

School Resilience Self-Audit Checklist

July 2020

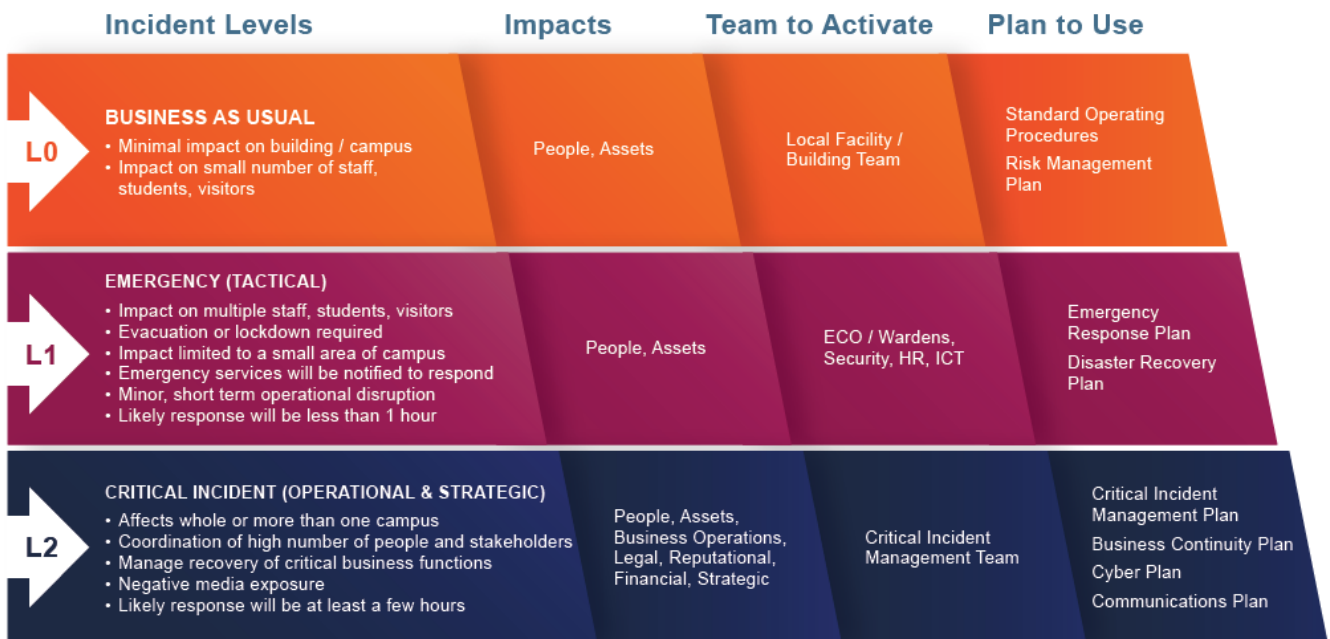
Resilience Best Practice

Introduction

This best-practice checklist will enable you to assess how well prepared your school is for an emergency or incident. It is designed to provide an overview of the key requirements for an effective resilience program. It is recommended that you use this checklist to assess your resilience program and then develop a plan to address any gaps.

Incident Levels

A situation that cannot be managed at campus level or within business as usual practices will escalate through the organisation and be managed by various response and recovery teams. This pyramid shows the escalation from one phase of an incident to the next, who will respond to each phase, and the plan to use in each phase.



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This complementary checklist should be used as a guide to assess whether a resilience program has gaps or deficiencies. When providing this checklist, Bounce Readiness assumes that the reader is familiar with the legislative and regulatory requirements relevant to their organisation. By providing this checklist it should be noted that Bounce Readiness is not providing any form of opinion or assessment regarding the adequacy of the reader's resilience program preparations.

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Resilience Best Practice

Self-audit checklist

Emergency Management

No.	Requirement	✓
Emergency Control Organisation (ECO)		
1.	An Emergency Control Organisation (ECO also known as a warden team) been designated to co-ordinate activities in an emergency.	<input type="checkbox"/>
2.	An up-to-date register of all ECO personnel is kept readily available.	<input type="checkbox"/>
3.	All designated emergency personnel been assigned specific roles.	<input type="checkbox"/>
4.	An appropriate chain of command has been established and identified in the Emergency Response Plan (ERP).	<input type="checkbox"/>
5.	Alternative personnel have been identified to back-up the ECO.	<input type="checkbox"/>
6.	ECO personnel have coloured identifiers (hard hats or tabards) to wear during an evacuation so they are easily identified.	<input type="checkbox"/>
7.	Wardens have been instructed in their responsibilities with respect to 3 rd parties.	<input type="checkbox"/>
Emergency Planning Committee		
8.	An Emergency Planning Committee (EPC) has been designated.	<input type="checkbox"/>
9.	The EPC meet at least annually in relation to the Emergency Response Planning and response requirements. Minutes are taken for all EPC meetings.	<input type="checkbox"/>
10.	The role of the EPC has been documented in your ERP.	<input type="checkbox"/>
Emergency Response Procedures (ERP)		
11.	Your organisation has a detailed ERP that covers all parts of the school / campus.	<input type="checkbox"/>
12.	The ERP is reviewed regularly & when campus changes occur.	<input type="checkbox"/>
13.	The ERP is reviewed following an incident or emergency.	<input type="checkbox"/>
14.	A hazard / threat analysis was conducted prior to developing your ERP.	<input type="checkbox"/>
15.	The ERP contains all necessary information as per AS3745. E.g. fire evacuation, bomb threats, personal threat, lockdown, medical emergencies, etc.	<input type="checkbox"/>
16.	The ERP details the roles and responsibilities of the ECO.	<input type="checkbox"/>
17.	Emergency contact details are included in the ERP, and are they easily accessible for the ECO.	<input type="checkbox"/>
18.	The ERP considers people with disabilities.	<input type="checkbox"/>
19.	The ERP considers emergency response after hours.	<input type="checkbox"/>
Evacuation diagrams		
20.	Accurate evacuation diagrams are prominently posted in all buildings / campus areas.	<input type="checkbox"/>
21.	Diagrams are positioned on the wall between 1200mm and 1600mm from the floor plane of the finished floor.	<input type="checkbox"/>

No.	Requirement	✓
22.	The pictorial size of the floor plan is at least 200mm x 150mm.	<input type="checkbox"/>
23.	The diagram is titled 'Evacuation Diagram'.	<input type="checkbox"/>
24.	Evacuation diagrams show designated exits, exit routes, stairways, fire and emergency equipment, validity and issue date, location of facility, nearest cross street.	<input type="checkbox"/>
25.	Evacuation diagrams are oriented to the location of the map.	<input type="checkbox"/>
26.	Evacuation diagrams are clear for staff, students and visitors to understand.	<input type="checkbox"/>
Assembly areas and safe zones		
27.	Your primary assembly area is in a suitable location, away from potential dangers and easily identifiable for staff, students and visitors.	<input type="checkbox"/>
28.	A secondary assembly area has been identified in case of complete evacuation.	<input type="checkbox"/>
29.	Where needed, safe zones have been allocated for the shelter in place of staff and students.	<input type="checkbox"/>
Emergency equipment		
30.	There is an adequate emergency notification and/or alarm system to evacuate staff and students.	<input type="checkbox"/>
31.	The notification and/or alarm systems can be heard in all buildings. If not, suitable alternative arrangements have been established to notify staff and students of an evacuation or lockdown.	<input type="checkbox"/>
32.	All emergency exits are clearly labelled and kept clear at all times.	<input type="checkbox"/>
33.	All emergency equipment and facilities are checked on a periodic basis including fire extinguishers, hose reels, emergency lighting and alarm systems.	<input type="checkbox"/>
Training		
34.	All ECO personnel have been trained in their duties: <ul style="list-style-type: none"> • Chief Warden (and other ECO management team members) – every six months • Wardens – every six months • Emergency Planning Committee – annually • Staff – annually • Boarding staff – every six months • Boarding students – every six months • Off campus or after-hours leaders – part of contractor induction 	<input type="checkbox"/>
35.	Emergency training for members of the ECO has been conducted by a competent person, familiar with the requirements of AS3745 and school industry best practice.	<input type="checkbox"/>
36.	Emergency Planning Committee members been trained in their duties and requirements of AS3745.	<input type="checkbox"/>
37.	Staff receive awareness training outlining their role in an emergency.	<input type="checkbox"/>
38.	New staff receive a briefing in their role in an emergency.	<input type="checkbox"/>
39.	Students understand the notifications, processes and their role in an evacuation and lockdown.	<input type="checkbox"/>
40.	Training logs are retained for all emergency response training and awareness sessions.	<input type="checkbox"/>
41.	There is a schedule for providing wardens and staff with regular training sessions.	<input type="checkbox"/>
Drills		
42.	Evacuation drills are conducted at least annually (ideally every six months).	<input type="checkbox"/>

No.	Requirement	✓
43.	Lockdown drills are conducted at least annually (ideally every six months).	<input type="checkbox"/>
44.	A debrief is held following an incident or drills, and results are documented.	<input type="checkbox"/>

Crisis / Critical Incident Management and Business Continuity

No.	Requirement	✓
Policy and framework		
1.	A person/s has been assigned ownership and authority to manage the Resilience Program.	<input type="checkbox"/>
2.	A team structure has been established for controlling, leading and managing an ongoing critical incident.	<input type="checkbox"/>
3.	The roles within the Resilience Program have been clearly defined in a Resilience Policy. <ul style="list-style-type: none"> Identifies the Critical Incident Management Team members Team members have delegated authority to undertake their role in a critical incident. 	<input type="checkbox"/>
4.	The Resilience Program is adequately resourced, e.g. financial and people resources.	<input type="checkbox"/>
5.	Resilience Policy has been documented, maintained and communicated.	<input type="checkbox"/>
6.	Resilience Policy is readily available to employees and all interested parties.	<input type="checkbox"/>
Business Impact Analysis		
7.	A business impact analysis has been conducted to identify: <ul style="list-style-type: none"> Critical business functions. Recovery timeframes for each critical function. Resource requirements and critical dependencies for each critical function. 	<input type="checkbox"/>
8.	A threat assessment has been conducted to: <ul style="list-style-type: none"> Identify and categorise disruption related scenarios. Review of likely causes, existing controls and potential impacts. 	<input type="checkbox"/>
Plans		
9.	A Critical Incident Management Plan has been developed for responding to an incident.	<input type="checkbox"/>
10.	A Business Continuity Plan (BCP) has been developed to outline the recovery of critical functions. Note: given the school is likely to have one management team managing a critical incident or disruption, it may be worth considering consolidating the critical incident management plan and business continuity plan.	<input type="checkbox"/>
11.	Plan/s are updated at least annually or when significant changes occur in the campus.	<input type="checkbox"/>
12.	Plan/s are accessible by all response and management team members.	<input type="checkbox"/>
Plan supporting tools		
13.	Plan is practical, with easy to use checklists.	<input type="checkbox"/>
14.	Plan follows a natural incident timeline (assessment, activation, response, recover, stand down).	<input type="checkbox"/>
15.	Plan includes a process for assessing the severity of an incident.	<input type="checkbox"/>
16.	Plan includes a process for activating the CIMT.	<input type="checkbox"/>

No.	Requirement	✓
17.	Plan includes escalation points between management levels	<input type="checkbox"/>
18.	Control rooms have been identified and pre-established for the CIMT to manage an incident.	<input type="checkbox"/>
19.	Kits have been established to aid in establishing a control / command room.	<input type="checkbox"/>
20.	Plan references and/ or links to other Resilience plans, e.g. IT Disaster Recovery, Emergency Response Plans, Council Disaster Plans.	<input type="checkbox"/>
21.	Plan includes guidance to CIMT members on immediate actions and priorities.	<input type="checkbox"/>
22.	Plan includes a process for recording key information during an incident.	<input type="checkbox"/>
23.	Plan includes a communication strategy to guide communications with key stakeholders.	<input type="checkbox"/>
24.	Plan includes a planned media response to an incident.	<input type="checkbox"/>
25.	Plan identifies critical business functions and resource requirements.	<input type="checkbox"/>
26.	Plan considers logistical requirements for relocating staff.	<input type="checkbox"/>
27.	Plan includes a process for standing down the CIMT.	<input type="checkbox"/>
Training		
28.	Training is conducted at least annually for the CIMT.	<input type="checkbox"/>
29.	All staff have received an overview of the Resilience Program and understand their responsibilities.	<input type="checkbox"/>
30.	Training logs are recorded to track progress of trained staff.	<input type="checkbox"/>
Exercising		
31.	Exercises are conducted at least annually for the CIMT.	<input type="checkbox"/>
32.	Critical function testing (disaster recovery) is conducted at least annually.	<input type="checkbox"/>
33.	The CIMT are competent in their roles.	<input type="checkbox"/>
34.	Exercise logs are recorded to track progress of staff who have participated in exercises or critical business function tests.	<input type="checkbox"/>
Other		
35.	De-briefs and Post Incidents Reviews are conducted following an incident.	<input type="checkbox"/>
36.	A method of communicating to large groups of people has been established and tested.	<input type="checkbox"/>
37.	Welfare arrangements been pre-established to ensure the welfare of personnel.	<input type="checkbox"/>