongoing stress symptoms.
- Recognising you need to look after yourself and have a right to support will enable you to effectively provide support and encouragement to others.

**Monitor and Review**
- Reconvene emergency control team at least twice annually to monitor the workplace’s response and effectiveness of planning arrangements.
- Review the Emergency Management Plan and reissue if necessary, in light of the experiences gained.