



## Policy Statement

The Emergency and Critical Incident Management Policy and Procedures assist in minimising the impact of disruptive events, regardless of their nature, scale, impact, and duration. These arrangements aid Diocese of Ballarat Catholic Education Limited (DOBCEL) management and schools to continue to function during a disruptive event and to return to normal operations as soon as possible should one occur.

## Context

The DOBCEL Board has legal and pastoral responsibilities for the duty of care to students, staff, and visitors and for taking reasonable care to avoid acts or omissions, that are reasonably foreseeable and that would be likely to result in harm or injury.

The DOBCEL Board has a responsibility to ensure that each DOBCEL school and office provides a safe environment for students, staff, and visitors per Schedules 4 and 8 of the *Education and Training Reform Regulations 2017* and the *Occupational Health and Safety Act 2004*.

These regulatory requirements are reflected in the *Guidelines to the Minimum Standards and Requirements for School Registration* published by the *Victorian Registration and Qualifications Authority (VRQA)*. The VRQA requires schools to have policies and plans in place to provide students with a safe environment where the risk of harm is minimised, and students feel safe.

Minimising the impact of disruptive events is essential to DOBCEL's pursuit of quality outcomes for children, students, and the school community.

During a disruptive event, DOBCEL applies these approaches to achieve critical objectives, which are:

- maintaining the safety and wellbeing of children, students, staff, and volunteers
- continuing direct service delivery, and critical business functions that support community recovery and safeguard DOBCEL's areas of lowest risk appetite:
  - Safety of children and students
  - Workplace health and safety of its staff and the community
  - Security of confidential and personal information held by the school / DOBCEL
  - Fraud and corruption
- protecting assets.

## Scope

This Policy applies to all DOBCEL staff, committees or bodies who can make decisions or exercise authority on behalf of DOBCEL.

## Principles

Emergency planning and incident management is the discipline of preventing and dealing with risks. It involves preparing for emergencies before they occur, responding to emergencies, supporting, and rebuilding after an emergency and reviewing events after the fact to ensure that a continuous cycle of improvement is applied using knowledge gained from the event. Effective emergency management involves coordinated actions based on management principles and designated responsibilities that support:

- identifying likely emergencies
- applying preventative controls to reduce the likelihood of emergencies
- providing staff with the tools to respond effectively to emergencies, such as the *Emergency Management Plan*
- minimising the impact on students, staff, visitors and site activities
- minimising school business disruption and facilitating the return of the school to normal operations as quickly as possible.

DOBCEL and schools must manage disruptive events in accordance with the Emergency and Critical Incident Management Policy, relevant procedures, guides, and plans. DOBCEL applies a methodology of prevention, preparedness, response, and recovery.

The focus of DOBCEL's activity is as follows in each of the phases:

- **Prevention:** On developing and implementing strategies to reduce the likelihood of disruptive events and minimise the impact of a disruption.
- **Preparedness:** Building capacity for response and recovery through risk-based planning, resourcing, training, exercising, and testing.
- **Response:** Minimising adverse effects by activating and tailoring teams and plans to address the nature, scale, impact, and duration of the disruptive event. DOBCEL focuses on communication and coordination to ensure the effectiveness of the response.
- **Recovery:** On returning DOBCEL / schools to usual operations through coordinating efforts to address the impact of disruption and applying lessons learned to inform future processes.

Refer to the DOBCEL Continuity, Critical Incident and Emergency Management Framework for more information.

## Emergency Management Plan (EMP)

Schools must have a current EMP signed off by the Principal that is reviewed at least annually, by **1 October each year**, and following an emergency or critical incident.

The *Victorian Registration and Qualifications Authority (VRQA)* under the *Guidelines to the Minimum Standards and Requirements for School Registration* requires schools to have an EMP that addresses emergency and critical incidents.

The EMP must:

- be completed by all DOBCEL schools using the School Emergency Management Plan Template
- be informed by a site-specific comprehensive risk assessment relating to:
  - circumstances that pose a critical risk to the health, safety, or wellbeing of one or more students or staff
  - incidents affecting the school's ability to operate fully, and which require responses such as adjustments to the school program, lockdown, evacuation, sheltering in place or school closure
- describe actions to take before, during and after an emergency or critical incident to ensure the ongoing safety of staff, students, and visitors, and for restoring school operations/continuity of education.

## Critical Incident Management

Where an incident is rated as either Extreme or High, the Executive Director will have governance and oversight of incident management, particularly concerning reviewing the categorisation of the incident and coordinating supports. The nature of this responsibility will vary depending on the severity of the incident and the level of support required by the Principal.

### Planning

At an organisational level, the following plans must be developed and maintained:

- Emergency Management Plan (EMP)
- Business Continuity Plan (BCP)
- Critical Incident Management Plan (CIMP)

Additionally, schools must develop, maintain, test and exercise plans to be used to respond to disruptive and emergency events. These includes:

- Emergency Management Plan
- planning that enables the transition to alternate delivery modes and supports the continuity of learning.

### Response

DOBCEL and schools must respond appropriately to disruptive events that may interrupt service delivery.

**Emergency management** is appropriate when the incident can be managed within local capabilities, using existing structures, resources, and processes to return to normal operations. This follows standard reporting protocols and requires the activation of the EMP.

**Critical incident management** is appropriate when additional and/or specialised capabilities are required to safeguard people and assets, continue, or resume critical business functions and return DOBCEL / school as quickly as possible to normal service delivery. To address the event’s nature, scale, impact, and duration, this includes:

- activating and tailoring the Critical Incident Management Plan / Team
- activating and tailoring the Business Continuity Plan
- activating and tailoring the disaster recovery plan

**Business continuity management** is appropriate when DOBCEL or schools are unable to deliver one or more critical business functions and the period of disruption is likely to exceed the maximum acceptable outage. Business continuity management includes activating and tailoring one or more BCPs to address the nature, scale, impact, duration and unfolding of the disruptive event. Further information on business continuity management can be found in the Business Continuity Management Policy and Procedures.

The objective of the disaster recovery plan is to have a well-developed, tested and documented, well-structured and easily understood program which will assist DOBCEL in recovering as quickly and effectively as possible from any unforeseen disaster or emergency which interrupts information systems and business operations.

## Legislative Context

- [Education and Training Reform Act 2006 \(Vic\)](#)
- [Emergency Management Act 1986 \(Vic\)](#)
- [Emergency Management Act 2013 \(Vic\)](#)
- [Occupational Health and Safety Act 2004 \(Vic\)](#)
- [VRQA Guidelines to the Minimum Standards](#)

## Definitions

TERM	DEFINITION
<b>Bushfire at Risk Register (BARR)</b>	Inclusion on the Bushfire At-Risk Register is a trigger for the school, kindergarten, or childcare facility to close pre-emptively on days declared Code Red in their Bureau of Meteorology (BoM) district.
<b>Catastrophic Fire Danger Rating</b>	The highest fire danger rating in Victoria. It signifies the worst conditions for bushfires.
<b>Critical Incident</b>	An event or issue, real or perceived, which threatens the operations, employees, students, families, stakeholders, reputation, trust and/or the strategic or business goals of DOBCEL and/or its schools.  A critical incident would be rated as ‘high’ or ‘extreme’ on the Incident Severity Rating Chart.
<b>Critical Incident Management Plan (CIMP)</b>	The document that details DOBCEL’s critical incident management framework including the policy, resources, processes, and tools that will be used to manage a critical incident.

TERM	DEFINITION
<b>Disaster Recovery</b>	Is the ability of an organisation to recover and/or reinstate infrastructure, systems, property or other resources which have been damaged or destroyed after the occurrence of an incident which caused the damage or destruction.
<b>Emergency Services</b>	The primary or lead organisation for responding to the emergency, includes police, Fire Rescue Victoria for metropolitan, country area fires and bushfires, and the State Emergency Service (SES) for storm and flood events.
<b>Emergency</b>	<p>An abnormal event posing a threat to the safety of students, employees, the environment, facility or asset at a DOBCEL site, which can be brought under control using the resources and procedures in place for responding to such an event.</p> <p>An emergency would be rated as 'medium' or 'low' on the Incident Severity Rating Chart, and would normally be managed at the school level.</p>
<b>Emergency Management Officer</b>	The DOBCEL emergency management officer role is responsible for providing security and emergency assistance, guidance, and support to DOBCEL schools.
<b>Emergency Response Exercise or Drill</b>	A site-specific exercise conducted to determine the effectiveness of the emergency response procedures, maintain awareness and skills, also referred to as a 'drill' throughout this policy.
<b>Incident</b>	An event or circumstance that could have led or did lead to unintended and / or unnecessary harm to DOBCEL staff, student or visitor and / or loss or damage to an office, school or facility.
<b>Incident Management Team</b>	The team identified in the Emergency Management Plan as being responsible for the school's emergency response. The Incident Management team is typically led by the Principal or designated person as the incident controller, as the person in charge of the emergency and related decision-making.
<b>School Environment</b>	<p>Encompasses any of the following physical, online, or virtual places used during or outside school hours:</p> <ul style="list-style-type: none"> <li>• a campus of the school</li> <li>• online or virtual school environments made available or authorised by DOBCEL or a DOBCEL school for use by a child or student (including email, intranet systems, software, applications, collaboration tools and online services)</li> <li>• other locations provided by the school or through a third-party provider for a child or student to use including, but not limited to, locations used for camps, approved homestay accommodation, delivery of education and training, sporting events, excursions, competitions, and other events) (Ministerial Order No. 1359).</li> </ul>

## Procedures

### School Responsibilities

Schools must:

- have a current Emergency Management Plan (EMP) that addresses site specific hazards and threats which have the potential to result in emergencies and critical incidents which include:
  - circumstances that pose a critical risk to the health, safety, or wellbeing of one or more students, staff, or visitors
  - incidents requiring school closure, lockdown, or affecting the school’s ability to operate fully
- maintain the Emergency Management Plan (EMP)
- inform their school community how they will communicate with parents and carers and the community in an emergency, and of any relocation/closure arrangements (for schools at bushfire risk) contained in their EMP
- test emergency response procedures by conducting drills at regular intervals, at least once a term. The emergency exercise will be coordinated by the school Principal and school leadership team using the EMP Response Guides.
- review the EMP at least annually by 1 October, and/or following an emergency or critical incident.

## Emergency Management

### Emergency Management Plan (EMP)

ACTIVITY	RESPONSIBILITY	DETAILS
A	Schools must have a current EMP	School Principal  Schools must have a current EMP signed off by the Principal that is reviewed at least annually by 1 October and following an emergency or critical incident.  The Victorian Registration and Qualifications Authority (VRQA) under the <i>Guidelines to the Minimum Standards and Requirements for School Registration</i> requires schools to have an EMP that addresses emergency and critical incidents.  The EMP must: <ul style="list-style-type: none"> <li>• be completed by all DOBCEL schools using the School Emergency Management Plan template</li> <li>• be informed by a site-specific comprehensive risk assessment relating to:               <ul style="list-style-type: none"> <li>· circumstances that pose a critical risk to the health, safety, or wellbeing of one or more students, staff, or visitors</li> </ul> </li> </ul>

ACTIVITY	RESPONSIBILITY	DETAILS
		<ul style="list-style-type: none"> <li>· incidents affecting the school’s ability to operate fully, and which require responses such as adjustments to the school program, lockdown, evacuation, sheltering in place or school closure</li> <li>• describe actions to take before, during and after an emergency or critical incident to ensure the ongoing safety of staff, students, and others, and for restoring school operations/continuity of education.</li> </ul> <p>A comprehensive site-specific risk assessment and corresponding response procedures are essential components of an EMP.</p> <p>Schools are encouraged to seek advice from the DOBCEL Emergency Management Officer, local municipal councils, and emergency service providers where possible, to inform the content of their EMP and their risk assessment.</p>
<p>B <b>The school community must be informed and be familiar with the EMP</b></p>	<p>School Principal</p>	<p>Schools must:</p> <ul style="list-style-type: none"> <li>• ensure that staff who have a nominated role in the EMP have a clear understanding of, and have practised their role in the EMP</li> <li>• ensure that all staff, students and regular users of the school site, such as out of school hours care, have an understanding of the EMPs response procedures</li> <li>• inform their school community how they will communicate with parents and carers in an emergency situation, or any other information that the school considers essential to prepare the school community for action during an emergency</li> <li>• inform their school community of any relocation/closure and other preventive arrangements if their site is at bushfire or grassfire risk</li> <li>• take all preparatory steps (including any staff training) which are identified in the EMP to prevent negative consequences from an emergency or critical incident.</li> <li>• test emergency arrangements (as listed in the EMP) for a variety of emergency scenarios such as</li> </ul>

ACTIVITY	RESPONSIBILITY	DETAILS
		fire in the neighbourhood, intruder, or loss of an essential service, at least quarterly (once a term).

## Emergency Drills

ACTIVITY	RESPONSIBILITY	DETAILS
A <b>Schools must undertake emergency drills to promote familiarity with the EMP</b>	School Principal	Practising emergency response procedures through drills: <ul style="list-style-type: none"> <li>ensures familiarity with emergency response procedures and the capacity to implement them efficiently and effectively in an emergency</li> <li>promotes more effective emergency response procedures, by ensuring that evacuation locations and pathways are practical and workable in different emergency scenarios and that safety will be maintained throughout the response.</li> </ul>
B <b>Debriefing following emergency drills</b>	School Principal	Follow emergency drills with a debriefing of all staff and the school's incident management team.
C <b>Document outcomes following emergency drills</b>	School Principal	Document outcomes and lessons from the drill, incorporating into the EMP any required changes to response arrangements.

## Emergency Management Planning for Camps & Excursions

ACTIVITY	RESPONSIBILITY	DETAILS
A <b>Emergency Management Planning to be undertaken for all camps and excursions</b>	School Principal	Schools are required to undertake emergency management planning for all excursions, overseas tours, or camps – refer to the Excursions, Camps and Travel Policy & Procedures for further guidance.

## Media Management

ACTIVITY	RESPONSIBILITY	DETAILS	
A	<b>Communication with media - DOBCEL</b>	Executive Director	Schools may attract media attention in the event of an emergency. The Executive Director or an authorised spokesperson delegated by the Executive Director are the only DOBCEL staff authorised to speak to the media on behalf of DOBCEL.
B	<b>Communication with media - Schools</b>	School Principal	Principals are authorised to speak to the media on behalf of their school only. If an emergency incident/s involves more than one DOBCEL school, the Executive Director or authorised spokesperson delegated by the Executive Director is the only person authorised to speak to the media.

## Recovery Management – Welfare and Counselling

ACTIVITY	RESPONSIBILITY	DETAILS	
A	<b>Assess the impact of the emergency on student, staff, and school community</b>	School Principal	Being involved in an emergency or critical incident may have both short and long term impact for staff, students, parents / carers and visitors. The Principal (or delegate) will liaise with the Education Consultant, Wellbeing Team and Converge International to assess the impact of the incident on students and staff involved and to identify any support needs.

## Emergency Management Training Requirements

ACTIVITY	RESPONSIBILITY	DETAILS	
A	<b>Training of all DOBCEL employees</b>	Executive Director / School Principal	All DOBCEL employees must: <ul style="list-style-type: none"> <li>participate in ‘<b>Emergency Drill</b>’ exercises as scheduled/required; and</li> <li>participate in Emergency Induction training as scheduled/required</li> </ul>
B	<b>Training of staff with nominated emergency roles</b>	Executive Director / School Principal	All DOBCEL Chief Wardens or Deputy Chief Wardens must:

ACTIVITY	RESPONSIBILITY	DETAILS
		<ul style="list-style-type: none"> <li>complete annual training in the use of any Fire Panel and/or Emergency Warden Intercom System (EWIS) panel as applicable</li> <li>participate in critical incident briefing and/or a desktop exercise each year; and</li> <li>complete annual training in the safe use of firefighting equipment</li> </ul> <p>All nominated 'Area Wardens'</p> <ul style="list-style-type: none"> <li>should participate annually in the safe use and operation of firefighting equipment.</li> </ul>

## Critical Incident Management

### Rating a Critical Incident

ACTIVITY	RESPONSIBILITY	DETAILS
A	Rating of incidents	<p>School Principal</p> <p>Following notification to emergency services (if required), the Principal or delegate must undertake an initial severity rating of the incident to determine the applicable reporting requirements.</p> <p>Principals must use their professional judgement to undertake this initial severity rating of the incident based on impact on school community health, safety, and wellbeing or on continuity of school operations. Incidents should be rated as:</p> <ul style="list-style-type: none"> <li>Extreme</li> <li>High</li> <li>Medium</li> <li>Low</li> </ul> <p>The Incident Severity Rating Matrix (Appendix 1) guides reporting requirements, governance arrangements, and guides the level of additional support provided.</p>
B	Circumstances that should be considered when assigning a rating	<p>School Principal</p> <p>Principals must carefully consider the local context when assessing the severity rating, such as incident pattern or history, and student characteristics. These could include a student's possible vulnerability (such as age, culture, gender, history of trauma, physical/mental capacity, balance of</p>

ACTIVITY	RESPONSIBILITY	DETAILS
		<p>power between involved parties and relevant medical history).</p> <p>Any incident involving child abuse, including allegations, must also be rated by the Principal.</p> <p>Note: School environment means any physical or virtual place made available or authorised by the school or school council for use by a student during or outside school hours including a campus of the school, online school environment and other locations provided for a student's use (such as school camps, sporting events, excursions and so on).</p>
<p>C <b>High or extreme ratings</b></p>	<p>Executive Director / School Principal</p>	<p>Where an incident is rated as either Extreme or High, the Executive Director will also have governance and oversight of incident management, particularly in relation to reviewing the categorisation of the incident and coordinating supports. The nature of this responsibility will vary depending on the severity of incident and the level of support required by the Principal.</p> <p>Incidents for which an 'Extreme' severity rating should be considered include:</p> <ul style="list-style-type: none"> <li>• the death or permanent disability of a current student or staff member as a result of circumstances that occurred in the school environment</li> <li>• incidents that occur in the school environment that involve: <ul style="list-style-type: none"> <li>· a sexual offence or grooming for sexual conduct with a child under 16 years of age (offences under the Crimes Act 1958)</li> <li>· serious physical violence, serious psychological harm</li> <li>· serious neglect of a child</li> </ul> </li> <li>• serious misconduct of school staff that occurs in the school environment and impacts a current student</li> <li>• an incident that might necessitate the temporary closure of a school.</li> </ul>
<p>D <b>Risk Rating Role of the Critical Incident</b></p>	<p>Executive Director</p>	<p>The Critical Incident Management Team (CIMT), including the Education Consultant, can assist the Principal or delegate to determine the appropriate</p>

ACTIVITY	RESPONSIBILITY	DETAILS
<p><b>Management Team (CIMT)</b></p>		<p>severity rating if required. While the severity rating influences the support provided, the Principal can request additional support from the CIMT regardless of the rating. This acknowledges that multiple lower order incidents may necessitate support to manage the cumulative impact of incidents on the health, safety and wellbeing of students, staff, and the school community.</p> <p>As an incident is managed, the circumstances may change, resulting in a need to re-rate the severity of incident. While the Principal is responsible for undertaking the initial incident severity rating, an incident severity rating must be updated if any new material facts come to light. This should be undertaken by either the Principal, or CIMT, depending on the severity rating.</p>

### Critical Incident Management Team (CIMT)

ACTIVITY	RESPONSIBILITY	DETAILS
<p>A <b>Critical Incident Management Plan (CIMP)</b></p>	<p>Executive Director</p>	<p>DOBCEL Directorate will establish and maintain a Critical Incident Management Plan (CIMP) to manage any incidents that are beyond the experience or resources of a school to manage.</p> <p>The CIMP establishes a Critical Incident Management Team (CIMT) that has the necessary experience and resources to assist the school principal or office location with responding to the incident.</p>
<p>B <b>Activating the CIMT</b></p>	<p>Executive Director</p>	<p>To activate the CIMT the Principal or delegate must contact the DOBCEL Executive Director through their Education Consultant.</p>
<p>C <b>Training for CIMT</b></p>	<p>Executive Director</p>	<p>All DOBCEL employees that are designated as members of the Critical Incident Management Team (CIMT) must participate in an annual briefing and/or a desktop exercise on:</p> <ul style="list-style-type: none"> <li>• the Critical Incident Management Plan (CIMP)</li> <li>• the process to notify or to activate the Critical Incident Management Team (CIMT)</li> </ul>

ACTIVITY	RESPONSIBILITY	DETAILS
		<ul style="list-style-type: none"> <li>• testing the integrity of the Critical Incident Management Plan (CIMP)</li> <li>• providing an opportunity for CIMT members to better understand their roles and responsibilities in the management of a critical incident; <i>and</i></li> <li>• providing an opportunity to simulate the collaboration between the school or office location and the CIMT members.</li> </ul>

## Reporting Obligations

ACTIVITY	RESPONSIBILITY	DETAILS
A	School Principal	<p>When it is safe to do so, the Principal or delegate must report the incident.</p> <p>The reporting requirements and timelines for the 4 severity ratings are as follows:</p> <ul style="list-style-type: none"> <li>• 'Extreme' requires the school to report immediately to CIMT through their Education Consultant (within an hour)</li> <li>• 'High' requires the school to report to CIMT as soon as possible (within 3 hours)</li> <li>• 'Medium' requires the school to report in eduSafe Plus as soon as possible (within 1 working day) and to their Education Consultant</li> <li>• 'Low' requires the school to report in HINT (within 3 working days) and to their Education Consultant.</li> </ul>
B	Executive Director	<p>On receipt of a report for an incident rated 'High' and 'Extreme', the CIMT will arrange for the eduSafe Plus report and for coordination of area-based support to the school.</p> <p>Prompt notification of incidents rated 'High' and 'Extreme' enables the CIMT to:</p> <ul style="list-style-type: none"> <li>• facilitate the provision of relevant place-based and central supports, including those to aid recovery</li> </ul>

ACTIVITY		RESPONSIBILITY	DETAILS
			<ul style="list-style-type: none"> <li>provide security related support and advice to schools which helps to resolve emergencies and incidents quickly while minimising the risk to personal safety.</li> </ul>
C	<b>Additional reporting requirements</b>	Executive Director / School Principal	<p>There may also be additional reporting requirements depending on the incident. The CIMT can provide the Principal (or delegate) with advice on which obligations apply. Other reporting obligations may arise due to changes in legislation or expectations, so the following list should not be considered exhaustive. The Principal (or delegate) must report the following to other agencies through DOBCEL:</p> <ul style="list-style-type: none"> <li>obligations under Child Safe Standards.</li> <li>alleged criminal acts (including allegations of child abuse).</li> <li>Employee Reportable Conduct Scheme.</li> <li>international student incidents.</li> <li>WorkSafe.</li> </ul>

## Evacuations and Closures

ACTIVITY		RESPONSIBILITY	DETAILS
A	<b>Authority to authorise school evacuations</b>	School Principal	The decision to evacuate a school during an emergency rests with the Principal who should enact the school's Emergency Management Plan based on the best available information.
B	<b>Authority to authorise school closures</b>	Executive Director	The Principal must seek approval from the Executive Director (by contacting their Education Consultant) to close a school temporarily or dismiss students early in response to an emergency which involves a risk to the health or safety of students or staff. Additional advice to inform this decision should be sourced from the Education Consultant and emergency services agencies, where appropriate.

## Examples of High and Extreme severity rating incidents:

Examples of incidents that impact or risk impacting on the health, safety and wellbeing of students or staff.

- Death or suicide of a student, staff member or member of the school community.
- Self-harm/injury or threats of suicide.
- Injuries requiring hospitalisation, not including injuries that are treated by an Emergency Department and the patient is discharged on the same day.
- Incidents affecting mental health or those requiring peer, professional or clinical support.
- Incidents that did not lead to injury or death but had the potential to do so.
- Abuse or risk of abuse or neglect including online child abuse (mandatory reporting obligations may also apply — refer to [Protecting Children – Reporting and Other Legal Obligations](#)).
- Inability to locate students.
- Incidents involving the use of seclusion or physical restraint of a student, refer to [Restraint and Seclusion](#).
- Online bullying, inappropriate use of social media and/or mobile phones.

Examples of incidents that impact on the continuity of school operations, including property damage and emergencies.

- Damage to parts of a school building or its content.
- Loss of essential service/s.
- Emergencies and warnings.
- Bomb threats.

Examples of incidents that involve matters of serious conduct.

- Alleged criminal activity.
- Aggressive and anti-social behaviour or actions.
- Human rights abuse.
- Family violence.
- Human trafficking.
- Sexual exploitation.
- Threats to cyber security – attack/hacking of school system.
- Significant privacy breach.
- Suspicious activity within or near school environment.

## Examples of Low and Medium severity incidents:

Examples of incidents which are not reportable.

- Incidents that have an insignificant impact or risk of impact on student health, safety, and wellbeing, such as a minor physical injury. These incidents should be managed locally and recorded following the relevant policy and procedures.
- Incidents where school operations continue with slight interruptions, such as a short disruption to power services.

## **Roles, Responsibilities and Reporting**

### **Incident Controllers (school Principals and DOBCEL office location managers) are responsible for:**

- developing and submitting a school-specific Emergency Management Plan (EMP) using this policy and procedures, and the Emergency Management Guide
- identifying, reviewing, and appropriately classifying an incident in consultation with the Educational Consultant, using the DOBCEL Incident Classification and Escalation Tool (see Attachment 1 & 2)
- developing additional procedures for their school where the school is on the BARR or where the school is located in an area of heightened bushfire risk
- the management of emergencies and major incidents using the site Emergency Management Plan (EMP)
- the appropriate classification of incidents
- reviewing and updating the emergency contact details in the EMP each year and communicating these updates to staff
- conveying details of the Emergency Management Plan to all staff, students and parents to develop the school community's thinking and behaviour in response to the school's plan and any site-specific factors
- ensuring the site EMP is reviewed at least annually and/or following an emergency
- reporting all emergency events and incidents to DOBCEL's Emergency Management Officer within 24 hours or after the event as soon as practicable
- ensuring that each year the EMP is submitted to the DOBCEL Emergency Management Officer before the commencement of the bushfire season
- testing Emergency Response Guides by conducting drills at least once per term.

### **The DOBCEL office has system-wide responsibility for emergency management planning across all DOBCEL schools, including:**

- assisting schools to prepare for emergency events
- providing annual training for DOBCEL schools in the design and preparation of an Emergency Management Plan
- reporting to the DOBCEL Board via the Assurance & Risk Consultative Committee on emergency management and bushfire preparedness and compliance.

## Responsibilities and Reporting Requirements

The below table outlines the responsibilities and reporting requirements concerning this policy and procedures.

Role	Responsibility	Reporting Requirement
<b>Principal</b>	Conduct risk assessment to identify current risks and hazards	Annual attestation to the Executive Director
	Establish an Emergency Management Planning Team to develop an Emergency Management Plan (EMP)	EMP to be reviewed annually and after any significant incident
	Provide a copy of the current EMP and attestation of the number of drills conducted	Annually to the DOBCEL Emergency Management Officer
<b>Emergency Management Officer</b>	Report on emergency management and bushfire preparedness and compliance	DOBCEL Board through the Assurance & Risk Consultative Committee

## Delegations and Authorities

The below table outlines the delegations and authorities associated with this policy and procedures.

Role	Description of authority	Limitations / Conditions	Reporting Requirement
<b>Executive Director or delegate</b>	Authorised to speak to the media regarding emergency incidents that involve more than one DOBCEL school		
<b>Principal</b>	Authorised to speak to the media on behalf of their school only	Inform Executive Director	

## Supporting Documentation

Forms, templates, and internal documents listed below are available to download from Knowledge Banks: eSORT folder and the 'Policies and Procedures' folder.

### Internal

- Business Continuity Plan [School]
- Continuity, Emergency and Critical Incident Framework [DOBCEL]
- Emergency Management Plan Template [School]
- Emergency Management Planning Guide for Schools [DOBCEL]
- Emergency and Critical Incident Management Policy [DOBCEL]
- Excursions, Camps and Activities Risk Assessment and Emergency Management Plan Template [School]
- Excursions, Camps and Travel Procedures [DOBCEL]
- Incident Severity Rating Matrix [DOBCEL]
- Pastoral Care and Wellbeing Policy and Procedures [DOBCEL]

### Forms and Templates

- School Emergency Management Plan (EMP) Template [School]

### Related Links

- [VCEA Emergency Management Contact List](#)
- [MACS Emergency Management Webpage](#) (*Login required*)

## DOBCEL Principles of Governance

All DOBCEL policies are founded on and reflect the [DOBCEL Principles of Governance](#)

Responsible Directorate member	Deputy Director: Stewardship
Policy Owner	Manager, Assurance & Risk
Assigned Board Committee	Assurance & Risk Consultative Committee
Approval Date	22 January 2024
Review Date	22 January 2027