



SOPHIA
MUNDI

The Inner City Steiner School P-12

Emergency and Critical Incident Management Plan

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1. Overview of School Context and Risks

This document supports Sophia Mundi Steiner School's *Emergency Management Policy*.

1.1 Student Demographics

- Sophia Mundi is a P-12 school of approximately 181 students. This averages at 15 students per class.
- There are 19.1 full time equivalent teaching staff excluding music contractors which is a ratio of 9.48 to 1.
- We have [REDACTED] students [REDACTED] with English as a second language.
- There are [REDACTED] anaphylactic students attending the school [REDACTED]. Each has a Management plan in place.
- There are [REDACTED] students with disabilities – [REDACTED]
- We have a number of students with auditory processing problems, which affect rates of learning but not to a degree that would affect safety in any emergency situation.

1.2 Geographic

a. Roads into and away from School

Sophia Mundi's main site is on leased space within the Abbotsford Convent Site. The convent site is easily accessed by St Helier's Street. The site comprises heritage buildings and grounds accessed via narrow, single lane roads. Locked, removable bollards prevent public vehicle access within the site. Sophia Mundi has a key to the bollards for emergency use.

Sophia Mundi's Prep class is located in Nicholson St, about 10-15 minutes away by foot.

b. Access to public transport

Both sites are well serviced by rail and bus connections (both within 10 minutes walking distance) and the nearest tram connection within 20 minutes. The school is well serviced by bicycle tracks.

c. Distance from school to home

Our student body comes mainly from inner eastern suburbs of Kew, Balwyn etc. Due to the overall lack of Steiner schools in Melbourne, some come from further afield either by car (pooling) or public transport.

d. Distance from school to Community Facilities

The school operates a canteen one day a week. The nearest food outlets are within the convent site.

1.3 Specific Risks

a. Natural Emergency risks

There is little risk of flood from the adjacent river due to the elevated school site. The adjacent Collingwood Children's farm acts as a firebreak between the school and bushland along the banks of the river and the nearby Yarra Bend Park.

b. Other Risks

The site is fenced to prevent unauthorised access by intruders. Two members of staff accompany students when they walk to the Nicholson St annexe.

c. Off-site Risks

The school has a comprehensive Outdoor Ed programme commencing in year 3 and culminating in year 9. The camps, by nature, involve exposure to risk. All camps are led by qualified Outdoor Ed staff who all have current Wilderness First Aid and anaphylaxis training.

2. Critical Incident Reporting

Reporting to the Emergency Services on 000 followed immediately to the Emergency Services Management Unit (ESMU) must occur if:

- The safety of staff or students is at risk
- There is criminal activity
- There is a threat to property or the environment

The following must be reported to the ESMU:

- Fatality including illness, suicide and suicide attempts
- Serious injuries (GP, ambulance or hospitalisation)
- Transport accidents
- Assault, threat of assault or offensive behaviour
- Firearms, weapons or bomb threats
- Siege, hostage, disappearance or removal of a student
- Outbreak or incidence of disease
- Fire, flood, major disaster or natural event
- Chemical, biological or radiological spillage or contamination
- Criminal Acts (violence, theft, arson, vandalism)
- Sexual assault or allegations thereof.

Guide to Reporting to the ESMU

Call	000	
Contact	ESMU	Tel 03 9589 6266
Advise	Who	Number and names of persons involved
		Name of person reporting the emergency/critical incident
	What	Nature of the emergency/critical incident
	When	Time of the emergency/critical incident
	Where	Location of the emergency/critical incident
Report	Verify details of incident on receipt of the IRIS incident report forwarded to the school	

3. Prevention

Involves conducting an assessment to identify potential hazards and develop policies and procedures designed to mitigate or prevent damage.

Prevention activities include:

- Identifying and eliminating hazards and risks
- Reviewing and improving work practices
- Reviewing and improving physical security such as fences, sign in procedures for visitors

Risk assessments must be performed for each activity, on-site or off-site, where there is a reasonable risk of the activity resulting in an emergency or critical incident.

Risks should be classified as High, Medium or Low according to the following definitions:

High Risk

Where there is a reasonable likelihood of occurrence and the consequence of the occurrence is severe.

Medium Risk

Where there is a low likelihood of occurrence but the consequence of the occurrence is severe.

Low Risk

Where the consequence of the occurrence is minor.

Mitigation strategies should be developed for all High and Medium risks with a view to reducing the risk to Low. In the event that mitigation strategies cannot reduce the overall risk to low, permission slips are required from parents in order for the student to participate.

4. Preparedness

Involves developing plans, policies and procedures in the event an emergency or critical incident occurs either on or off-site. Preparedness activities include:

- Drafting and updating the Emergency Management Plan
- Communicating the Emergency Management Plan
- Conducting annual evacuation and/or lockdown drills
- Conducting annual anaphylaxis drills
- Maintaining a log of all off-site activities including locations, dates, times, student numbers and emergency contact information

Emergency plans should involve the emergency services where possible.

Any school camp, off-site activity or excursion can only occur after approval by Faculty. In approving the activity, Faculty must consider:

- Contribution of the activity to the school curriculum
- Adequacy of the planning and organization
 - Experience and competence of staff
 - Appropriateness of the venue
 - Seasonal and locality factors (e.g. Bushfire season)
- Provisions made for safety and welfare of students and staff including medication needs
- Adequacy of supervision

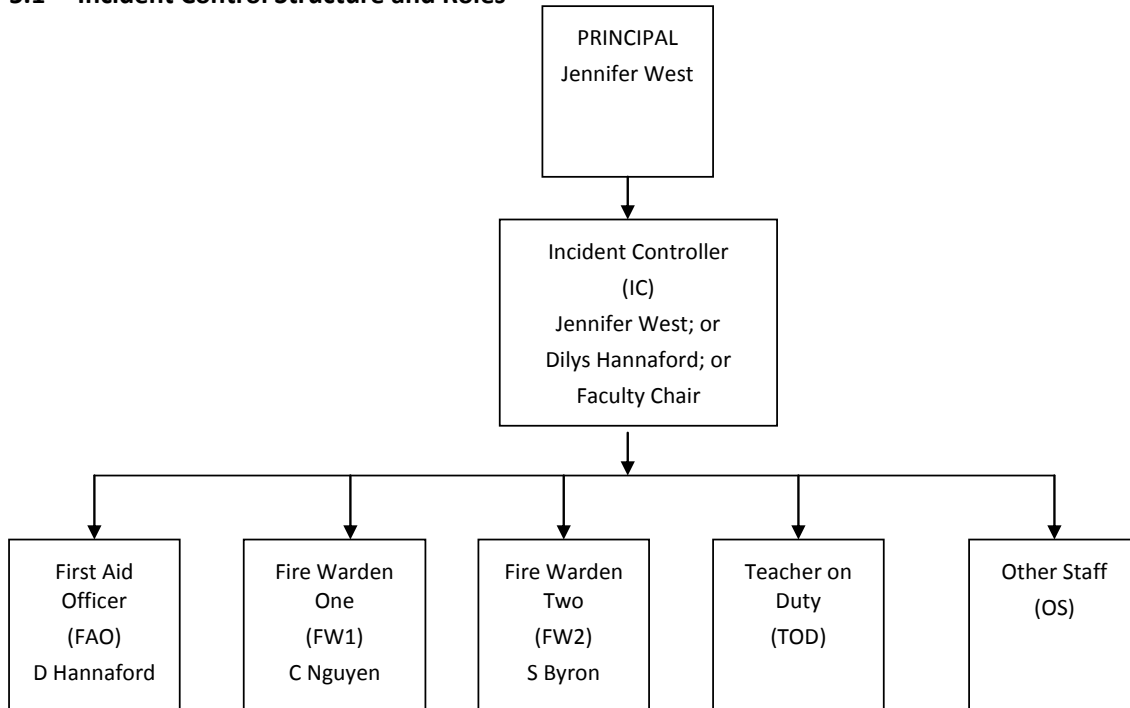
A copy of the plan for each off-site activity must be lodged with the Education Administrator and filed in the Administration Office prior to departure.

Detailed procedures covering the planning and approval of excursions and Emergency Management of Off-site activities are included in Appendix B of the Excursions and Off-site Activities Policy.

It is the responsibility of the TOD/Outdoor Ed co-ordinator to familiarise students with procedures for dealing with emergencies at that particular location as soon as practical after arrival. Evacuation protocols need to be communicated and trialled as appropriate.

5. Emergency Management Plan

5.1 Incident Control Structure and Roles



- Role of the IC – determine the level of response required taking into account impact, time of day, location, weather, age of student cohort etc and to contact the Emergency Services/ESMU/others
- Role of FW1 – issue emergency communication throughout school
- Role of FW2 – gather attendance rolls to enable all students and staff to be accounted for
- Role of the FAO – attend to injuries where it is safe to do so.
- Role of TOD – ensure calm evacuation or lockdown procedures are implemented for their students. Account for all students by checking of attendance rolls. Advise FW2 of missing persons
- Role of OS – assist TOD with evacuation or lockdown procedures
- Role of ESMU – work with the IC and Emergency Services to maintain staff and student safety until the emergency is resolved. ESMU will notify Regions about injuries and other incidents that may involve support including specialist psychological services to students and teachers in trauma response and recovery
- Role of DEECD Regional offices – provide first level co-ordination and support when the emergency is beyond the resources of the school. The Regional Emergency Management Coordinator determines when regional co-ordination is required. An officer nominated by them may be directed to control response and recovery activity at the site of the emergency.
- In the event of an off-site emergency, the TOD/Outdoor Ed co-ordinator assumes the role of IC and FAO. The off-site IC must inform the Principal immediately for off-site support and assistance.

5.2 Response Step 1 - Assess the Situation

ACTIONS	COORDINATED BY
<input type="checkbox"/> Alert the Principal and Administration Office as to nature of Emergency	TOD/OS
<input type="checkbox"/> Administration office to appoint an Incident Controller (usually Principal)	Principal /EA
<input type="checkbox"/> Verify information.	IC
<input type="checkbox"/> Take appropriate safety precautions (e.g. turn off gas, water and/or electricity).	IC
<input type="checkbox"/> Administer First Aid where appropriate.	FAO
<input type="checkbox"/> Contact emergency services as appropriate: Ambulance, Victoria Police, Fire Brigade, gas provider, water provider, electricity provider. Phone numbers for each of these are listed see – 7.1 Open bollards and accompany emergency services to St Mary's	IC
<input type="checkbox"/> Ensure the incident site remains secure and undisturbed where Victoria Police Force is likely to be involved.	IC
<input type="checkbox"/> Remove people from the scene to an appropriate assembly area or classroom.	TOD/IC
<input type="checkbox"/> Account for everyone in the vicinity.	TOD

5.3 Response Step 2 - Enact Emergency Management Plan (Evacuate or Lockdown)

ACTIONS	COORDINATED BY
<input type="checkbox"/> Consider the need to evacuate either on-site or off the school site.	IC
<input type="checkbox"/> Liaise with school staff and other agencies in considering lockdown.	IC
<input type="checkbox"/> Communicate the evacuation or lockdown.	FW1
<input type="checkbox"/> Take the evacuation kit to the designated assembly area/administration area.	FAO
<input type="checkbox"/> Take Attendance Rolls to evacuation location and ensure TOD confirms all present and accounted for	FW2
<input type="checkbox"/> Prepare a list of missing persons. Recheck if safe to do so	FW1/FW2

5.4 Response Step 3 - Inform School Board and ESMU

ACTIONS	COORDINATED BY
<input type="checkbox"/> Contact School Board.	Principal
<input type="checkbox"/> Report incident to the Emergency and Security Management Unit (ESMU) of the Department of Education and Early Childhood Development (DEECD)	IC
<input type="checkbox"/> Report incident to Regional Education Office	IC
<input type="checkbox"/> Liaise with School Board for all communications about the incident.	Principal
<input type="checkbox"/> Consult with professional counselling/support services as required.	TOD
<input type="checkbox"/> Media enquiries	Principal

5.5 Response Step 4 - Organise to Support those Affected

ACTIONS	COORDINATED BY
<input type="checkbox"/> Offer immediate comfort and support to those most affected.	TOD/OS
<input type="checkbox"/> Make direct contact with affected staff or families. (In the case of a death, Victoria Police contacts the family.)	TOD
<input type="checkbox"/> Prepare a statement for informing students and determine method of delivery.	Principal
<input type="checkbox"/> Brief all staff of known facts.	Principal
<input type="checkbox"/> Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends.	Principal
<input type="checkbox"/> Set up a recovery room.	IC/FAO
<input type="checkbox"/> Prepare a written statement related to incoming enquiries and for students to take home to their parents. Liaise with School Board and other agencies before releasing information.	Principal
<input type="checkbox"/> Consider staff and students absent or off-site today and relief staff that need to be informed.	Principal
<input type="checkbox"/> Identify and notify others who need early advice (e.g. Parents & Friends, key community agencies, other schools affected).	Principal
<input type="checkbox"/> Consider external counselling services for staff in need.	Principal /SWO

5.6 Response Step 5 - Commence Immediate Recovery Operations

ACTIONS	COORDINATED BY
<input type="checkbox"/> Debrief all staff as necessary. Review with the Emergency Management team and plan for the next day.	Principal /IC
<input type="checkbox"/> Organise necessary relief/additional staff to meet teaching, support, administration and front office needs.	EA
<input type="checkbox"/> Ensure support for the leaders of the school response and those who have been supporting others. This may involve support from external counselling services for those in need.	Principal /SWO
<input type="checkbox"/> Liaise with local agencies for possible after hours/weekend support.	Principal

6. Recovery

ACTIONS	COORDINATED BY
<input type="checkbox"/> Identify and offer more specialised personal support to vulnerable and/or most affected staff and students.	SWO/ Principal
<input type="checkbox"/> Provide recovery support and advice for students/staff/parents about the normal cycle of recovery and indicators that extra support may be required.	SWO/ Principal
<input type="checkbox"/> Follow up contact with family/families involved to express sympathy, arrange retrieval of personal items of student/staff member as appropriate and discuss school role in ongoing support.	SWO/ Principal
<input type="checkbox"/> Update information to staff, parents, and students, as appropriate. Rumour control.	SWO/ Principal
<input type="checkbox"/> Special considerations for suicide, including contagion effect.	SWO/ Principal
<input type="checkbox"/> Cultural considerations	SWO/ Principal
<input type="checkbox"/> Death notice	SWO/ Principal
<input type="checkbox"/> Memorial service	SWO/ Principal
<input type="checkbox"/> Funeral attendance, with attention to the wishes of the family	SWO/ Principal
<input type="checkbox"/> Continuing support for students and staff	SWO/ Principal
<input type="checkbox"/> Notifying staff who are not at school	SWO/ Principal
<input type="checkbox"/> Maintaining documentation	SWO/ Principal
<input type="checkbox"/> Process for meeting visitors (e.g. community people most affected)	SWO/ Principal
<input type="checkbox"/> Interagency liaison	Principal
<input type="checkbox"/> Instruct receptionist as to what information is to be told to parents and others	Principal
<input type="checkbox"/> Review responses and continuing needs	Principal
<input type="checkbox"/> Acknowledge people who have supported the school	Principal
<input type="checkbox"/> Review school records/ mailing lists and amend as appropriate	EA
<input type="checkbox"/> Operational debrief (see Appendix)	IC
<input type="checkbox"/> Inquest/court date(s) (arrange support for staff involved)	Principal
<input type="checkbox"/> Review & modify <i>Emergency and Critical Incident Management Plan</i>	Principal
<input type="checkbox"/> Anniversary dates	SWO
<input type="checkbox"/> Update Emergency and Security Management Unit (ESMU) of the Department of Education and Early Childhood Development (DEECD) if appropriate.	Principal

7. Emergency Contacts

7.1 Emergency Services Contact Numbers

Group		Phone Number
Victoria Police	Life-threatening or time critical emergency	000
	Non-life threatening incident requiring police response	000
	Collingwood Police Station (for advice only, if police response required, call 000)	(03) 9419 4911
Metropolitan Ambulance Service		000
Metropolitan Fire Brigade		000
State Emergency Service (Victoria)		132 500
Royal Children's Hospital		(03) 9345 5522
Poisons Information Centre (24 hour service)		13 11 26
Nurse On Call (24 hour service)		1300 6060 24
Gas		
Electricity		
Water		
Emergency & Security Management Unit (ESMU) of the Department of Education and Early Childhood Development (DEECD) (24 hour service)		(03) 9589 6266
Northern Metropolitan Regional Education Office Director		(03) 9488 9403
City of Yarra		(03) 9205 5555
EPA Pollution Watch Line (24 hour service)		(03) 9695 2777
Work Safe		132360
Victorian Bushfire Information Line (24 hour service)		1800 240 667

7.2 Emergency Contact Numbers for School Personnel

Role		Name	Phone Numbers		
			Daytime	Mobile	Out of Hours
Principal		Jennifer West	9419 9229	████████	
Faculty Chairs	Early Childhood	Mary Howell	9419 9229		
	Primary	Linda Mayer	9419 9229		
	Secondary	Fiona Cock	9419 9229		
School Welfare Officer		Geraldine Devas	9419 9229		
Class Teachers/Guardians	Prep	Mary Howell	9419 9229		
	Class 1	Dianne Paull-Langevad	9419 9229		
	Class 2	Katina Kondos	9419 9229		
	Class 3	Larissa Usenko	9419 9229		
	Class 4	Linda Mayer	9419 9229		
	Class 5	Andrew Banks	9419 9229		
	Class 6	Lynn Loton	9419 9229		
	Class 7	Fiona Cock	9419 9229		
	Class 8	Katherine Connolly	9419 9229		
	Class 9	Ben Darby	9419 9229		
	Class 10	Karen Learner	9419 9229		
	Class 11	N/A	9419 9229		
	Class 12	N/A	9419 9229		

7.3 Useful Contacts

Contact	Phone Numbers		
	Daytime	Mobile	Out of Hours
Abbotsford Convent Foundation	(03) 9415 3600		
Association of Independent Schools Victoria (AISV)	(03) 9825 7200		
City of Yarra	(03) 9205 5555		(03) 9205 5555
Collingwood Children's Farm	(03) 9417 5806		

8. Evacuation and Lockdown

8.1 School Evacuation Kit

The school evacuation kit comprises:

- Attendance rolls
- Mobile telephone
- Student health care plans and medication (e.g. EpiPen)
- First aid kit

8.2 Off-site Evacuation Procedures

Occurs when it is deemed too dangerous to remain on site after evacuation.

The Incident controller (IC) will seek advice from Victoria Police or the Metropolitan Fire Brigade in determining whether to undertake an off-site evacuation. Victoria Police or the Metropolitan Fire Brigade may mandate an evacuation in collaboration with the IC.

The roles of school personnel in an off-site evacuation will be similar to those in an on-site evacuation.

After an off-site evacuation, the school site will need to be inspected or cleared by relevant authorities before people return to the site.

TOD will guide the students off-site on foot using the nearest safe exit route. The nearest safe exit route will be advised by the IC on advice from the emergency services.

8.3 Important Locations

AREAS	LOCATION
Evacuation Assembly Areas	Southern End of Tennis Courts
Evacuation Kit	Administration Office
First Aid kit	Administration Office
Power board - main	Ground Floor Foyer of St Mary's
Power board – sub board	Classroom to the east of main power board
Water mains – shutoff	
Gas main – shutoff	
List of people on site	FW2
Fire Hydrant 1	Outside front of St Mary's
Fire Hydrant 2	NE corner of Tennis Courts

8.4 Lockdown Procedures

Lockdown is the act of isolating students, staff and visitors from a perceived threat of physical harm at the school site by confining people to classrooms or other school buildings. It is used when an external and immediate danger is identified and it is determined that the children should be secured inside the building for their own safety.

The Principal will initiate lockdown based on an assessment of risks to students and staff. The decision to initiate lockdown will be informed by advice from other agencies or other information available at the site. The Principal will appoint an Incident Controller (IC). The IC will advise Victoria Police and other appropriate emergency service agencies including the Emergency and Security Management Unit (ESMU) of the Department of Education and Early Childhood Development (DEECD).

On initiation of lockdown, FW1 and FW2 will attend their designated areas and conduct lockdown communications. Lockdown communications consist of 2 short bursts of the hand crank siren followed by the shout of "Lockdown". They will ensure all external gates are locked.

On hearing the lockdown communication, all Teachers on Duty (TOD) are required to return their students to their classroom and remain there until the "End of Lockdown" communication is issued.

During lockdown, the TOD is required to lock all windows and doors and have students sit below window level. Other Staff (OS) are to report to the Administration Office where they may be given specific duties such as posted at locked doors to allow pupils/staff to enter if locked out or wait at the main entry to the school to guide emergency services personnel, if safe to do so. TOD should do all they can to account for their pupils.

The IC will issue end of Lockdown communications to FW1 and FW2 on advice by the Emergency Services. The End of Lockdown communication will involve one long siren followed by the shout of "All Clear".

ACTIONS TO BE TAKEN BY TEACHERS ON DUTY DURING LOCKDOWN
If in class, stay in the classroom
If out of class, return to the classroom or closest safe area
Direct students who are out of class into their regular or the closest classroom
Do not leave classroom to get students
Close the classroom door (lock it if possible)
Close windows, blinds and shutters
Turn lights off
Keep all people close to the ground (e.g. on the floor) and away from windows and doors
Tell students that mobile phones are not to be used and are to be turned off
Record the names of all people in the classroom
Stay calm and encourage others to be calm and quiet
Provide information to the Principal as required
Do not allow any unauthorised people into the room
Remain in the room until the de-activation signal is given
If emergency medication is required then contact the administration office for advice
If a young child needs to use a toilet consider use of a plastic lined bin
Wait any specific instructions from either the IC or FW1

8.5 Bushfire

The school is not on the register of schools deemed to be at risk from a bushfire.

The likelihood of a bushfire threatening inner city Melbourne is remote. Should any such catastrophic event occur, there would be ample warning. The Principal would:

- Make contact with emergency services to establish status of fire and degree of risk.
- Enact off-site evacuation or lockdown procedure in accordance with advice from the emergency services
- Liaise with the ESMU.

Procedures covering the planning and approval of excursions and Emergency Management of Off-site activities are included in Appendix B of the Excursions and Off-site Activities Policy.

8.6 Casualties

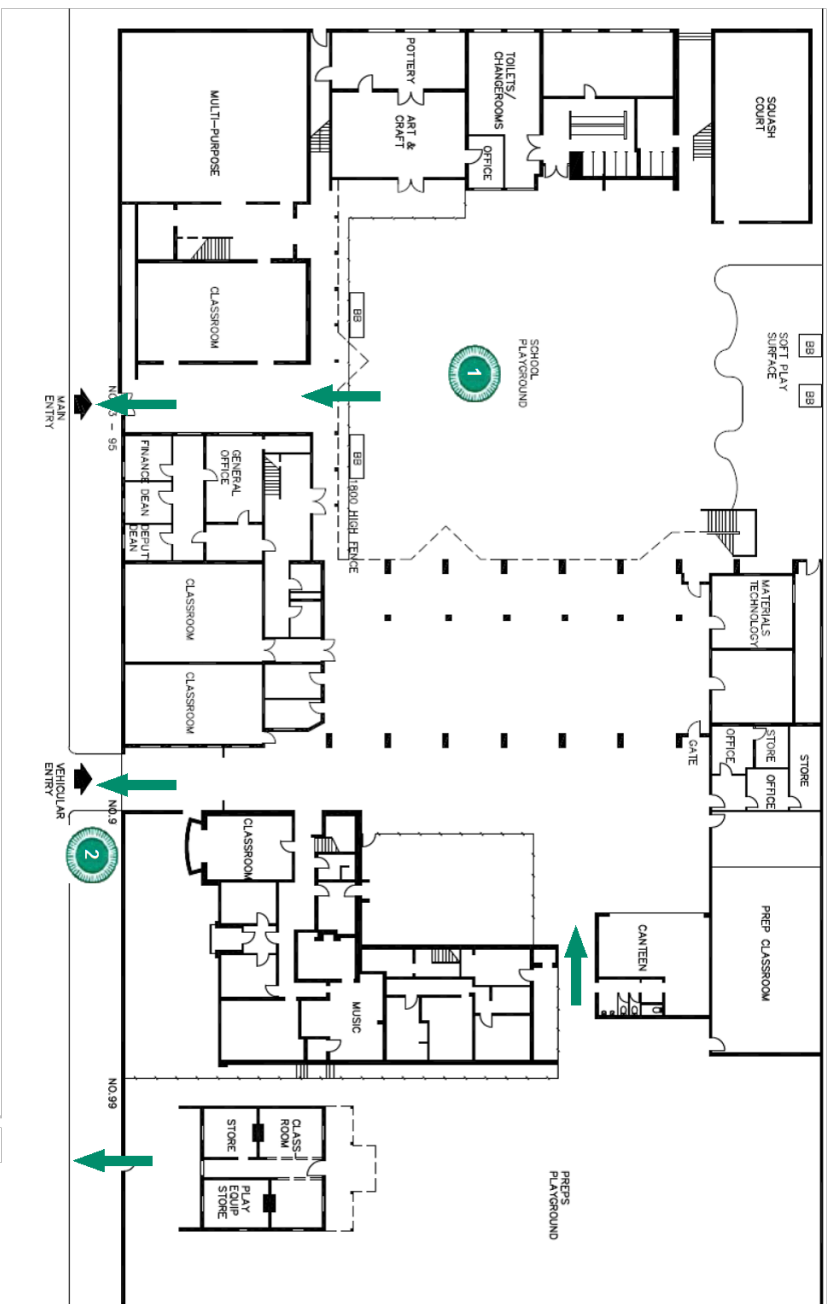
In the event of an accident - administer first aid in accordance with the circumstances of the occurrence of the accident.

- **REMAIN CALM / DO NOT PANIC**
- If necessary, seek assistance from someone who is qualified in first aid.
- **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 the danger.
- If the injured person is still in danger, either:
 - remove him or her from 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 practitioner.
- When medical help arrives, assist in the management of the casualty if asked to do so.

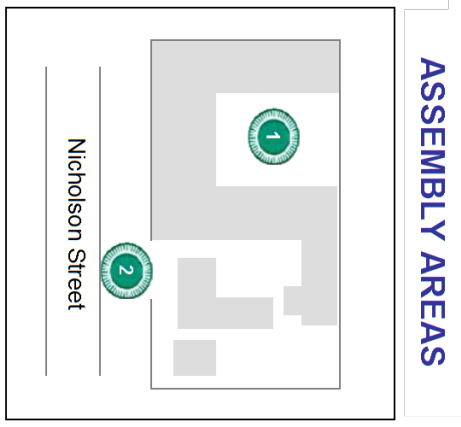
EMERGENCY EXITS AND ASSEMBLY AREAS

SOPHIA MUNDI STEINER SCHOOL – NICHOLSON STREET

GROUND FLOOR



- IN CASE OF AN EMERGENCY:**
- Notify School Office
 - Evacuate Building to Assembly Areas
 - Assist people in immediate danger if safe to do so
 - Do not re-enter building unless instructed by security or emergency service personnel
 - Do not use mobile phones



Legend

- Fire Hose Reel
- Portable Fire Extinguisher (Water)
- Portable Fire Extinguisher (Chemical)
- Fire Blanket
- Emergency Assembly Area
- Exit Route
- You Are Here

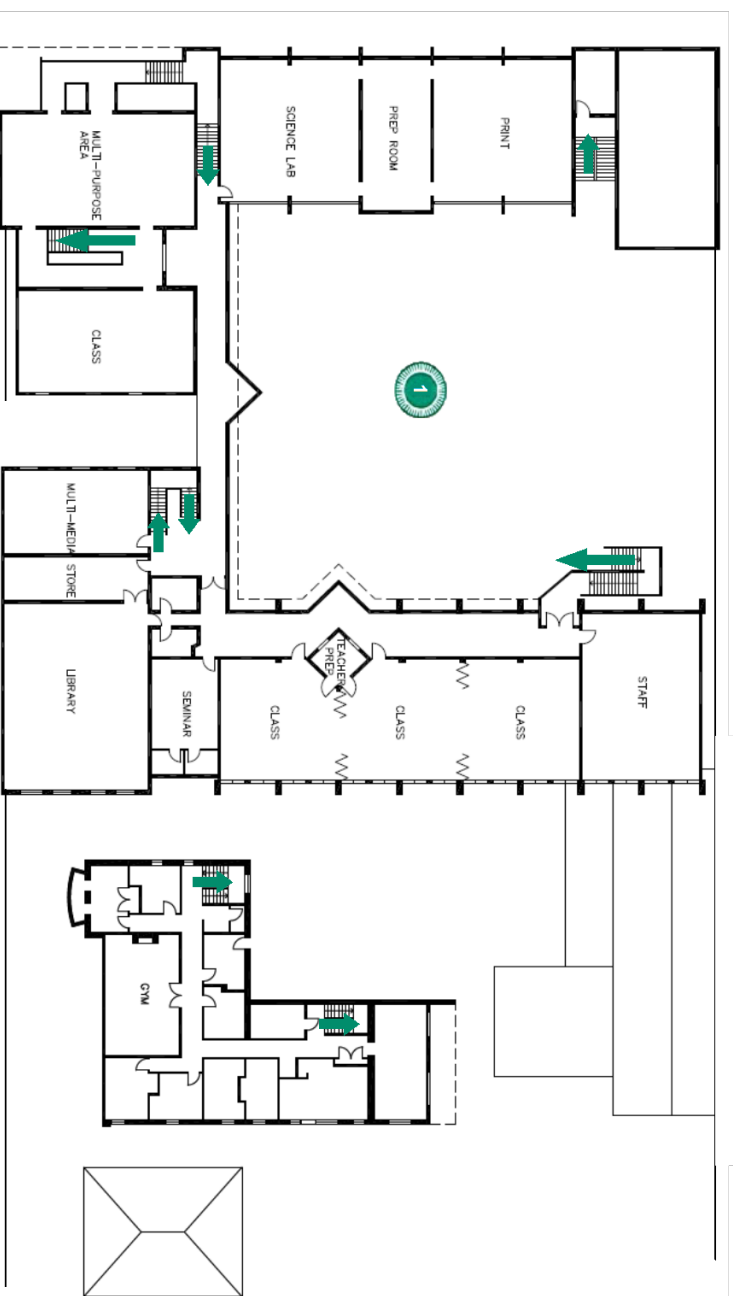


Nicholson Street

EMERGENCY EXITS AND ASSEMBLY AREAS

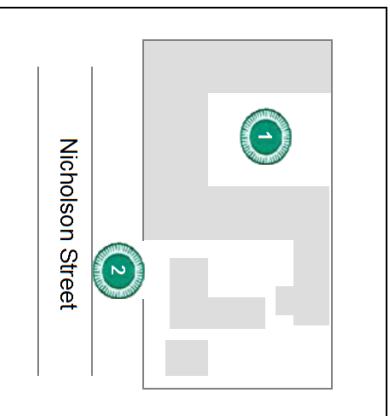
SOPHIA MUNDI STEINER SCHOOL – NICHOLSON STREET

FIRST FLOOR



- IN CASE OF AN EMERGENCY:**
- Notify School Office
 - Evacuate Building to Assembly Areas
 - Assist people in immediate danger if safe to do so
 - Do not re-enter building unless instructed by security or emergency service personnel
 - Do not use mobile phones

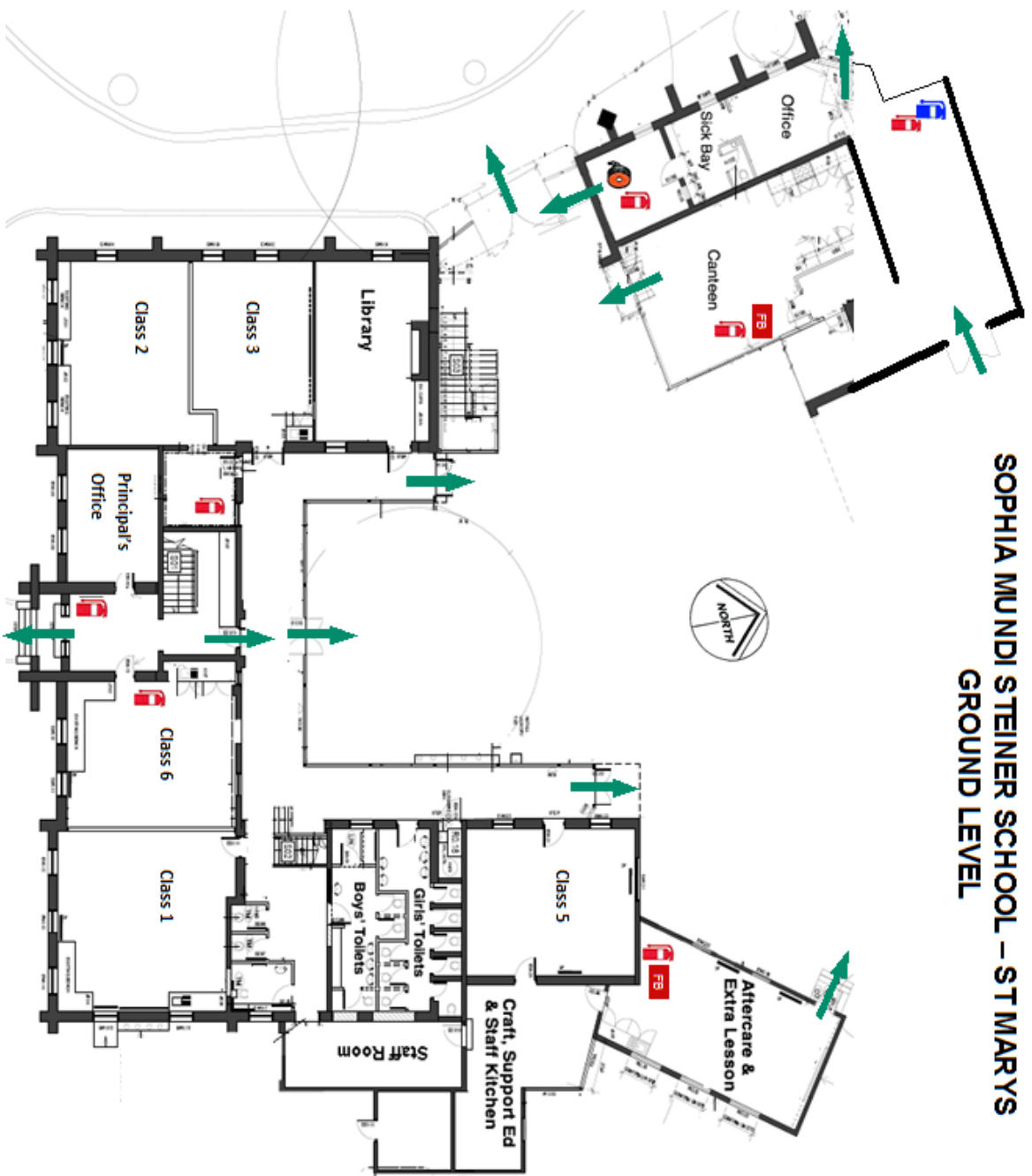
ASSEMBLY AREAS



Legend

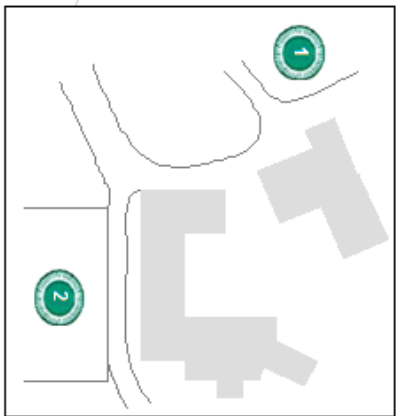
- Fire Hose Reel
- Portable Fire Extinguisher (Water)
- Portable Fire Extinguisher (Chemical)
- Fire Blanket
- Emergency Assembly Area
- Exit Route
- You Are Here

EMERGENCY EXITS AND ASSEMBLY AREAS SOPHIA MUNDI STEINER SCHOOL – ST MARYS GROUND LEVEL



- IN CASE OF AN EMERGENCY:**
- Notify School Office
 - Evacuate Building to Assembly Areas
 - Assist people in immediate danger if safe to do so
 - Do not re-enter building unless instructed by security or emergency service personnel
 - Do not use mobile phones

ASSEMBLY AREAS



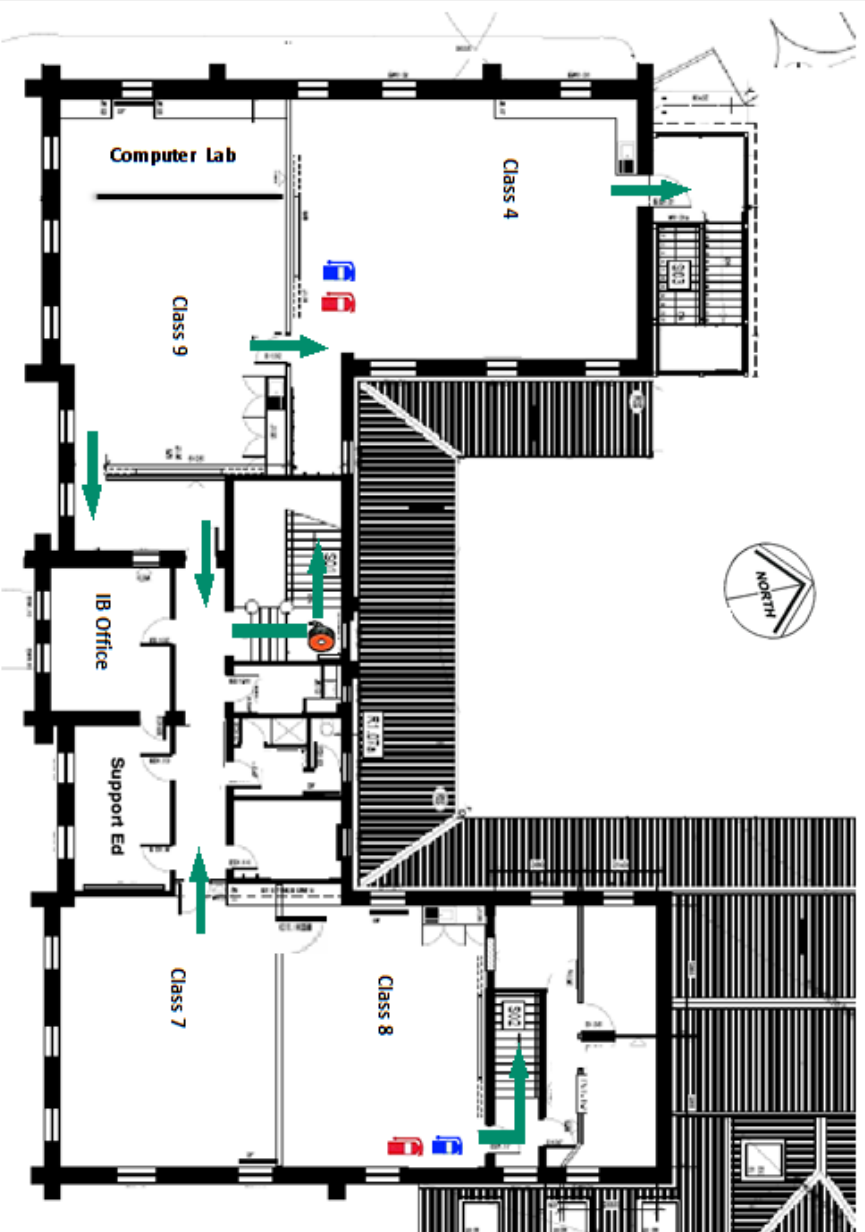
Legend

- Fire Hose Reel
- Portable Fire Extinguisher (Water)
- Portable Fire Extinguisher (Chemical)
- Fire Blanket
- Emergency Assembly Area
- Exit Route
- You Are Here

EMERGENCY EXITS AND ASSEMBLY AREAS

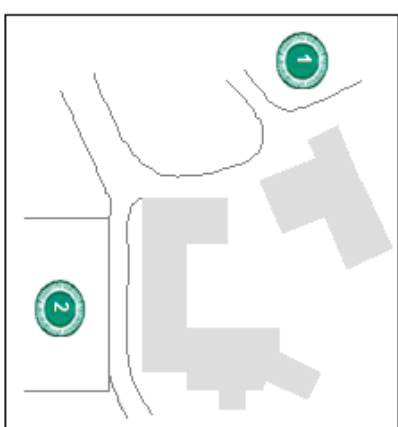
SOPHIA MUNDI STEINER SCHOOL – ST MARYS






LEVEL 1



- IN CASE OF AN EMERGENCY:**
- Notify School Office
 - Evacuate Building to Assembly Areas
 - Assist people in immediate danger if safe to do so
 - Do not re-enter building unless instructed by security or emergency service personnel
 - Do not use mobile phones

ASSEMBLY AREAS



- Legend**
-  Fire Hose Reel
 -  Portable Fire Extinguisher (Water)
 -  Portable Fire Extinguisher (Chemical)
 -  Fire Blanket
 -  Emergency Assembly Area
 -  Exit Route
 -  You Are Here