

EMERGENCY MANAGEMENT POLICY AND PLAN

EMERGENCY MANAGEMENT PLAN

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SITE PROFILE

Site Name/Address: TSH
36 Dodd Street
WEMBLEY WA 6014

Buildings: Crommelin, Bendat and Wyllie

Business Hours: 8:00am – 4:30pm Monday to Friday
Closed – Saturday and Sunday

Closest cross street: Gregory Street

Staff and others on site may include:

- Staff
- Clients
- Students and their Family Members
- Volunteers
- Contractors to the Centre
- Visitors / General Public

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ROLES AND RESPONSIBILITIES

EMERGENCY PLANNING COMMITTEE (EPC)

The EPC is formed by the Chief Executive Officer and has the responsibility to ensure the EMT receives adequate resources to enable and develop the implementation of the Emergency Management Plan. The EPC should meet at least annually, and a record of the meetings will be retained.

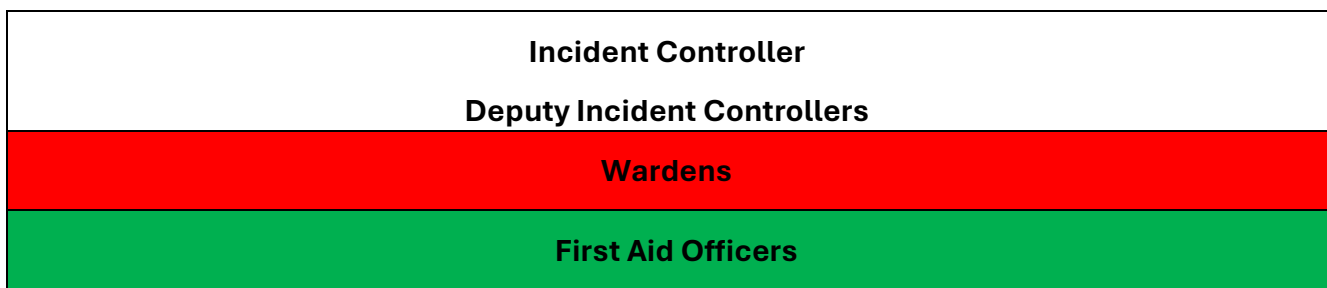
The EPC should be responsible for:

- a) Identifying events that could reasonably produce emergency situations.
- b) Developing an emergency plan.
- c) Ensure sufficient resources are provided to enable the development and implementation of the Emergency plan.
- d) Ensure the emergency plan is readily identifiable and available to appropriate persons.
- e) Establishing an Emergency Management Team to operate in accordance with the Emergency Plan.

EMERGENCY MANAGEMENT TEAM (EMT)

The primary role of members of the EMT is to give top priority to the safety of the occupants and visitors of the facility during an emergency. Life safety shall take precedence over asset protection during an emergency.

The following chart identifies the structure and identification of the EMT



EMT members shall be identifiable using appropriately coloured caps and high visibility vests.

Items of identification:

- Shall be consistent throughout the site.
- Shall use the colours indicated in the above chart.
- Should be prominently marked with the wearer’s EMT title.

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EMT SELECTION CRITERIA

Members of the Emergency Management Team will be selected based on the following criteria:

Incident Controller

The Incident Controller shall:

- a) be capable of performing their duties.
- b) be capable of leading and taking command.
- c) display effective decision-making skills.
- d) demonstrate the capability to remain calm under pressure.
- e) be available to undertake their appointed duties.
- f) be capable of effectively communicating with occupants and visitors.
- g) be familiar with the facility and equipment; and
- h) be able to undergo relevant training

Deputies

The appointment of Deputies shall be considered, to ensure the functions of the EMT. Persons appointed as Deputies shall have the same capabilities and personal attributes as required for the substantive position.

Wardens

Persons appointed as Wardens should:

- a) be capable of performing their duties.
- b) have leadership qualities and command authority.
- c) be available to undertake their appointed duties.
- d) be capable of communicating with occupants.
- e) be capable of deputising for other positions; and
- f) be able to undergo relevant training.

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EMT RESPONSIBILITIES PRE-EMERGENCY

Incident Controller / Deputy Incident Controller

The actions to be undertaken by the Incident Controller prior to an emergency event may include, but not be limited to:

- a) Maintain a current roster of EMT members.
- b) Maintain an Emergency Pack
- c) Replace EMT personnel when a position becomes vacant.
- d) Coordinate training and regular exercises.
- e) Ensure the Emergency Management Plan is kept up to date.
- f) Ensure personal EMT identification is available.

Wardens

- a) Carry out safety practices (e.g. clear egress paths, access to first-attack equipment and disposal of rubbish). *See General Fire Prevention for additional information.*
- b) Ensure personal EMT identification is available.
- c) Ensure two ways are on charge and ready for use
- d) Attend training and emergency exercises, as required by the EMT
- e) Ensure Personal Emergency Evacuation Plans are in place for employees and regular volunteers who may require additional assistance during an emergency (See Appendix 3).

First Aid Officers

- a) Ensure personal EMT identification and portable first aid kits are available.
- b) Attend training and emergency exercises, as required by the EMT.

General Occupants

All occupants are required to be familiar with their workplace emergency procedures, equipment and facilities by participating in emergency training and evacuation exercises.

General Occupant responsibilities include:

- a) Being familiar with who their Wardens are and their location,
- b) Reporting incidents and emergencies,
- c) Being familiar with the location of the Assembly Area/s,
- d) Participate in training and exercises, as required by the EMT

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SPECIFIC EMERGENCY SITUATION RESPONSES

This section of the document assists with the **response** phase of emergencies.

ARMED HOLD-UP

- Always comply with the instruction given by the offender.
- Calmly do what you are told to do: NO MORE, NO LESS
- DO NOT argue with, threaten or stare at the offender
- DO NOT attempt to disarm or otherwise apprehend the offender
- Assume the offender is armed, even if a weapon cannot be seen
- If the offender is carrying a firearm, it should be regarded as being loaded
- Raise the alarm only when it is safe to do so
- Answer any question when asked
- Avoid any sudden movements that could panic the offender
- If students are present, try to shift the offender's attention away from them
- Observe as many details of the offender as possible
- Note any items and surfaces touched by the offender
- Immediately after the incident, the Incident Controller is to:
 - Secure the immediate vicinity (for example, lock the office/room in which the hold-up occurred; do not allow anyone to approach the area in which the offender was located)
 - Notify police
 - Attend to the post-incident needs of clients, students and staff

Refer to Appendix 7 for the offender checklist, to be completed in the event of an armed hold-up, robbery or intrusion.

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BOMB THREAT

If you receive a bomb threat by telephone:

- Stay calm
- Do not hang up
- Refer to Bomb CheckList (see Appendix 6)
- Try to get as much information as possible
- Notify the Incident Controller. If the Incident Controller/Deputy Incident Controller is off site, notify a member of the SLT.

DO NOT COMMUNICATE THE THREAT TO ANYONE ELSE

- Contact the police (Incident Controller)
- Decide whether a search of the grounds is warranted (Incident Controller)
- Decide whether the site is to be evacuated (Incident Controller)
- If evacuation is signalled, proceed to assembly area
- Ensure staff and students and clients take bags and other belongings with them
- Leave doors and leave windows open

If you receive a bomb threat by mail:

- Avoid handling the letter or envelope unnecessarily
- Place the letter in a clear plastic bag or sleeve
- Inform the Incident Controller
- Contact police and organise emergency personnel to conduct an area search (Incident Controller)
- Consider the need to evacuate (Incident Controller)

Evacuation

Depending upon the assessed level of threat, there are five evacuation options:

1. take no further action.
2. search without evacuation.
3. search and then evacuate.
4. evacuate and then search.
5. evacuate immediately (without search).

Initiating a search after a threat is received and then evacuating a building after a suspicious device or package is found is usually considered to be the best, approach according to the Australian Federal Police. It is certainly not as disruptive as an immediate evacuation and will satisfy the requirement to do something when a threat is received.

If the decision to evacuate and search is made, then to save time people should be asked to

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take with them all personal belongings – handbags, briefcases and school bags. This will help in identifying suspicious objects that may be in the evacuated area.

Search

School staff can assist a search by looking carefully around their classroom or work area and identifying anything which does not belong there, or which is not in its usual place.

The aim of the search is to identify any object which is not normally found in an area, or for which an owner is not readily identifiable, or which becomes suspect for any other reason. For example, suspiciously labelled objects – similar to that described in the threat; unusual size, shape and sound; presence of pieces of tape, wire, string or explosive wrappings, or other unfamiliar materials.

Remember that a complete and systematic search takes time.

Priorities for searching follow a set sequence:

- Outside areas including evacuation assembly areas and car parks
- Building entrances and exits, and particularly paths people will use to evacuate
- Public areas within buildings. These are the areas in most buildings which are accessible for placement of an object. They are also areas which evacuees pass through, or near, during an evacuation.
- Other areas.
- Once the external and public areas have been searched, a search should be conducted beginning at the lowest levels and continuing upwards until every floor, including the roof, has been searched. A room or floor should be clearly marked once searched to avoid duplication of effort. Designated staff members should assist the authorities in the search because of their intimate knowledge of the building.
- WHEN A SUSPICIOUS OBJECT IS FOUND, DO NOT TOUCH OR MOVE IT.
- The location should be conspicuously marked, e.g. a paper trail to the nearest exit can be used. After ensuring there are no other suspicious objects in the vicinity, evacuate and isolate the area. Continue to search other areas in case there are other suspicious objects.

Partial evacuation

This is particularly effective when the threat includes the general or specific location of the placed object, or where a suspicious object has been found without prior warning.

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BUSHFIRE

Refer to Bushfire Emergency Evacuation Plan

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CASUALTIES

In the event of an accident – administer first aid in accordance with the circumstances of the accident:

- DO NOT PANIC
- If necessary, seek assistance from a TSH First Aid Officer (see Appendix 11)
- DO NOT LEAVE THE INJURED PERSON ALONE. Send someone else for help
- If no-one is available to go for help, do whatever you can to assist the person until help arrives
- DO NOT become a casualty. Protect yourself, the casualty and any other person from danger.
- If the injured person is still in danger, either:
 - Remove the person from the source of the hazard (for example, in the case of smoke inhalation, move the person to an area where there is fresh air); or
 - Remove the hazard from the person (for example, in the case of electrocution, switch the power off)
- If the situation looks life-threatening, try to get urgent medical attention from paramedics or medical practitioners
- When medical help arrives, assist in the management of the casualty if asked to do so

A duress alarm is in place at Reception and whistles are available in classrooms, the gymnasium and hearing booth to help alert other employees in the vicinity that an incident has occurred, and assistance is required.

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CYCLONE/FLOOD

In cyclone-prone areas, the Incident Controller should establish links with the local State Emergency Service (SES) and familiarise themselves with the various actions required under each 'alert stage'.

- If flooding is imminent, make contact with local SES as soon as possible
- If the school is still occupied, ensure students and staff are located in the highest sheltered areas
- Wherever possible, ensure that high-value equipment and records are relocated away from impending floodwaters
- Ensure potential electrical hazards have been eliminated (for example, isolate power supply) only when safe to do so
- Remain at the safe location while it continues to offer protection
- Do not allow anyone to enter the floodwaters

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EARTHQUAKE

In the event of an earthquake, remain calm and reassure staff, students and visitors.

Indoors

- Stay indoors and seek shelter under tables, desks or strongly constructed door frames
- Check that evacuation routes
- Instruct staff, students and visitors to collect belongings unless the threat is immediate
- Ensure all staff, students and visitors evacuate in an orderly manner on being given evacuation instructions (Incident Controller)
- Stay away from windows and other fixtures that may become unstable
- Provide assistance to people with disabilities or special needs
- Turn off electricity, gas and water only when it is safe to do so

Outdoors

- Move quickly away from buildings and power poles
- Evacuate to designated assembly areas

After the earthquake

- Check attendance against class rolls at the designated assembly area
- Liaise with emergency services
- Check for injured people. **DO NOT MOVE SERIOUSLY INJURED PEOPLE UNLESS THEY ARE IN IMMEDIATE DANGER. WAIT FOR EMERGENCY SERVICES**
- Survey damage
- Turn off electricity, gas and water supply only when it is safe to do so
- Check for damage, gas leaks, power failure and any other hazards. Ensure that no-one returns to any building unless authorised to do so

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FIRE

General Fire Prevention

Prevention of fire is as important as the development of an efficient means of fighting it, and to this end all occupants should be acutely aware of the need to avoid dangerous practices which can cause danger to life and property.

All occupants need to be encouraged to observe the greatest care in the use of matches, portable heaters, electrical appliances and other possible causes of ignition. Their immediate surrounding area should be kept neat and tidy.

Food Preparation Areas are high risk areas which require:

- a) To be kept clean and grease free.
- b) Oils, spirits and fats etc. to be stored in suitable containers away from possible flame sources.
- c) All food preparation staff to be aware of the location and operation of alarms, extinguishers and fire blankets

Occupants should take note and bring to the attention of the Incident Controller and/or respective Wardens, any poor safety practices such as:

- Unnecessary accumulation of rubbish (empty boxes, overflowing bins etc.)
- Unsafe storage of flammable liquids. If it is necessary for you to have flammable liquids stored on site, ensure they are kept in a leak proof container; have only sufficient amounts on hand for use during the day and return to an approved flammable liquids cabinet or store properly at the end of each day.
- Placement of furniture, decoration or equipment which obstruct clear passage to firefighting equipment, exits and fire stairs.
- Fire doors should be kept shut except during use, and not wedged or similarly fixed in an open position. The installation of door hold open devices (fire services approved) can overcome any offences in this area.
- Accidental discharge or faulty extinguishers should be reported immediately to the Incident Controller.

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Initial Fire Response: R A C E

In the event of a fire, follow R A C E

- **Remove**
 - Any persons in immediate danger to a safe area, evacuate if necessary. Do not put your own safety at risk.

- **Alert**
 - Raise the alarm – shout FIRE!
 - Ensure the Emergency Services have been notified (Dial 000)
 - Ensure Incident Controller has been notified.

- **Confine**
 - *Decide on action*
 - Support – Do not attempt to fight the fire alone.
 - Size – Ensure the fire can be contained using the equipment at hand.
 - Surroundings – Check for danger such as the spread of fire, gas cylinders or chemicals.
 - Ensure you remain below the smoke level at all times.
 - *Equipment*
 - Check that you have the correct equipment for that class of fire.
 - If the appropriate extinguisher is not available, then contain the fire by closing doors.
 - *Safety*
 - Test the equipment prior to approaching the fire.
 - Keep low – stay below the smoke level.
 - Safe escape route – when fire is in-doors, keep between the fire and the exit. When the fire is outdoors, approach the fire up hill and up wind.
 - If the fire cannot be controlled, close the doors if safe before leaving.

- **Evacuate**
 - Ensure you have a safe exit path (Follow the instructions on the evacuation diagrams on the walls located around TSH) and proceed to your Assembly Area.
 - Do not return inside the building.
 - Refer to Appendix 1 – Evacuation Procedure

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EXPLOSIVE THREAT

The following signs should alert staff to the possibility that a suspicious item is dangerous

- Unusual odours, such as marzipan or machine oil
- Grease marks on the envelope or package
- Heavy, bulky or oddly-shaped envelopes or packages
- Visible wiring or tinfoil
- Weight of envelope or package is unevenly distributed
- Hand delivery, over-stamping or an unusual place of origin; contact the sender if there is a name on the envelope or package
- Excessive wrapping
- Poor handwriting, spelling or typing
- A wrong or foreign address or no return address

If a suspicious item is found:

- Do not touch it
- If it has been touched, place it gently on a level surface immediately
- Evacuate the immediate area, noting the exact location and description of object
- Notify the Incident Controller
- Notify police (Incident Controller)

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CHEMICAL, BIOLOGICAL OR RADIOLOGICAL INCIDENT

Chemical, Biological or Radiological (CBR) incidents are a potential source of harm or danger that makes use of CBR produced substances, particularly bacteria or viruses that affect humans, animals, food crops and water supplies.

Procedure

- Immediately move away from the hazard.
- Tell others around you to also move away.
- Do not touch or interfere with the article.
- Immediately contact the Incident Controller
- Immediately call the Fire Brigade – dial 000.
- If safe to do so, close all windows and doors.
- Shut down the air conditioning system.
- Priority is to confine and quarantine. If substance has been touched or spilt, ensure contaminated person/s are separated from others. If safe and minimal risk of contamination spreading to other areas, have person/s wash hands and any other exposed skin.
- Area is to be kept clear until arrival of Emergency Services.

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CIVIL DISORDER AND ILLEGAL OCCUPANCY

Based on the information available, the Incident Controller should consider the below operational levels.

Outside of the Wembley Centre (e.g. in the TSH Karratha and Cockburn Offices) when it is not practicable to escalate to the TSH Incident Controller, employees may follow the below guidelines.

For employees based at an external location (i.e. an Outpost or Outreach School, Medical Centre or Hospital) they should escalate any potential situation to the site Incident Controller (or delegate).

Level 1 Normal operation

Level 2 Report of Potential

A report of a potential situation could come from a number of sources, including, but not limited to, the activation of a duress alarm. Refer to Appendix 8 for the Fixed Duress Alarm Response.

De-escalation communication tools that can be used only when appropriate and before any aggression is shown, include:

- Staying calm
- Avoid reasoning
- Making a connection
- Saying sorry
- Empathetic listening
- Inviting solutions
- Giving options
- Using “I” statements
- Communicate boundaries e.g. *‘I need to hear what you are saying, but not like this’* or *‘I understand you are angry, but it is not ok to yell at me’*.

If possible, move the person out of the building or into a nearby private space with a clear escape route, remaining near the exit. Never remain alone with the person.

If there are indications that trouble is a distinct possibility, and the information has been received from credible sources:

- Notify police and request assistance
- Restrict staff and students to classrooms and offices
- Secure perimeter gates if the building is fenced
- Prevent people leaving or entering the buildings except by the main gate

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Level 3 Incident is imminent

- Notify police and request assistance
- If necessary, evacuate staff and students to a safer location away from the incident.
- Secure the room or proceed to another room that can be secured.
- Lock and keep away from windows. Close blinds.
- If school is fenced, lock all perimeter gates
- Communicate with emergency services personnel (Incident Controller)
- Announce resumption of normal operation (Level 1) only after receiving advice from emergency services personnel

Detailed information in civil disorder and illegal occupancy procedure guidelines re provided in section 6 of the Standards Australia AS 3745:2010 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces.

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LOCKDOWN

In some critical situations, e.g. armed intruder in the vicinity, or civil disobedience, evacuation of persons from the building may not be the most appropriate response to safeguard lives.

In these circumstances, the Incident Controller will initiate lockdown actions

Refer to Appendix 9.0 for the Incident Controller's Lockdown Checklists.

Refer to Appendix 9.1 for the Teachers Lockdown Checklist

APPENDIX 1 – EVACUATION PROCEDURES

STEPS FOR EVACUATION

1. Incident Controller / Deputy Incident Controller on site takes charge and allocates responsibility
2. Call 000 (if they have not already been contacted)
3. Inform Emergency Services of the nature of the emergency (i.e., “There is smoke in the building”)
4. Occupants follow the instructions of the wardens to calmly walk out of the building; to their pre-determined outdoor assembly area at Lake Monger (or another assembly area if instructed by the Incident Controller or Warden).

SPECIFIC RESPONSIBILITIES DURING AN EMERGENCY AND EVACUATION

INCIDENT CONTROLLER

The Incident Controller on becoming aware of an emergency, shall take the following actions:

1. Collect white identification, mobile phone, emergency pack, two-way, any necessary keys and emergency folder,
2. Respond and take control, as appropriate.
3. Ascertain the nature of the emergency and implement appropriate action.
4. Ensure that the appropriate Emergency Service has been notified.
5. Ensure that Wardens are advised of the situation, as appropriate.
6. Ensure neighbouring facilities are notified, if appropriate
7. If necessary, after evaluation of the situation and using all of the information, and resources available, initiate and begin evacuation and control entry to the affected areas.
8. Monitor the progress of the evacuation and any action taken in an incident log.
9. Brief the Emergency Services personnel upon arrival on type, scope and location of the emergency and the status of the evacuation and, thereafter, act on the senior officer’s instructions.
10. Any other actions as considered to be necessary or as directed by Emergency Services.

DEPUTY INCIDENT CONTROLLER

The Deputy Incident Controller shall assume the responsibilities normally carried out by the Incident Controller if the Incident Controller is unavailable, and otherwise assist as required.

WARDENS

Wardens shall carry out activities and as directed by the Incident Controller. Wardens’ activities may include:

1. Collect identification, two way and any necessary keys

APPENDIX 1 – EVACUATION PROCEDURES

2. Communicate with the Incident Controller by whatever means available and act on instructions.
3. Advise the Incident Controller as soon as possible of the circumstances and action taken.
4. Operate the communication system(s) in place.
5. Close or open other doors in accordance with the Emergency Response Procedures.
6. Instruct teachers to initiate evacuation of students and visitors from their zone. Ensure students and visitors evacuate via the nearest, safe exit and do not use lifts.

NOTE: *Wardens should be aware of and prepared to direct occupants to alternative egress routes should primary paths become unsafe.*

7. Ensure occupants and visitors with disabilities are assisted from the building or are in a refuge
8. 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 all areas have been searched (if safe to do so) with particular attention to:
 - blind passages, partitioned areas, offices and meeting rooms.
 - amenities such as toilets, tea rooms and resource areas.
9. When the evacuation and search is complete report to the Incident Controller and give details of zones clear, the location of persons refusing to leave, occupants / visitors with a disability, areas unable to be searched.
10. Follow any further instructions from the Incident Controller.

OVAL MARSHALL

1. Collect First Aid kit
2. At the Assembly Area, congregate students, occupants, and visitors together. Conduct a roll call of students and ensure that all staff and visitors are accounted for.
3. Notify the Incident Controller of anyone unaccounted for.
4. Ensure occupants and visitors do not re-enter the site until allowed by the Incident Controller

RECEPTION

1. Bring Sign in Tablet with visitor information and inform Oval Marshall of visitors and contractors onsite.
2. Bring Employee Sign In/Sign Out book and inform Oval Marshall of employees off site.

FIRST AID OFFICERS

1. Collect the nearest First Aid Kit, Identification and Epi Pen
2. Standby to assist occupants and visitors requiring first aid treatment.
3. When directed by the Incident Controller, proceed to the Assembly Area and provide assistance where necessary.

Staying with a Casualty

If possible, First Aid Officers should encourage staff with minor injuries such as a bleeding

APPENDIX 1 – EVACUATION PROCEDURES

finger, to leave the building as part of the evacuation and receive treatment outside. If the First Aid Officer is in any doubt that movement of a casualty could worsen a condition, they should not move the casualty and should remain with them.

Where the First Aid Officer remains with a casualty they must advise (or arrange for someone else to advise) the Warden who will communicate this to the Incident Controller. This will ensure the Emergency Services are made aware of the situation and can take any appropriate action. The exception to this rule of remaining with the casualty in the building is where the risk posed by the danger is greater than that posed by the risk of moving the casualty, such as a spreading fire.

First Aid Officers should always bear in mind the rule of personal safety ahead of any other consideration.

TEACHERS

Evacuation Procedures (On activation of the fire alarm or being directed to evacuate)

1. Collect student rolls.
2. Evacuate students via the nearest safe exit, ensuring lifts are not used.
Note: Teachers should be aware of and prepared to direct students to alternative egress routes should primary paths become unsafe.
3. Ensure students and visitors with disabilities are assisted from the building or are in a refuge accompanied by another person
4. Lead students to the assembly area in a calm and orderly manner.
5. At the Assembly Area, congregate students together in class groups. Conduct a roll call of students.
6. Ask other team members if they know of anyone who was present prior to the evacuation now missing.
7. Report to the Oval Marshall at the Assembly Area regarding:
 - (a) Persons unaccounted for
 - (b) Persons refusing to leave and their location
 - (c) The location of occupants and visitors with disabilities
 - (d) Any areas unable to be searched
 - (e) The condition of the area
8. Ensure students do not re-enter the site until allowed by the Incident Controller

REFUSAL TO EVACUATE – No Physical Force

At no time are EMT members, occupants, or persons other than Emergency Services personnel to use physical force to remove someone who refuses to evacuate. Touching, poking, or slapping a person who seems to be in a state of extreme fear or shock may cause a violent reaction.

APPENDIX 1 – EVACUATION PROCEDURES

EMT members who encounter a person refusing to leave shall:

- Verbally attempt to persuade the occupant to evacuate by using the words: “An *evacuation of the building is necessary. All occupants must leave the building by the nearest safe exit*”. If the occupant does not respond, repeat the above phrase, and add “*For your own safety and the safety of others, please leave the building immediately.*”
- Continue evacuating your zone
- If time and safety allow, make a secondary sweep of the area and revisit the occupant repeating the above phrases.
- If the occupant still refuses, report the location of the person to the Incident Controller.
- No personnel shall re-enter the building or cleared area to retrieve people who refuse to leave.

EMT RESPONSIBILITIES POST AN EVACUATION

The actions taken by the EMT after an emergency should include, but not be limited to, the following:

INCIDENT CONTROLLER

- a) When the emergency incident is rendered safe or the Emergency Service returns control, notify the EMT members to have occupants return to their facility, as appropriate.
- b) Organise a debrief with EMT members and where appropriate, with any attending Emergency Services.
- c) Compile a report for management.
- d) Clean and service used specialised equipment.
- e) Replace specialised equipment as necessary.

WARDENS

- a) Compile a report of the actions taken during the emergency for the debrief.

APPENDIX 2 – EVACUATION CHECKLIST



ZONE	Warden Present Y/N	Zone Clear Y/N	Occupant/Visitors with Disabilities	Refusal to Evacuate	Medical Emergencies	Comments
1 Auditorium & Lakeside						
2 Bendat Upstairs & Administration						
3 Bendat Therapy, Consult Rooms and Library						
4 Wyllie						
5 Crommelin - Gym and Playgroups						
6 Crommelin – Chatterbox & Access Plus						
Comments						

APPENDIX 3 – PERSONAL EMERGENCY EVACUATION PLAN (PEEP) TEMPLATE



Occupant/Visitor Name:		
Building:		
Location:		
Is an assistance animal involved?	Yes	No
Emergency Procedure		
Are they trained in the emergency response procedures (including the evacuation procedures)?	Yes	No
Preferred Method for Notification of Emergency: (e.g. visual alarm, personal vibrating device, text etc)		
Type of Assistance Required:		
Equipment required for evacuation:		
Evacuation Procedure		
1.		
2.		
3.		
4.		
5.		
Designated assistants and contact their details:		
Are your designated assistants trained in the procedures (including the evacuation procedures)?	Yes	No

APPENDIX 3 – PERSONAL EMERGENCY EVACUATION PLAN (PEEP) TEMPLATE



Diagram of preferred evacuation:

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Issue Date:

Review Date:

Occupant Signature:

Incident Controller Signature:

APPENDIX 4 – EVACUATION INCIDENT REPORT

To be completed in the event of partial or complete evacuation of the building

Name of building: _____

Address of premises: _____

Date of evacuation: _____

Time of evacuation: _____

Cause of evacuation, ie. fire, bomb threat, false alarm, malicious, drill?

Did Emergency Services attend?

Did the following system operate correctly: (tick ✓ or cross X)

- Emergency signals of all floors
- Public Address System (audible) available on all floors
- Visual indicators on FIP
- Sprinkler system
- Fire alarm system
- Chubb automatically notified
- A/C shut down
- Stairs pressurisation

Estimated time taken to fully evacuate:

Comments and Actions

APPENDIX 5 – GENERAL INCIDENT REPORT

Alarm Activation			
Building:			
FIP Alarm Zones:			
Evacuation			
Site (Multi-Building)	Building Evacuation	Partial Evacuation Areas	
<input type="checkbox"/> Complete Site Evacuation	<input type="checkbox"/> Complete Evacuation	Location of Evacuation:	
<input type="checkbox"/> Partial Site Evacuation	<input type="checkbox"/> Partial Evacuation		
Buildings Evacuated:	Zones Evacuated:		
<input type="checkbox"/> Emergency Warning and Intercommunication System <input type="checkbox"/> Alarm <input type="checkbox"/> Verbal	<input type="checkbox"/> Emergency Warning and Intercommunication System <input type="checkbox"/> Alarm <input type="checkbox"/> Verbal		
Initial Response (Extinguishers, First Aid, Services Called etc)			
Emergency Services in Attendance			
<input type="checkbox"/> Fire Brigade	<input type="checkbox"/> Ambulance	<input type="checkbox"/> Police	<input type="checkbox"/> Other
Senior Officer Rank/Names:			
Casualties			
Name	Injury	Hospital	

APPENDIX 5 – GENERAL INCIDENT REPORT

Building Damage	
General Location/Description:	
Diagram:	
Equipment/Stores Loss	
Other Details	
Report Completion	
Name:	Signature:
Rank:	Date:

APPENDIX 6 – BOMB THREAT CHECKLIST

BOMB THREAT CHECKLIST (In accordance with Australian Bomb Data Centre)	
REMEMBER – KEEP CALM DO NOT HANG UP	<u>NOTES FOR AFTER THE CALL</u>
IMPORTANT QUESTIONS TO ASK	CALLERS VOICE
Where did you put it?	Accent:
When is the bomb going to explode?	Any impediment:
What does it look like?	Voice (loud, soft etc):
Exact wording of the threat:	Speech (fast, slow etc):
	Diction (clear, muffled etc):
	Manner (calm, emotional etc):
	Did you recognise the voice?:
	If so, who do you think it was?:
	Was caller familiar with the area?:
GENERAL QUESTIONS TO ASK	THREAT LANGUAGE
How will the bomb explore?	Well spoken:
or	Incoherent:
How will the substance be released?	Irrational:
Did you put it there?	Taped:
Why did you put it there?	Msg read by caller:
	Abusive:
	Other:
BOMB THREAT QUESTIONS	BACKGROUND NOISE
What type of bomb is it?	Street/ House Noises:
What is in the bomb?	Aircraft:
What will make the bomb explode?	Voices:
Is the substance a liquid, powder, or gas?	Music:
	Machinery:
	Local Call noise <input type="checkbox"/>
	STD Call <input type="checkbox"/>
CHEMICAL / BIOLOGICAL THREAT QUESTIONS	OTHER
What kind of substance is in it?	Sex of Caller:
How much of the substance is there?	Estimated Age:
How will the substance be released?	CALL TAKEN
Is the substance a liquid, powder, or gas?	Duration of Call:
	Number Called:
OTHER QUESTIONS TO ASK	RECIPIENT
What is your name?	Name:
Where are you?	Telephone Number:
What is your address?	Date Call Received:
	Time Received:
	Signature:
	REPORT CALL TO INCIDENT CONTROLLER

APPENDIX 7 - OFFENDER CHECKLIST

Offender Checklist (1)

To be completed in the event of a Hold-up, robbery or intrusion

Witness Name: _____

Address: _____

Occupation: _____ **Phone:** _____

Offenders: 1 2 3 4 5

Sex: Male Female Transgender Unknown

Race: Caucasian Asian Mediterranean Indian/Pakistani Negroid
 Maori Aboriginal Islander Unknown _____

Age: 5-7 7-12 12-15 16-17 18-19
 20-22 22-25 25-30 30-35 35-40
 45-50 50-55 55-60 Elderly Unknown

Height: 4' / 122cm 4'6" / 137 5' / 152 5'6" / 168 5'8" / 173
 5'10" / 178 6' / 183 6'2" / 188 6'4" / 193 Unknown

Weight: 8-9 St / 51-57kg 9-10 / 57-64 10-11 / 64-70 11-12 / 70-76 12-13 / 76-83
 13-14 / 83-94 14-15 / 94-99 Unknown Very Short Very Tall

Build: Thin Slim Medium Heavy Muscular
 Stout Overweight Obese

Hair: Black Brown Light Brown Dirty-Blond Blond
 White Grey/Silver Auburn Red _____
 Straight Wavy Curly Afro Dreadlock
 Long Shoulder Neck Short Spiked
 Bald Balding (Thin) Balding (Top) Shaved Mohawk
 Flat-top Mullet Wig Dirty Neat
 Tied Back Unknown _____

Eyes: Black/Dark Brown Hazel Green Blue
 Grey Mixed Unknown _____

Glasses: Sunglasses Black Lens Silver Lens Colour Lens _____
 Prescription Bi-focal Thick Lens Square Oval/Circle
 Plastic Frame Wire Frame Rimless _____

Complexion: Pale Fair Medium Olive Tanned
 Sun Exposed Brown Dark Acne Freckled
 Scarred Dirty Fresh _____ _____

Facial Hair: Full Beard Beard Only Moustache Sideburns Goatee
 Un-kept Stubble _____ Colour: _____

Speech: Normal Impediment Uneducated Well-spoken Husky
 Slurred Swearing Deep Tone High Tone Squeaky
 Quiet Loud Accent Type: _____

Peculiarities: _____

APPENDIX 7 - OFFENDER CHECKLIST

Offender Checklist (2)

To be completed in the event of a Hold-up, robbery or intrusion

Jewellery:

Earrings:	<input type="checkbox"/> Metal Studs	<input type="checkbox"/> Stones	<input type="checkbox"/> Sleeper	<input type="checkbox"/>
Nose Rings:	<input type="checkbox"/> Metal Studs	<input type="checkbox"/> Stones	<input type="checkbox"/> Sleeper/loop	<input type="checkbox"/> _____
Necklace:	<input type="checkbox"/> Gold	<input type="checkbox"/> Silver	<input type="checkbox"/> Leather	<input type="checkbox"/> _____
	<input type="checkbox"/> Jewel	<input type="checkbox"/> Pendant	<input type="checkbox"/> Symbol	<input type="checkbox"/> _____
Rings:	<input type="checkbox"/> Gold	<input type="checkbox"/> Silver	<input type="checkbox"/> Wedding	<input type="checkbox"/> Jewelled
	<input type="checkbox"/> Chunky	<input type="checkbox"/> Fine	<input type="checkbox"/> Coloured	<input type="checkbox"/> _____
Bracelet:	<input type="checkbox"/> Gold	<input type="checkbox"/> Silver	<input type="checkbox"/> Leather	<input type="checkbox"/> Plastic
	<input type="checkbox"/> Jewelled	<input type="checkbox"/> Engraved	<input type="checkbox"/> Medic Alert	<input type="checkbox"/> _____
Anklet:	<input type="checkbox"/> Gold	<input type="checkbox"/> Silver	<input type="checkbox"/> Leather	<input type="checkbox"/> _____
Other Details:	_____			

Tattoos:

<input type="checkbox"/> Shoulder L/R	<input type="checkbox"/> Upper Arm L/R	<input type="checkbox"/> Lower Arm L/R	<input type="checkbox"/> Hand L/R	<input type="checkbox"/> Fingers L/R
<input type="checkbox"/> Thigh L/R	<input type="checkbox"/> Upper Leg L/R	<input type="checkbox"/> Lower Leg L/R	<input type="checkbox"/> Foot L/R	<input type="checkbox"/> Toes L/R
<input type="checkbox"/> Face	<input type="checkbox"/> Neck	<input type="checkbox"/> Torso	<input type="checkbox"/> Back	<input type="checkbox"/> _____
Description:	_____			

Clothing:

Head

<input type="checkbox"/> Balaclava	<input type="checkbox"/> Beanie	<input type="checkbox"/> Stocking	<input type="checkbox"/> Baseball Cap
<input type="checkbox"/> Akubra	<input type="checkbox"/> Straw	<input type="checkbox"/> Scarf/Bandana	<input type="checkbox"/> _____
Style: _____		Colour: _____	

Upper

<input type="checkbox"/> Singlet	<input type="checkbox"/> T-Shirt	<input type="checkbox"/> Polo Short	<input type="checkbox"/> Collared Shirt
<input type="checkbox"/> Flannelette	<input type="checkbox"/> Vest	<input type="checkbox"/> Jumper	<input type="checkbox"/> Cardigan
<input type="checkbox"/> Jacket	<input type="checkbox"/> Windcheater	<input type="checkbox"/> Track Suit	<input type="checkbox"/> Business Suit
Style: _____		Colour: _____	
Logo/Pattern: _____		Tears/Marks: _____	

Lower

<input type="checkbox"/> Shorts	<input type="checkbox"/> Long Shorts	<input type="checkbox"/> Cut-offs	<input type="checkbox"/> Jeans
<input type="checkbox"/> Slacks	<input type="checkbox"/> Track Suit	<input type="checkbox"/> Cord pants	<input type="checkbox"/> Swimmers
<input type="checkbox"/> Short Skirt	<input type="checkbox"/> Long Skirt	<input type="checkbox"/> Full Dress	<input type="checkbox"/> _____
Style: _____		Colour: _____	
Logo/Pattern: _____		Tears/Marks: _____	
Belt: _____		Other Features: _____	

Shoes

<input type="checkbox"/> None	<input type="checkbox"/> Runners	<input type="checkbox"/> Thongs	<input type="checkbox"/> Boots
<input type="checkbox"/> Slippers	<input type="checkbox"/> Leather Shoes	<input type="checkbox"/> High Heels	<input type="checkbox"/> _____
Colour: _____		Logo/Pattern: _____	
<input type="checkbox"/> Scuffs/Marks	<input type="checkbox"/> Missing Laces	<input type="checkbox"/> Tears/Holes	<input type="checkbox"/> Clean/Tidy

Gloves

<input type="checkbox"/> Cotton	<input type="checkbox"/> Leather	<input type="checkbox"/> Motorbike	<input type="checkbox"/> Gardening
<input type="checkbox"/> Rubber	<input type="checkbox"/> Washing	<input type="checkbox"/> Cut Fingers	<input type="checkbox"/> _____

Accessories:

<input type="checkbox"/> Sport Bag	<input type="checkbox"/> Hand Bag	<input type="checkbox"/> Plastic Bag	<input type="checkbox"/> Scarf	<input type="checkbox"/> _____
Specific Details:	_____			
Make-up	_____			

Disguises:

Balaclava	Stocking	Handkerchief	Bandana	Veil
Rubber Mask	Plastic Mask	Sun Glasses	Detail: _____	

Weapon:

Handgun/Pistol	<input type="checkbox"/> Automatic	<input type="checkbox"/> Revolver	<input type="checkbox"/> Long Barrel	<input type="checkbox"/> Short Barrel
	<input type="checkbox"/> Blue/Black	<input type="checkbox"/> Chrome/Silver	<input type="checkbox"/> Coloured	<input type="checkbox"/> _____
Rifle	<input type="checkbox"/> Bolt Action	<input type="checkbox"/> Pump Action	<input type="checkbox"/> Automatic	<input type="checkbox"/> Lever Action
	<input type="checkbox"/> Long Barrel	<input type="checkbox"/> Short Barrel	<input type="checkbox"/> Magazine	<input type="checkbox"/> Tele' Sight
	<input type="checkbox"/> Blue/Black	<input type="checkbox"/> Chrome/Silver	<input type="checkbox"/> Wood Stock	<input type="checkbox"/> Plastic Stock
	<input type="checkbox"/> Camouflage	<input type="checkbox"/> Coloured	<input type="checkbox"/> _____	
Shotgun	<input type="checkbox"/> Single Barrel	<input type="checkbox"/> DB Side/Side	<input type="checkbox"/> DB Under/Over	<input type="checkbox"/> Full Length
	<input type="checkbox"/> Sawn Barrel	<input type="checkbox"/> Sawn Stock	<input type="checkbox"/> Blue/Black	<input type="checkbox"/> Chrome/Silver
	<input type="checkbox"/> Wood Stock	<input type="checkbox"/> Plastic Stock	<input type="checkbox"/> _____	
Knife	<input type="checkbox"/> Pocket/folding	<input type="checkbox"/> Sheathed/fixed	<input type="checkbox"/> Kitchen Knife	<input type="checkbox"/> Carving Knife
	<input type="checkbox"/> Retractable	<input type="checkbox"/> Multi-blade	<input type="checkbox"/> Decorative	<input type="checkbox"/> Serrated Blade
	<input type="checkbox"/> Blue/Black	<input type="checkbox"/> Chrome/Silver	<input type="checkbox"/> Wood Handle	<input type="checkbox"/> Plastic Handle

APPENDIX 7 - OFFENDER CHECKLIST

Offender Checklist (3)

To be completed in the event of a Hold-up, robbery or intrusion

Vehicle:	Body:	<input type="checkbox"/> Sedan <input type="checkbox"/> Ute <input type="checkbox"/> Motorbike	<input type="checkbox"/> Wagon <input type="checkbox"/> Sports car <input type="checkbox"/> Moped	<input type="checkbox"/> Coupe <input type="checkbox"/> 4WD <input type="checkbox"/> Bicycle	<input type="checkbox"/> Panel Van <input type="checkbox"/> Custom <input type="checkbox"/> _____
	Make	<input type="checkbox"/> Holden <input type="checkbox"/> Mitsubishi <input type="checkbox"/> Volkswagen <input type="checkbox"/> Harley Davidson	<input type="checkbox"/> Ford <input type="checkbox"/> Hyundai <input type="checkbox"/> Land Rover <input type="checkbox"/> Suzuki	<input type="checkbox"/> Nissan <input type="checkbox"/> Subaru <input type="checkbox"/> Daewoo <input type="checkbox"/> Honda	<input type="checkbox"/> Toyota <input type="checkbox"/> Mercedes <input type="checkbox"/> _____ <input type="checkbox"/> Unknown
	Model	<input type="checkbox"/> Commodore <input type="checkbox"/> WRX <input type="checkbox"/> Mini	<input type="checkbox"/> Barina <input type="checkbox"/> Rav 4 <input type="checkbox"/> Beetle	<input type="checkbox"/> Falcon <input type="checkbox"/> Excel <input type="checkbox"/> Patrol	<input type="checkbox"/> Lazer <input type="checkbox"/> Celica <input type="checkbox"/> _____
	Colour	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Multi Colour	<input type="checkbox"/> Red <input type="checkbox"/> Silver <input type="checkbox"/> Change Tone	<input type="checkbox"/> Black <input type="checkbox"/> Metallic Paint <input type="checkbox"/> Vinyl Roof	<input type="checkbox"/> White <input type="checkbox"/> Undercoat <input type="checkbox"/> _____
	Damage/Fittings	<input type="checkbox"/> Bonnet <input type="checkbox"/> Boot Details: _____	<input type="checkbox"/> Front Right <input type="checkbox"/> Rear Right	<input type="checkbox"/> Front Left <input type="checkbox"/> Rear Left	<input type="checkbox"/> Roof Damage <input type="checkbox"/> _____
	Accessories	<input type="checkbox"/> Phone Aerial <input type="checkbox"/> Bull Bar <input type="checkbox"/> Sunroof	<input type="checkbox"/> CB Aerial <input type="checkbox"/> Roof Racks <input type="checkbox"/> Alloy Wheels	<input type="checkbox"/> Broken Aerial <input type="checkbox"/> Bike Racks <input type="checkbox"/> Rear Spoiler	<input type="checkbox"/> Towball <input type="checkbox"/> Spotlights <input type="checkbox"/> _____
	Registration	State: _____	No.: _____	<input type="checkbox"/> Yellow/Black <input type="checkbox"/> Black/White	

Other Details: _____

Witness Signature: _____ Date: _____

Person assisting the completion of this form: _____

Signature: _____ Date: _____

APPENDIX 8 – FIXED DURESS ALARM RESPONSE

FIXED DURESS ALARM LOCATIONS

Fixed hard wired duress alarms are located in the following locations at TSH's Wembley Centre:

- Front Reception under desk (Bendat Building)
- Principal's Office under desk (Bendat Building)

TESTING

Fixed hard wired duress alarms should be tested once per term, coinciding with a scheduled evacuation or lockdown drill.

ALARM ACTIVATION

- The duress alarm should be activated when an employee's personal security is at risk and an immediate response is required.
- The alarm should only be activated if it is safe to do so.
- The alarm is activated by depressing both buttons on the duress alarm
- When the alarm is activated, a strobe light and alarm sound will be present:
 - in the Bendat administration area
 - in the CEO's Office

ALARM RESPONSE

In the event of the alarm being activated, the following response is required:

- Two employees (preferably members of the SLT or Emergency Response Team) should attend the location where the duress alarm has been activated
- The responding employees should:
 - take a mobile phone with them
 - advise a colleague of the situation
 - proceed calmly to the required area
- Upon arrival the responding employees should assess the situation and depending on the circumstances may:
 - Endeavour to de-escalate the situation only when it is safe to do so
 - Have one or all employees leave the area to call 000 and request immediate assistance
 - Initiate full or partial lockdown procedures
 - Evacuate the area

The safety of employees, visitors, students and clients is priority, no employee should put themselves in a position of risk.

ALARM DEACTIVATION

When appropriate, the alarm can be deactivated using the deactivation key.

INCIDENT REVIEW

Such incidents can be extremely confronting, and employees involved will be encouraged to debrief together, ensure they have support available to them upon leaving the centre and seek counselling which is available with TSH's EAP Provider.

An Incident Report Form should be completed following the incident, so a formal investigation can commence.

APPENDIX 9 – LOCKDOWN CHECKLISTS

INCIDENT CONTROLLER

Actions during lockdown	
The Incident Controller or Deputy Incident Controller determines a full or partial lockdown as an appropriate cause of action.	
The Incident Controller must then determine the most appropriate way to communicate with Wardens.	
If appropriate, the PA will be used to alert staff of the need to lockdown.	
The Wardens in each building must then participate in locking down their own area without risking their safety.	
Incident Controller to advise Police and other appropriate emergency service agencies (if not done so already)	
On advice of a lockdown, all staff, students, clients and visitors go into a classroom/office, lock door, pull blinds and get down out of sight. Mobile phones are not to be used in a lockdown situation. The ringing of your phone or the sound of voices may alert others to your presence.	
Allocate responsibilities.	
Divert parents and returning groups from the school.	
Ensure a telephone line is kept free.	
Keep public address system free.	
Secure external doors, gates and entrances.	
Keep main entrance as the only entry point. It must be constantly monitored and no unauthorised people allowed access.	
If possible, have a delegated staff member wait at the main entry to the school to guide Emergency Services personnel.	
Ascertain (if possible) if all children, staff and visitors are accounted for.	
Record some details of actions undertaken and times	
Await de-activation advice from Emergency Services personnel (if appropriate).	

APPENDIX 9 – LOCKDOWN CHECKLISTS

INCIDENT CONTROLLER

Actions to de-activate and immediately following lockdown	
Confirm with Emergency Service personnel that it is safe to de-activate lockdown. Incident Controller of Emergency services will announce “all clear” over the PA system.	
Determine whether to activate a parent re-unification process.	
Determine if there is any specific information staff, children and visitors need to know (e.g. areas of the facility to avoid during parent reunification process).	
Advise staff, children and visitors of any specific information they need to know.	
Ensure any children, staff or visitors with medical or other needs are supported.	
Print and issue any pre-prepared parent letters and give to children to take home.	
Complete an Incident Report Form	
Brief staff on the incident.	
Ensure all personnel are made aware of Employee Assistance Program contact details.	
Prepare and maintain records and documentation.	
Follow up with any children, staff or visitors who need support.	
Undertake operational debrief to review the lockdown and procedural changes that may be required.	
Actions to follow-up	
Signature:	

APPENDIX 9 – LOCKDOWN CHECKLISTS

TEACHERS

Actions during lockdown – Teachers	
Check outside classroom areas for any students/visitors.	
Lock doors, barricade if necessary.	
Close and lock windows. Close blinds. Turn off lights.	
Sit everyone on the floor out of sight as best as possible and away from any windows and doors.	
Check roll.	
Do not allow anyone to leave the room.	
Remain silent (turn off mobiles, TVs etc).	
Ignore all bells and sirens.	
Remain in room until advised by Incident Controller to do otherwise.	
Report as required.	

APPENDIX 10 – HAZARD MANAGEMENT AGENCIES

Hazard Management Agencies in Western Australia are responsible for certain emergencies or hazards. This list can be used by schools as a guide on who to contact.

Hazard/Emergency	Agency Responsible
Air transport emergencies	WA Police Service
Dam break	Water Corporation
Earthquake	Department of Fire and Emergency Services (DFES)
Animal and Plant Pests and Diseases	Department of Agriculture and Food
Fire (wildfire, bushfire)	Department of Fire and Emergency Services (DFES), Department of Parks and Wildlife, Local Government
Fire (urban)	Department of Fire and Emergency Services (DFES)
Flood	Department of Fire and Emergency Services (DFES)
Fuel Shortage Emergencies	Department of Consumer and Employment Protection
Hazard materials (incl. radioactive materials)	Department of Fire and Emergency Services (DFES)
Land search and rescue	WA Police Service
Landslide	Department of Fire and Emergency Services (DFES)
Marine oil pollution	Department for Planning and Infrastructure
Marine transport emergencies	Department for Planning and Infrastructure
Nuclear powered warships	WA Police Service
Offshore petroleum operations	Department of Industry and Resources
Road transport emergencies	WA Police Service
Sea search and rescue	WA Police Service
Space re-entry debris	WA Police Service
Storm/tempest	Department of Fire and Emergency Services (DFES)
Tropical cyclone	Department of Fire and Emergency Services (DFES)
Tsunami	Department of Fire and Emergency Services (DFES)

This list was compiled based on a summary of Hazard Management Agencies from the Department of Fire and Emergency Services (DFES), State Emergency Management Plans (WESTPLAN)

APPENDIX 11 – TSH FIRST AID OFFICERS

First Aid Officers	Michelle Jamieson	Ext 846
	Briony Heap	Ext 847
	Jessica Zurhaar	Ext 828
	Kate Beilby	Ext 859
	Trude Hallaraker	Ext 887
	Beth Tomlinson	Ext 888
	Molly Crozier	Ext 888
	Taryn Devlin	Ext 888
	Evee Dennison	Ext 888

APPENDIX 12 – EMERGENCY CONTACTS

Role	Person	Ext No	Mobile Phone Number
Incident Controller	Belinda Leksas	Ext 811	0479 162 395
Deputy Incident Controllers	Di Haynes Megan Harrap Kerry Picotti	Ext 816 Ext 885 Ext 838	
CEO	Mark Fitzpatrick	Ext 802	0437 780 565
Building Warden Ground Floor Venue Hire (Auditorium, Venue Kitchen, Lakeside Room)	Bonnie Tran	Ext 829	
Building Warden First Floor Venue Hire (Tomasi & Stan Perron), Admin (finance area and Tea room)	Wendy Downham	Ext 888	
Building Warden Bendat – Therapy Area, Consult Rooms, Booths, Family Room	Debbie Johns	Ext 888	
Building Warden Wyllie	Nicole Hadlow Nicole Stone Hannah Cain	Ext 888 Ext 888 Ext 851	

APPENDIX 12 – EMERGENCY CONTACTS

Building Warden Crommelin – Gyms, Tearoom, Reception, Consult Rooms	Sarah Launders	Ext 856	
	Chelsea Roberts	Ext 894	
Building Warden Crommelin Lakeside – Playgroups, Chatterbox and LSGs	Hannah Cain	Ext 851	
	Michelle Jamieson	Ext 846	
Oval Assembly Marshall	Natalie Tarr	Ext 888	0420 385 712
	Luisa Mander & Sandra Mohr (additional)	Ext 811	
Additional Fire Warden	Azadeh Ebrahimi- Madiseh	Ext 860	
Communication Officers	Caroline Artt	Ext 836	
	Faye Pirie	Ext 888	
First Aid Officers	Michelle Jamieson	Ext 846	
	Briony Heap	Ext 847	
	Jessica Zurhaar	Ext 828	
	Kate Beilby	Ext 859	
	Trude Hallaraker	Ext 887	
	Taryn Devlin	Ext 888	
	Beth Tomlinson	Ext 888	
	Molly Crozier	Ext 888	

APPENDIX 12 – EMERGENCY CONTACTS

	Evee Dennison	Ext 888	
Key Personnel	CEO: Mark Fitzpatrick	Ext 802	0437 780 565
	Principal: Natalie Tarr	Ext 888	0420 385 712
	Deputy Principal, Outpost: Richard Wright	Ext 860	
	Deputy Principal, Talkabout: Di McLean	Ext 835	0455 665 353
	Human Resources: Caroline Artt	Ext 836	
	Psychologist: Jessica Driscoll / Chelsea Bramich	Ext 882	
	Psychologist: Nerida Beaumont	Ext 848	
TSH Contractors	Chubb (Fire Panel Monitoring)		0401 779 853
	Rest A Sured		0408 033 044
	Security Monitoring		9440 4999
	Carlos Picotti (Maintenance)		0450 093 838
Key Building Locations	Bendat: Reception	Ext 888	
	Wyllie: Di McLean	Ext 861	
	Crommelin: Kerry Picotti	Ext 838	

APPENDIX 12 – EMERGENCY CONTACTS

EXTERNAL EMERGENCY CONTACTS

Hazard Management Agencies	Dept. Fire/Emergency Services (DFES)	13 33 37
	Police	13 14 44
	Ambulance	9334 1222
	Town of Cambridge	9347 6000
	Dept Parks & Wildlife	9474 9055
	SES	132 500
Local	Doctor: Grantham House, 89 Essex Street (cnr Grantham), Wembley	9387 2000
	Police Station (188 Salvado Road, Wembley)	
	Bold Park Community School	9214 7100
	Lake Monger Primary School	9387 5050
Local Bus Companies	Thomson Coachlines	9493 6199
	Northfleet	9242 5296

APPENDIX 13 – EMERGENCY EVACUATION EXERCISE: OBSERVER CHECKLIST



To be used by an observer during an emergency response exercise. The completed checklist should provide the basis for discussion during the exercises debrief, and to evaluate and improve the facility’s emergency procedures and the performance of the EMT.

Building/ Zone			
Date:			
Evacuation sequence	HOURS	MINUTES	
Alarm sounded			
Wardens respond			
Evacuation commenced			
Wardens check zone			
Wardens report zone clear			
Persons with PEEPs accounted for			
Arrive at assembly area, safe place			
Evacuation completed			

Comments and Actions
Observer name: _____
Signature: _____

APPENDIX 14 – TRAINING PROGRAMME

Activity	Date Completed	Attended by	Delivered by	Comments

APPENDIX 15 – EFFECTS OF A CRISIS (Post-incident)

The aftermath of any crisis continues long after the event is over. Schools and teachers should work together to help students cope with a number of issues. The National Association of Psychologists in America state “a trauma can change the way children view their world. Assumptions about safety and security are now challenged...It is common for children to regress both behaviourally and academically following a trauma.”

There are several resources available for parents and teachers to help children.

The Australian Psychological Society (APS) and the Australian Red Cross have a few books/resources that might be useful ... e.g. Psychological First Aid

<https://www.psychology.org.au/for-the-public/Psychology-Topics/Disasters/Recovering-from-disasters/Psychological-first-aid-supporting-people-disaster>

The AISWA Schools’ Psychology Service (ASPS) provides support to non-government schools in Western Australia and can be of assistance through the provision of training and support for schools and school staff, particularly when schools are reviewing and planning processes for dealing with an emergency / critical situation. Contact details for ASPS are available through the AISWA website member portal.