

Emergency Management Plan

Feathertop Chalet



Signature of Manager

Patrick Murphy

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1. Emergency contact phone numbers:

Fire/Police/Ambulance	000
SES	13 2500
SP Ausnet	13 1799
Dept of education	9589 6266
Workcover	018 312 534
Gas leaks	13 2771
North East water	1300 361 644
Poisons information centre	13 1126

The Board of management and employees of Feathertop Chalet are committed to ensuring the welfare of all guests while visiting this facility. There are some roles however that school/Group leaders should undertake prior to departing for the camp location.

2. Schools/Groups obligations to prepare for camps

A. Preparation

Organisers must ensure that:

- adequate pre-excursion planning and emergency preparation is undertaken and other safety considerations take place, including preparing students undertaking the activity
- Full records are maintained and, if accidents or injuries occur, comprehensive reports are completed and filed promptly.

B. Offsite activities emergency management

Schools and Groups should establish contingency plans for offsite activities that may be affected by extreme weather (including bushfires). Contingency plans document the arrangements to cancel, relocate, recall or otherwise change the offsite activity to ensure student safety.

The school Emergency Management Plan should extend to and incorporate all off-site activities and include the impact on student supervision if staff members are required to assist injured students or go for help.

All excursion staff and, where appropriate, students need to be familiar with the procedures for dealing with emergencies on each excursion. Emergency procedures pertaining to campsites should be explained as soon as practicable after arrival and a trial evacuation exercise should be carried out immediately to familiarise staff and students with emergency evacuation protocols and ensure the procedures are appropriate.

On days of Code Red fire danger Principals may cancel excursions. Where possible, three days notice will be given. Where excursions are not cancelled, special fire safety precautions will be required.

Bushfire preparedness – School and Groups

A. Early communication is vital

In the event of a bushfire the prime consideration is the safety of students, teachers, Feathertop staff, parents and guardians.

During such an event considerable confusion and worry may be prevented if the people concerned know the procedures to be adopted. Schools must make sure that all parents and guardians attending a camp at Feathertop Chalet are aware of these procedures. Ask parents, guardians and staff to familiarise themselves with these procedures prior to departing for Feathertop Chalet. **It is imperative that those attending a school camp have a clear understanding of their school policy in relation to response to the declaration of 'code red' or similar fire warnings.**

B. During heightened fire danger

Feathertop Chalet staff will advise camp organisers of the increased fire danger.

All teachers must maintain an accurate record of students to enable the school to account for missing or extra students.

Coordinating teachers will communicate with Feathertop Chalet staff and bus transport authorities to facilitate students returning to their initial point of origin.

C More information

- Local Government Authority
- Victorian Bushfire Information Line (24-hours) on 1800 240 667
- ABC Radio broadcasts regular bushfire activity in consultation with relevant authorities as do local radio stations in rural areas

3. During a Fire

Key steps in this section	
1.	Immediate response
2.	Decide and act
3.	Communicate and stay informed
4.	Consider the needs of different emergencies

Responding to an emergency –

Schools/Groups are responsible for their own safety at all times when activities are running, especially during an emergency. Staff should take reasonable steps to reduce the impact of the emergency prior to the arrival of the Emergency Services.

Once the Emergency Services have taken responsibility for managing the emergency, school efforts should be directed towards the immediate welfare of affected individuals and groups, and to providing resources or information requested by the Emergency Services.

When an incident occurs, make the basic decisions about what type of action is needed and respond as quickly as you can.

The ability to respond effectively to emergency situations depends on:

- being focused on the safety of students, staff and visitors
- being prepared
- having a clear understanding of the roles and responsibilities in the event of an emergency
- having ready access to critical information
- obtaining timely external help from Emergency Services.

Documenting every action taken during an emergency will assist with tracking the implementation of the Emergency Management Plan. Keep all original notes and records for future reference.

Step 1: Assess the situation

Your initial response requires a quick and careful assessment of the situation.

First, determine if an emergency exists. If yes, what is the type of incident, its location and size.

Once more information is obtained about the incident adjust the Emergency Management Plan as required.

Ask yourself:

- Has the worst already happened? Can the situation get worse?
- Where is it? Is it close enough to be a threat?
- How is the hazard behaving? Is it getting:
 - bigger/smaller
 - closer/moving away
 - moving quickly/slowly
 - affected by weather conditions.
- How far does the danger area extend?
- Is it safer to move to another area?
- Which areas or access routes cannot be used?
- Is it best to remain indoors or leave the building/site?
- Have you sealed the building to the best of your ability if remaining indoors?

Step 2: Enact your EMP and respond immediately

A. Notify Emergency Services

If you have the slightest doubt, call the Emergency Services.

Do not delay calling the Emergency Services. It is better to have the Emergency Services on scene as soon as possible, even if the incident is resolved by the time they arrive. To delay calling may risk further injury and damage.

B. Anticipate first-hour priorities

During the first hour of an emergency, Feathertop and school staff will need actively communicate to:

- determine who does what, where, and how
- attend to the first aid needs of injured children
- account for all children
- extinguish small fires before they become uncontrollable
- check damage to utility systems and appliances; if necessary, shut off main power, and water (only turn off gas if you can smell it)
- seal off and indicate areas where hazardous materials have spilled
- calm and reassure frightened children
- anticipate an influx of concerned and anxious parents and guardians
- keep records of children released to parents and guardians or other authorised persons



What do children need in the short-term?

The calm presence of, and contact with, one or more teachers or adult caregivers (preferably a parent or other family member) who understands the feelings and needs of the child.

Assurance of safety and security in honest, realistic and understanding terms. Validation of their feelings of fear, grief, anxiety, loss, anger, confusion.

Step 3: Decide and act: lockdown, lockout or evacuation



The primary duty of staff involved in emergencies is to ensure, as far as practicable, the safety of children, themselves, other staff not engaged in responding to the emergency, and visitors – it is *not* to combat emergencies.

A. Lockdown

Used when an external and immediate danger is identified and it is determined that the children should be secured inside the building for their safety. Announce the lockdown with instructions. These may be to close internal doors and windows, sit below window level or move into corridors and remain outside classroom, or a combination of these instructions.

- Check outside areas are clear of children
- Check that all external doors are locked, non-engaged staff to be posted at locked doors to allow children/staff to enter if locked out.

B. Lockout

Used when an internal and immediate danger is identified and it is determined that children should be excluded from buildings for their safety. Announce the lockout with instructions.

There may be nominated staff to:

- lock doors to prevent entry
- sweep the premises for anyone left inside.

C. Evacuation

This depends on the circumstances of the Chalet and the critical incident or emergency.

Incident Controllers must exercise their judgement but, as a general rule, if a threat is external to the Feathertop Chalet (and evacuation to a distant safer place is not feasible) it is safer to remain at the Chalet. If the threat is internal to the Chalet (e.g. chemical hazard) it may be safer to be outside of the boundaries of Feathertop Chalet.

Evacuation sequence

For buildings evacuate:

1. the affected room or area
2. any room, adjoining area
3. other rooms or areas, commencing with the closest.



A roll call or head count of all children and staff must be conducted following any evacuation, lockdown or lockout.

Step 4: Communicate and stay informed

A. Communicate the situation and your response

- Have your communications/contacts telephone list ready and updated
- Have a clear/consistent message - e.g. "We have evacuated to XXX and Emergency Services are on their way"
- If you have the staff available, assign someone to make calls and another person to handle incoming calls
- Ensure accommodation room allocation list, first aid kit and any necessary emergency medications are readily accessible.

B. Helpful contacts

- Your Local Government Authority
- Victorian Bushfire Information Line (24-hours) on 1800 240 667
- ABC Radio - FM 106.5 - broadcast regular bushfire activity in consultation with relevant authorities, as do local radio stations in rural areas
- CFA website: www.cfa.vic.gov.au
- DSE website: www.dse.vic.gov.au

Step 5: Consider the needs of different emergencies

A. Localised fire event

If early evacuation advice is not issued or the fire is approaching the Chalet and it is unsafe to evacuate, everyone should remain in the building after the following precautions are taken:

- Identify which buildings need to be evacuated in the case of a fire. Do not stay in portable/demountable buildings
- Phone 000 for Fire Brigade (dial an additional 0 for an outside line, if required; 112 from a mobile) and follow advice. Inform 000 / fire brigade operator which building/s the staff and students will be housed in. Keep in contact as fire approaches buildings so the operator can direct services as they may become available
- Move everybody inside, assembled away from the part of the building that will be initially exposed to the fire
- Check attendance against Feathertop Chalet room allocation list at assembly area
- Turn off power and gas
- Listen to the local radio or TV on battery-powered sets for bushfire/weather warnings and advice
- Close all windows, doors and block crevices, cracks and gaps with wet materials (e.g. towels, clothing)
- Fill gutters, all sinks, washbasins and drums with water
- Stay inside in the identified area (preferably bricked and tiled) with available water and away from windows
- Once the fire has clearly passed evacuate the building, assess and remain in a safe area
- Staff should extinguish fires that may have started in or near the buildings once they have determined it is safe to do so. Douse embers around building with wet mops etc. This should be done in teams of not less than two staff and they should have some form of communication with the staff member managing the lockdown procedure.
- Staff should be suitably attired in natural fibre clothes (long sleeved top, long pants) and sturdy shoes
- Ensure staff/students do not hamper Emergency Services or put themselves at risk by going near damaged buildings or trees

B. Internal fires/smoke

- Remain calm and raise the alert
- Immediately evacuate the room where the internal fire/smoke occurs
- Assist people in immediate danger – in particular people with disabilities
- Notify the Fire Brigade, phone 000 (dial an additional 0 for an outside line if required; 112 from a mobile)
- Implement partial or full evacuation procedures if necessary
- Close doors and windows on departure If possible to prevent the spread of fire and smoke
- Check Feathertop Chalet room allocation list at assembly area.



Personal safety is always the first priority.

C. Storms and flooding

Feathertop Chalet needs to prepare for both external and internal wind and water damage caused by torrential rain, low lying grounds, drainage issues, burst water pipes etc.

Before the storm strikes:

- direct staff /students to assemble inside buildings
- stand against interior walls or hallways on lowest floor possible (tops of buildings may be damaged)
- stand away from windows
- avoid auditoriums, gymnasiums and other enclosures that have long roof spans
- avoid rooms that will bear the full force of the wind
- close windows and blinds on the windward side
- secure loose objects in open areas e.g. garbage bins
- check attendance against Feathertop Chalet room allocation list at internal assembly area
- close down any utilities that may cause additional hazards, e.g. electricity, gas, water
- ensure everyone has taken shelter

After the storm passes:

- check for damage
- listen to the local radio for official warnings/advice
- beware of fallen power lines, damaged buildings and trees, flooded watercourses.
- ensure staff /students do not hamper Emergency Services or put themselves at risk by going near the damage
- conduct an attendance/roll check at the first appropriate opportunity
- keep staff /students on the premises until it is safe to return to normal activities or go home
- implement procedures to resume school activities, including arranging counselling support for anyone affected by the storm.

4. Evacuation plan and checklists

Recommended Steps for Evacuation

1. Senior person on site (**Kevin Bourke or Trish Bourke in the case of medical emergencies**) takes charge and decides who does what.
2. Call 000.
3. Inform Emergency Services of the nature of the emergency (i.e. 'There is smoke in the building').
4. Using all available staff/volunteers calmly move/carry/walk the guests out of the buildings to the pre-determined outdoor assembly area (beside the entry to the tennis courts) if this is the evacuation option.
5. Take the guests accommodation list, staff roster and your emergency/first aid kit.
6. Once at assembly area, check all guests and staff members are accounted for.
7. Call 000 and inform them of your location at the outdoor assembly area.
8. Focus on safety and wellbeing of staff and guests.
9. Wait for Emergency Services to arrive.

Evacuation Checklist: *Before*

To maximise the safety of children, staff and volunteers, check these things (at a minimum) are in place beforehand.

Have you:	✓
A site plan showing clearly marked exits, including the safest possible alternative exits from the building?	✓
Posted the site plan on walls where you can access it easily?	✓
Designated two outdoor assembly areas, the first 150 metres away and an alternate location further away (walking distance)?	✓
An easily accessible first aid/emergency kit containing required medications such as asthma inhalers, auto adrenaline injection devices (EpiPens®), bottled water and sunscreen?	✓
A portable contacts sheet with updated and after-hours numbers?	✓
A working mobile phone?	✓
A portable attendance list of guests, and staff?	✓
Your evacuation plan?	✓
A record of any problems you encountered during drills?	✓

Evacuation Sequence Checklist: *During*

Check:	✓
Evacuate the affected room or area	
Evacuate any room, adjoining area	
Evacuate other rooms or areas, starting with the closest	

Evacuation Checklist: *During*

Check:	✓
Phone 000 and CEO Emergency Management Officer	
Bring first aid/emergency kit	
Bring mobile telephone and emergency telephone contact sheets	
Assemble the guests/staff/ in the pre-determined assembly area	
Account for all guests/staff at the assembly area against your accommodation/attendance list	

Evacuation Checklist: *After*

Check:	✓
Record the incident and report it to your Diocese of Sandhurst	
Write down what went wrong and what went well to improve your plan for the future (e.g. 'The assembly point was too exposed to the sun' or 'It took X number of minutes to leave the building.')	

5. Relocation (off-site evacuation) plan and checklists

Feathertop Chalet personnel may have similar roles in an offsite evacuation to an on-site evacuation.

After an offsite evacuation the Chalet site may need to be inspected or cleared by relevant authorities before people return to the site.

Transport arrangements for an offsite evacuation should be planned in advance.

Suggested steps for relocation

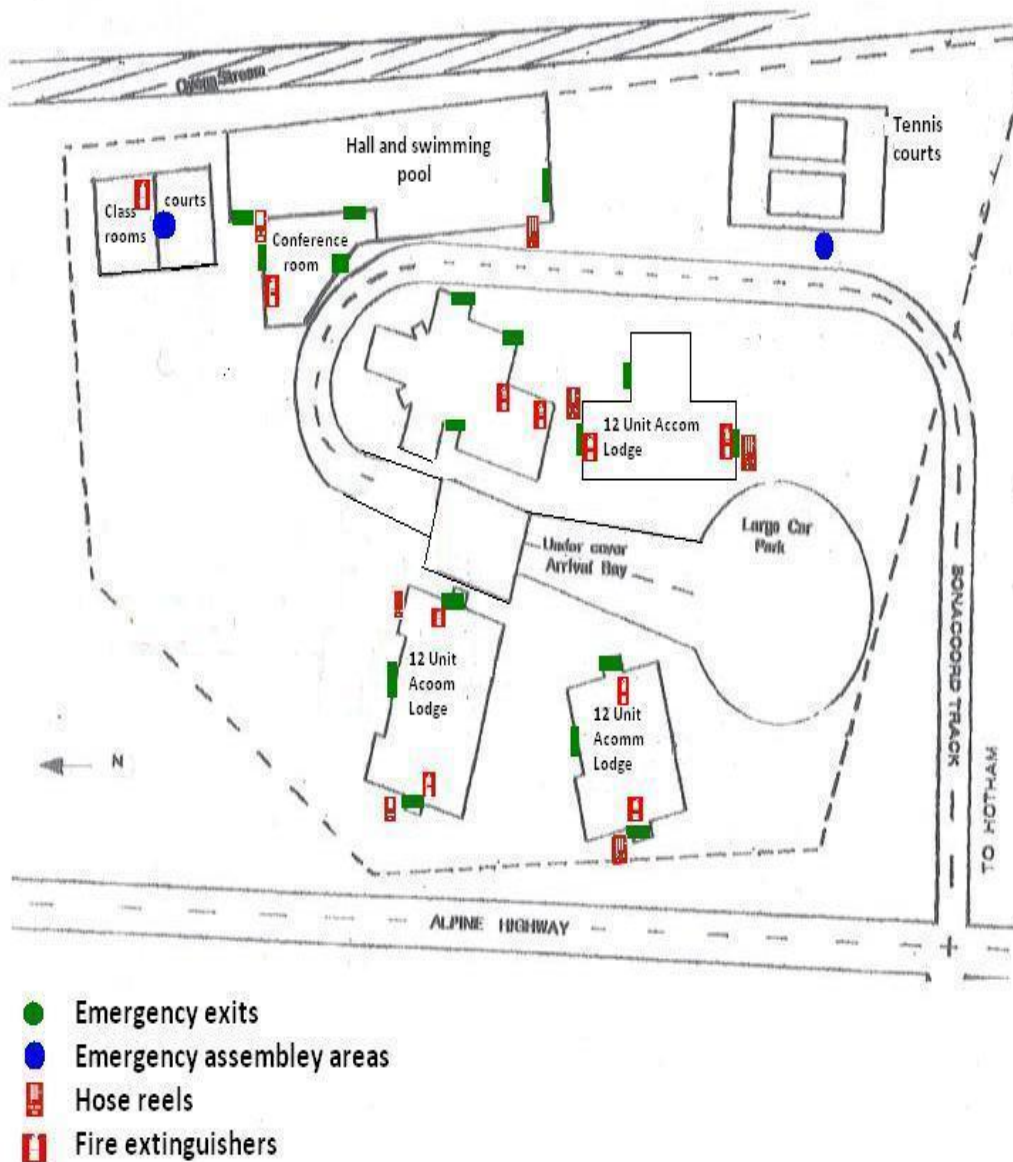
1. Assess situation and seek advice from:
 - Fire and Emergency Services agencies
 - CEO Emergency Management Officer

2. In case of bushfires, seek more information from:
 - CFA website: www.cfa.vic.gov.au
 - DSE website: www.dse.vic.gov.au
 - Victorian Bushfire Information Line: 1800 240 667
 - 106.5FM ABC Radio.

3. Enact evacuation plan/sequence.

Ensure you have updated information on safe evacuation road routes and alternatives.

Feathertop Chalet site plan





Complete this list before relocating.

Remember: Guest and staff safety is your primary concern. The safety of the Chalet facility is secondary to your primary duty of care.

6. Pre evacuation checklist

Areas	Location	Notes
Central Control Point	Reception Office	
Central Control Point (Alternative)	Class Room	
Evacuation Assembly Areas	Sealed area beside entrance to tennis courts Basketball court between conference center and classrooms	
First aid Kit	Reception Office	
Security keys (Distributed)	Reception Office	
Power board	Main outside back kitchen door. Others located in back of kitchen on east wall, Equipment storage (formerly showers) in commercial laundry and inside main door of sports hall and storage room of conference room. There is also a power board in the class rooms	
Water mains – shut off	At the south –west boundary of the managers residence	
Gas main – shut off	On each of the two major storage units (beside the pool and off the car park. There are also two cylinders under the stairwell outside the entry to the ski hire shop	
List of people on site	Room allocation list and roster	

7. Lockdown procedures checklists

Actions during lockdown – site manager (incident controller)

Actions during lockdown – school camp groups	✓
Liaise with school staff, other agencies and the CEO in considering a lockdown	
Activate lockdown using the predetermined activation signal	
Advise Police and other appropriate Emergency Services	
Advise CEO Emergency Management Officer	
Activate the Emergency Management Team (to plan further actions and enact the response plan)	
Allocate responsibilities	
Collect evacuation kit	
Guide visitors to safety	
Divert parents and guardians and returning groups from the Chalet	
Ensure a telephone line is kept free	
Keep public address system free	
Secure external doors and entrances	
Keep main entrance as the only Chalet entry point. It must be constantly monitored and no unauthorised people allowed access	
Have a delegated staff member wait at the main entry to the school to guide Emergency Services personnel	
Ascertain (as possible) if all students, staff and visitors are accounted for	
Record some details of actions undertaken and times	
Await de-activation advice from Emergency Services personnel	

Actions after lockdown – site manager (incident controller)

Actions to de-activate and immediately following lockdown – school camp groups	
Confirm with Emergency Service personnel that it is safe to de-activate lockdown	✓
Determine if there is any specific information staff, students and visitors need to know (e.g. areas of the Chalet to avoid)	
De-activate lockdown using predetermined de-activation signal	
Advise staff, students and visitors of any specific information they need to know	
Ensure any students, staff or visitors with medical or other needs are supported	
Advise the CEO that the lockdown is over	
Brief staff on the incident	
Prepare and maintain records and documentation	
Follow up with any students, staff or visitors who need support	
Undertake operational debrief to review the lockdown and school procedural changes that may be required	
Actions (follow-up)	
▪	
▪	
▪	
▪	
▪	
Signature:	

8. Emergency kit checklist

Have you:	✓
Standard portable first aid kit with bandages, Savlon, antiseptic wipes	
Students and staff with special needs list: children with asthma, allergies	
Special medications e.g. asthma inhalers, EpiPens®	
Updated attendance/student roll list or printout	
Bottled water/sunscreen/spare hats	
Portable non-perishable snacks such as sultanas, dried fruits, energy bars	
Emergency contacts telephone list	
Charged mobile phone	
Torch with replacement batteries	
Copy of your building site plan with marked exits	
Map of local streets with evacuation route	
Battery powered radio (if available) and spare batteries	
Other	

9. Emergency services call sheet

Dial 000, ask for the Emergency Service and be ready with the following information:

1. Your telephone number 03 57592688
2. Details of your location 22 Bon Accord Track Harrietville Vic 3741
3. Street directory reference. As above
4. Exact location within the building.
5. Your name.
6. A brief description of the incident
7. Advice on the best entrance to use.
8. Advise the name of the person who will meet the Emergency Services.

Speak clearly and slowly and be ready to repeat information if asked.

10. Post-emergency record

Date	
Time of Notification	
Name of Person Taking the Call	
Position	
Name of Person Reporting the Incident	
Contact Telephone Number	
Details	
Immediate Action	<p>Organiser notified: YES / NO Time _____</p> <p>Other guests notified: YES / NO Time _____</p> <p>Emergency Services notified: YES / NO Time _____</p> <p>CEO Emergency Management Officer notified: YES / NO Time _____</p>
Major Activities	
Issues	<p>Operational debriefing required: YES / NO Date/Time: _____</p> <p>Person responsible to organise: _____</p> <p>Confirmation of operational briefing: Date/Time: _____</p> <p>Issues for Follow up action:</p>
Signature	
Date	

11. Phone/bomb threat guide and checklist

Details of the person who received the call

Name (print): _____

Date call received: _____

Time call received: _____

General questions to ask the caller

1. What is it? Is it a bomb?
2. When will it explode or the substance be released?
3. Where did you put it?
4. What does it look like?
5. When did you put it there?
6. How will it explode or the substance be released?
7. Why did you put it there?
8. What is your name?

Bomb threat questions

1. What type of bomb is it?
2. What is in the bomb?
3. What will make the bomb explode?

Chemical/biological threat questions

1. What kind of substance is in it?
2. How much of the substance is there?
3. When will the substance be released?
4. Is the substance a liquid, powder or gas?

Exact wording of the threat:

Gender of the caller:

Male

Female

Asian American European
Other (specify)

Background noise:

None TV/Radio Train
Traffic Music Construction
Sirens Aircraft Voices
Other (specify)

Estimated duration of call:

Estimated age of the caller:

Did the caller appear familiar with the area? Yes No

Other comments:

12. Emergency Management Plan exercise record

Item	Yes ✓	No ✓
Were Emergency Services briefed on exercise prior to exercise being started?		
Did the person discovering the emergency alert the other occupants?		
Was the alarm activated?		
Were Emergency Services notified promptly?		
Was the CEO Emergency Management Officer notified promptly?		
Did school staff direct persons from the building/site per the evacuation procedures?		
Were isolated areas searched?		
Was the evacuation logical and methodical?		
Did someone take charge? If yes, who?		
Did occupants act as per instructions?		
Was a roll call conducted for:		
Guests		
Staff		
School Visitors		
Was someone appointed to liaise with Emergency Services?		
Was someone appointed to liaise with the parents and guardians/school community?		
Were Emergency Service given the correct information?		
Did anyone re-enter the premises before the “all-clear” was given?		
Did anyone refuse to leave the building/site? If yes, see attached list for name and reason. To be followed up.		
Area of Emergency Plan tested by current exercise:		

Emergency drills/training schedule

Evacuation/Lockdown/Lockout (ELL) Exercise Timing	Time	
	Hours	Mins
Alarm sounded and ELL message given (exercise warning included)		
Feathertop staff (wardens) check building /area		
Evacuation/lockdown/lockout commenced		
Feathertop staff (wardens) report floor/area clear or locked down		
Arrive at assembly point (evacuation & lockout only)		
School staff check students, staff and visitors present against rolls		
Evacuation/lockdown/lockout completed		
Exercise completed		
Staff, students and visitors debriefed on exercise		
Problems encountered:		
Issues raised		

Sample emergency drills/training schedule

Month	Training Event	Person Responsible	Date(s) completed
January			
February			
March			
April			
May/June			
July/August			
September/October	Evacuation and relocation for children and staff		
November/December	CFA training on fires and bushfires		