

Our Lady of Hope Greenwith Campus Outside School Hours Care



POLICY DOCUMENT

<h2>EMERGENCY EVACUATION</h2>

EMERGENCY AND EVACUATION

BACKGROUND

Our Lady of Hope OSHC is committed to having clear plans for the management and communication of incidents and emergencies (including evacuations and invacuations) to support and guide educators to handle these situations calmly and effectively, reducing the risk of further harm or hazard.

Emergencies can include, but are not limited to:

- Fire
- A situation that requires the evacuation of the premises
- The presence of dangerous animals or insects
- Other situations that require a lockdown to be implemented o Severe weather/Storms/Flooding
- Natural Disasters
- Medical Emergency

A medical emergency may include an accident, asthma attack, seizure, anaphylactic reaction or any other illness that requires the immediate response of educators.

POLICY STATEMENT

Catholic Education South Australia, along with Our Lady of Hope OSHC is committed to providing a safe environment by effectively planning to manage any potential risks, hazards, incidents and emergencies to ensure that children's health, safety and wellbeing is paramount at all times. There is also a commitment to protecting the safety of all educators/staff and other adults at the service.

SCOPE

There are a number of stakeholders who need to have knowledge and understanding of this policy and ensure that it is implemented. The Principal of Our Lady of Hope OSHC has the delegated authority for the approval of the ECEC Emergency and evacuation policy.

LEGISLATIVE REQUIREMENTS

EDUCATION AND CARE SERVICES NATIONAL LAW	
Sec. 167	Offence relating to protection of children from harm and hazards

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS		
97	Emergency and evacuation procedures	Responsible person to ensure procedures are followed in an emergency or evacuation
98	Telephone and other communication equipment	Responsible person to ensure telephone and walkie talkies are kept working and maintained
168	Education and care service must have policies and procedures	There are multiple policies implemented at our service. The related policies to 'Emergency & Evacuation' policy and procedures are shown in related policies table below.
170	Policies and procedures to be followed	Policies and procedures at the service are followed through a combination of training, supervision, and monitoring. Action is taken if any policies are breached.
171	Policies and procedures to be kept available	Policies and procedures are kept available to all educators and families and are located in the OSHC office cupboard.
172	Notification of change to policies or procedures	Appropriate authorities and governing bodies are notified of any change to policies and procedures.

NATIONAL QUALITY STANDARDS

The following quality areas link to Emergency, Evacuation & Lockdown Policy & Procedure

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
Concept		Descriptor
1.1.3	Programming learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
QUALITY AREA 2: CHILDREN'S HEALTH & SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor space, buildings, fixtures, and fittings are suitable for their purpose, including supporting the access of every child.
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service
4.2	Professionalism	Management, educators, and staff are collaborative, respectful, and ethical.
4.2.1	Professional collaboration	Management, educators, and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.
QUALITY AREA 6: COLLABORATIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvements	There is an effective self-assessment and quality improvement process in place.

RELATED POLICIES

<ul style="list-style-type: none"> • Child safe environment policy • Medical Conditions policy & procedure • Infectious Diseases Policy & Procedure • Incident, Injury, Trauma & Illness Policy & Procedure • Safe arrival and departure of children policy and procedures 	<ul style="list-style-type: none"> • Supervision policy • Interactions with Children Policy & Procedure • Staffing Policy & Procedure • Interactions with children Policy • The Administration of First Aid Policy and Procedure • Bush Fire Action plan
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PRINCIPLE TO INFORM POLICY

- The safety, health and wellbeing of the children is a paramount consideration for our service. Therefore, we conduct rehearsals and reviews of our emergency and evacuation procedures.
- A risk assessment has been undertaken to identify the potential emergencies that are relevant to the service. From this assessment, emergency procedures have been developed.
- Our educational program promotes opportunities for children to learn and develop in all aspects of the program. Key skills such as gross motor, coordination, language and cognitive skills can be practiced during evacuation rehearsals.
 - Our educators and staff are key to our service's effective operation. Part of the training and development they receive focuses on our Emergency and evacuation policy and procedures. This includes conducting and documenting evacuation rehearsals in accordance with regulatory requirements.

KEY TERMS

Term	Meaning	Source
ACECQA – Australian Children's Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children	https://www.acecqa.gov.au/
Australian Standards	Australian Standards are documents that set out specifications, procedures and guidelines that aim to ensure products, services, and systems are safe, consistent, and reliable	
Direct Egress	Direct egress' means the ability to move and directly exit to an assembly area that is at the same level as the education and care service and is outside the service premises and away from the building. This does not include travelling through sets of stairs (including fire isolated	Guide to NQF

	stairwells), busy occupied areas, traffic or other hazards, or obstructions. For example, a centre-based service, family day care residence or venue is located on the second storey of a multi-storey building. The building is on sloping land which means that the service, residence or venue has direct access to the outdoors at ground level (without the need to travel up or down any stairs) which leads to the assembly area(s) outside the education and care premises and building.	
Emergency	An incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the service. For example, a flood, fire or a situation that requires the service premises to be locked down or other type of emergency response.	Guide to NQF
Emergency drill/rehearsal	A process to rehearse anticipated emergency scenarios or events, designed to help clarify roles and responsibilities, provide training and verify the adequacy of the emergency response.	
Emergency services	Includes ambulance, fire brigade, police and state emergency services.	
Evacuation floor plan	An evacuation plan is used where it is deemed necessary to evacuate the immediate area or building to ensure the safety and wellbeing of children and adults. It may also have the name 'evacuation diagram'.	
Evacuation route	Continuous path of travel (including exits, public corridors and the like) from any part of a building to a safe place.	
Fire safety adviser	A specified role in some jurisdictions. May coordinate fire safety management plans, fire and evacuation plans, procedures, review and practice, and give or arrange instruction to staff on evacuation and the operation of firefighting equipment.	
Harm	Physical or mental injury; hurt.	Dictionary definition
Hazard	An unavoidable danger or risk, even though often foreseeable.	Dictionary definition
Lock down	A security measure taken during an emergency to prevent people from leaving or entering a building or premises until the threat or risk has been resolved.	
Lock in	A security measure taken during an emergency to prevent people from leaving a building or premises until the threat or risk has been resolved.	
Lock out	A security measure taken during an emergency to prevent people from entering a building or premises until the threat or risk has been resolved.	
Multi-storey building	A building with more than two storeys, including the ground floor. Each level of a split level storey (or a mezzanine), is counted as one storey. For these purposes, the ground floor is the first storey, the first floor is the second storey, and so forth.	National regulations (Definitions)
Risk	Exposure to the chance of injury or loss; a hazard or dangerous chance	Dictionary definition
Risk Assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking and determining suitable mitigations	

HOW THIS POLICY RELATES TO CHILDREN

Children need:

- To have their health, safety and wellbeing protected at all times.
- To be supported to participate regularly in emergency and evacuation/invacuation rehearsals/drills.
- To be emotionally and physically supported/guided and actively supervised in the event an emergency situation arises.
- Educational programs that promote opportunities for them to learn and develop in all aspects of the program. In particular, key skills such as gross motor, coordination, language and cognitive skills can be practiced during evacuation rehearsals.

HOW THIS POLICY RELATES TO PARENTS/GUARDIANS

Parents/Guardians need:

- To have access to and knowledge of the Emergency and Evacuation/Invacuation policy and procedures.
- To be confident that their children's safety, health and wellbeing is paramount at all times.
- To be made aware of the emergency and evacuation procedures, including the emergency exits at the service.
- To have knowledge and understanding of the regular emergency and evacuation rehearsals/drills conducted with their children.
- To provide emergency contact details on their child's enrolment form and advise the service of any changes to those contacts so the information is always up to date.
- To ensure the attendance record for their child is completed each day.
- To be informed in the event that any incident, emergency or evacuation/invacuation occurs.
- To follow the directions of service management or responsible person in the event of an emergency or evacuation/invacuations occurs while they are at the service.

HOW THIS POLICY RELATES TO EDUCATORS/STAFF

Educators/staff need:

- To read, understand, comply with and implement the Emergency and Evacuation/ Invacuation policy and procedures. (Including ensuring all legislative requirements are met to ensure that the health, safety and wellbeing of all children is paramount).
- To be inducted/trained in how to appropriately respond to emergency incidents, including evacuations/invacuations.
- To carefully and sensitively discuss and practice emergency drills with children in accordance with their developmental abilities.
- To conduct and participate in regular emergency and evacuation/invacuation rehearsals/drills in accordance with the legislative requirements.
- To ensure that information about emergency evacuation and invacuation drills/rehearsals are documented.
- To take responsibility for implementing procedures for managing incidents/emergencies and providing a childsafe environment.
- To ensure that children are adequately supervised at all times and protected from hazards and harm.
- To respond promptly in a calm manner and follow safe procedures in the event of an emergency requiring the children and adults to be evacuated from or locked in (invacuated) at the service or another service/venue.
- Reflect on the actions taken during rehearsals/drills and any actual emergency to ensure the procedures and practices are the most appropriate and effective to keep everyone safe.
- To review the risk assessment and make any changes when necessary.

- To complete any required documentation regarding managing and responding to emergencies and incidents and ensuring that all details are recorded/available to inform any notifications that are required to be made in accordance with the legislation.

HOW THIS POLICY RELATES TO MANAGEMENT

Management need to ensure:

- That there are clear emergency and evacuation/invacuation policy and procedures available and accessible.
- The emergency and evacuation floor plans and instructions are completed and are up to date.
- The plans are displayed in a prominent position near each exit at the education and care service premises.
- That there are effective inductions/training and communication with children, educators/staff, parents/guardians and any other adults (e.g. volunteers/students) at the service so they know and understand the emergency (evacuation/invacuations) plans and procedures and there is access to completed risk assessments.
- Educators/staff comply with all the legislative requirements/obligations in relation to any emergency and evacuation/invacuation to protect all children's safety, health and wellbeing.
- Emergency telephone numbers must be readily available and easily accessible at all times. This information should be in a format/location that allows for the information to be easily collected or accessed by educators/staff in the event of an emergency evacuation or invacuation at the service. (Refer to sample emergency services directory in Supplementary documents folder)
- There must be access at all times to an operating telephone or similar reliable means of communication, including while at another service/venue. (Regulation 98)
- Educators/staff to know where to locate and have ready access to emergency equipment, such as fire extinguishers, fire blankets etc.
- That any emergency equipment is safe and is in good working order, with regular compliance tests completed and documented by the relevant authority/experts.
- That any alarms and communication systems are regularly tested.
- Educators/staff are appropriately trained in the use of emergency equipment and procedures.

HOW THE POLICY WILL BE IMPLEMENTED

- Emergency situations are events that pose an imminent or severe risk to anyone present at an education and care service premises.
- Characteristics of an emergency situation may be that they are unplanned, sudden, unexpected, dangerous or distressing and require immediate action to prevent harm, injury, or illness to persons, or damage to the service's premises.
- Emergency situations may pose a risk to an individual's safety, health and wellbeing. It is important that services identify potential emergencies that may be specific to their location and environment.
- For each education and care service, the potential for emergency situations can be varied.
- Some examples are listed below of emergency situations which may affect an education and care service:
 - An accident or serious injury to child or staff member where medical attention or hospitalisation is required
 - Personal injuries and threats
 - A fire and smoke
 - A flood
 - A severe storm/weather event, including a dust storm

- Natural disasters e.g. earthquake etc.
- A burst water main or pipe
- A gas leak
- Disruption to power/power lines down
- An atmospheric contaminant
- Bio-hazards and chemical spills
- The presence of a dangerous animal, insect or reptile
- A violent or potentially violent individual
- traffic accident, or any event which could render the building unsafe
- A bomb/terrorism threat
- A lost, missing, unaccounted for or abandoned child
- A fatal incident involving a child, family member or staff member at the education and care service.

PLANNING REQUIREMENTS:

- It is critical that planning to manage emergency situations is done in accordance with the requirements of the National Law/Regulations and the relevant Work Health Safety legislation to ensure services protect children and adults.
- Having a clear plan for the management of emergency situations assists educators to handle a situation in a calmer and more effective manner, reducing the risk of further harm or damage.
- The approved provider/service management must ensure policies and procedures are in place for dealing with emergency situations. This includes processes in place for when to stay inside the service (invacuation) or venue and when to leave the building or premises (evacuation).
- Specifically there must be:
 - A risk assessment conducted to identify potential emergencies that are relevant to the service for the purposes of preparing the emergency and evacuation/invacuation procedures. (The risk assessment needs to be regularly reviewed and/or updated as soon as circumstances require.)
 - Written emergency and evacuation/invacuation procedures that includes instructions for what must be done in the event of an emergency.
 - Copies of an emergency evacuation floor plan displayed in a prominent position near each exit at the service, including in any pertinent outdoor learning areas.
 - Written communication with families about the service's emergency procedures and plans to manage incidents.
 - Regular rehearsals/drills of the emergency evacuation and invacuations procedures.
 - Written plans to manage an emergency that may be likely to affect individuals at the service, for example, the management of an asthma attack, anaphylactic reaction etc. (Refer to Medical Conditions and First Aid policies)
 - Safe and meticulously well planned emergency and evacuation procedures are required if the service operates from a multi-storey building that is shared with other occupants and there is no direct egress to an assembly area. Specifically if a multi-storey building is involved the legislative requirements are specified in National regulation 97(c)(i-vii) [Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#) (Refer to Multi-storey service Regulation 97 and Fact sheets multi-story building and NQF design considerations in Resource documents folder)
- Emergency and evacuation procedures for all services in multi-storey buildings, and venues, should be developed with reference to the emergency and evacuation procedures for the whole building. Emergency and evacuation policies for centre-based services located within a multi-storey, multi-occupancy building must include coordinated planning with other tenants, residents or bodies corporate.

- The emergency and evacuation plan needs to be clear and concise, so educators/staff are easily informed of the exit routes, designated safe areas and the appropriate steps to take in case of different emergencies.
- Procedures must include clear instructions for what must be done by service management, educators/staff and other adults to protect children. These written instructions must be displayed in prominent positions near all exits and in children's environments with the corresponding floor plan to visually highlight the safe exits.
- There must be clearly visible exit signs on all exits.
- It is critical to ensure that there are no obstructions in the exit pathways.
- There must be clear and concise instructions for invacuation procedures in the event a lock down is required at the service. It is advisable that these instructions be displayed in each area/room that is used by children/young people.
- It is essential to plan for emergency situations by clearly defining the roles and responsibilities of educators and staff. These roles and responsibilities must be discussed and practiced regularly to ensure everyone is aware of their responsibility in the event of an emergency situation. In particular clear and specific detail about who must carry out each step, so that each person who may be involved in an emergency at the service knows exactly what they are expected to do and when.
- Service management can seek professional advice and guidance from relevant stakeholders/authorities/experts to improve risk mitigation strategies regarding the emergency and evacuation/invacuation plans (E.g. Consulting with police, Metropolitan Fire Services (MFS), Country Fire Services (CFS), South Australian(SA) State Emergency Services (SES), SA Health (Department for Health and Wellbeing– Disaster Management), Environment Protection Authority (EPA), South Australian fire and Emergency Services Commission etc.).
- Careful consideration should be given to where emergency equipment is located e.g. Fire extinguishers/blankets, first aid kits, phones etc. and to ensuring they are clearly signposted.
- Emergency equipment needs to be regularly tested by recognised/accredited authorities/experts.
- Service management, educators/staff need to be aware of and when necessary, access advice and warning messages issued by emergency services and government agencies in South Australia during significant incidents that threaten lives and property.
- Advice and warning messages are delivered through websites, smartphone apps, TV and radio broadcasts, mobile phone SMS messages and posts on social media - e.g. Facebook and X (formerly Twitter).
- The use of multiple information sources ensures that critical information/advice continues to be received in the event some sources of information become unavailable.
- During significant emergency incidents it is important not to rely on a single source for information. Look and listen for information on the radio, internet, mobile phones, television and by speaking with others in the local community.
- Appropriate educative session/s about emergencies and evacuations/invacuations should be conducted to prepare children and educators/staff regarding what to expect and what is expected.
- It is recommended that there are emergency evacuation and invacuation packs/bags located in prominent locations at the service. These packs/bags should be regularly checked to ensure they contain relevant and up to date information/resources. (E.g. Up to date register of emergency telephone numbers, a current, portable record of children's emergency contacts, mobile phone etc.)
- Educator/staff sign on sheets and child attendance records should be readily available and easily collected in an emergency.
- The bags should be stored next to portable first aid kit/s that are readily available in the event an emergency evacuation/ invacuation is required
- Emergency telephone numbers should be displayed prominently throughout the service, for example in the kitchen, office, staff room and each area where children are educated and cared for. **(Refer to sample emergency services directory in Resource documents folder)**

EMERGENCY MANAGEMENT RISK ASSESSMENT.

- The approved provider/service management must ensure that risk assessments are conducted and completed to identify any potential emergencies that are likely at the service.
- A risk assessment must be completed at least once every 12 months and as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation/invacuation of children from the service.
- When a risk assessment review indicates that changes need to be made (e.g. new risks of harm and hazards have been identified) service management must promptly make any necessary updates to the emergency and evacuation/invacuation policies and procedures.

EVACUATION PROCEDURES

- Suitable emergency plans need to be developed based on the risk assessment outcomes. Plans should reference specific emergency exits, appropriate evacuation points relevant to the situation; including the education and care service location and contact details.
- To support all educators and staff to have a clear understanding of their role in an emergency situation, evacuation plans should include a visual map of the education and care service and concise instructions providing a step-by-step overview of the evacuation process. The visual map should have clearly marked exits and exit routes from all locations within the education and care service.
- The concise written instructions of the evacuation process should state who is responsible, what needs to be collected, the location of the assembly points and contain the physical address of the assembly point location and all contact details of the service for easy reference.
- Both the visual map and the written instructions of the evacuation plan must be displayed at all of the service's designated emergency exits.
- Refer to sample emergency evacuation procedures in Resource documents folder.

RELOCATION REQUIRED

- There may be emergency situations (e.g. a fire or flood approaching) that make it necessary for children, educators/staff and any other adults present at the service to relocate away from the service.
- The relocation plan will follow the evacuation plan steps and include a clearly defined area to relocate to that is deemed safe.
- This relocation area must be deemed safe by emergency services prior to implementing the relocation plan.
- When deciding on a suitable relocation site the following should be considered, for example:
 - Does this site provide a safe alternative?
 - Is pre-planned transportation required?
 - Is there access to supplies and facilities such as running water and toileting etc.?
 - Is there shelter available?
 - Is there mobile phone reception?
 - Can the location be easily accessed by families and emergency services?
- The relocation area will need to be risk assessed regularly to ascertain if it is the most appropriate location to move to. This should be done in consultation with local emergency services and service management to ensure the appropriateness of this location should an emergency situation occur requiring relocation.
- Families need to be kept informed and updated regularly about any proposed relocation sites.
- A ready-made laminated sign should be displayed in the event that relocating is necessary to alert families and emergency workers.(Refer to sample template for door sign for relocation in Resource documents folder)
- It is advisable that a map with clear directions from the service to the relocation site be included as a useful reference.

INVACUATION PROCEDURES

- Not all emergency situations will require education and care services to evacuate from the building/premises. Some situations, such as the threat of a violent person or a police operation in the vicinity, may require the service to go into lockdown (an invacuation).
- This means that the education and care service locks all doors and windows and where possible, removes children, educators and other adults from view.
- These situations may take time to be resolved and locations should be selected to allow for easy access (if safe) to areas such as the kitchen, bathroom and nappy change facilities.
- Consideration should be given to ensuring there is access to developmentally appropriate materials/equipment to allow the children to engage in experiences/activities during the lockdown period.
- Refer to sample emergency invacuation procedure in Resource documents folder.

REHEARSING EMERGENCY AND EVACUATION/INVACUATION PROCEDURES/DRILLS

- The emergency and evacuation/invacuation procedures must be rehearsed at least every 3 months by educators/staff members, volunteers and children who are present at the service at the time the rehearsal/drill is conducted.
- As this policy has identified that both invacuation and evacuation response procedures should be included in the risk assessments and incorporated in the service's emergency plan, both response procedures need to be rehearsed every three months.
- Rehearsals should take place at various times of the day and week to ensure that everyone at the service gets the opportunity to rehearse.
- It is advisable that rehearsals/drills address different scenarios to ensure different types of emergencies are considered and rehearsed.
- Rehearsals should be conducted to practice the use of all available and documented evacuation/invacuation routes and exits.
- Services with children over preschool age should plan rehearsals to cover before and after school sessions, and vacation care.
- Extra planning and careful consideration need to be given to how rehearsals are conducted if a service is located in a multi-storey building due to the additional risks that may be present. For example, there is significant risk to children evacuating via stairwells at the same time as others, significant heights may be involved, non-ambulant children may be present, and increased supervision may be required. (Refer to ACECQA information sheet - Multi-storey buildings: Evacuations and approvals July 202 into Resource documents folder/fact sheets folder)
- It is important for children, educators and staff to regularly rehearse emergency and evacuation/invacuation procedures to maximise their safety and wellbeing in the event of an emergency event requiring evacuation or invacuation (lock down/in).
- Children should be provided age/developmentally appropriate support and information before, during and after emergency evacuation and invacuation rehearsals/drills.
- A sign should be displayed e.g. on entry door/s (and possibly on entrances to individual rooms if not a whole of service drill) advising families and visitors that an emergency evacuation or invacuation drill is currently being conducted.
- The rehearsals of the emergency and evacuation procedures must be documented.
- Documenting the rehearsal allows the service to reflect on its procedures and identify necessary adjustments and/or whether the risk assessment needs to be updated. (E.g. certain circumstances may become apparent when, for example, the assembly area is impeded (for example, due to construction) that the service's existing procedures and practices are inadequate or when there is a significant change to the group of children being educated and cared for e.g., an increased number of babies and/or non-ambulatory children).

- Another important benefit of documenting emergency evacuation/invacuation rehearsals/drills is that it shows who has been involved in emergency rehearsals, to help ensure everyone participates regularly and knows what to do in the event of an actual emergency.
- The emergency evacuation/invacuation drill documentation should include:
 - The date, start and finish time and the total time taken for the emergency evacuation or invacuation rehearsal/drill.
 - The number and a list of the children and educators/staff participating in the drill.
 - Action/process details – e.g. Did everyone follow the required actions/responsibilities
 - Reflection/any changes/improvements required section about the drill.
 - Name and signature of person completing the dated drill document/record. (Refer to sample drill evacuation or invacuations record in Resource documents folder)

MANAGING EMERGENCY AND EVACUATION/INVACUATION PROCEDURES/DRILLS

- Comprehensive emergency management includes prevention, preparedness, response and recovery.
- It is important that the service policy and procedures contain sufficient detail to address all possible emergency scenarios in the context of each service environment.
- Different emergency situations may present different levels of risk and require different responses, dependent on where a service is located. For example, a service might be located in a flood prone region, or be surrounded by bushland making it more susceptible to bush fires.
- People may have a wide range of reactions to emergency situations, some of which might be quite unexpected and possibly detrimental. Having policies and procedures in place that are well practised by educators/staff and children will reduce the likelihood that negative reactions will impact on the management of the emergency situation.
- Given the inherent nature of emergency situations, relevant policies and procedures should be sufficiently detailed and well understood so that all staff can react confidently and undertake their designated role in an emergency situation.
- Service management and educator/staff should ensure that are aware of and access the range of warning systems and alerts available to warn and inform them of emergencies. (E.g. Alert SA etc.) (Refer to SA Government – Where to get emergency advice and warnings - [SA.GOV.AU - Where to get emergency advice and warnings \(www.sa.gov.au\)](http://www.sa.gov.au))
- The Australian Warning System (AWS). AWS is a nationally consistent, three-tiered approach designed to make warnings clearer, timely, more relevant and lead people to take appropriate and safe actions during emergencies like bushfire, flood, storm extreme heat and severe weather.
- The warning system is designed to provide point-in-time information about a hazard that is impacting or is expected to impact communities. It describes the impact and expected consequences for communities and includes advice on what people should do.
- When an emergency situation occurs it is important that the situation be handled carefully and with consideration for all involved.
- Careful and considered actions need to be undertaken to support any children/adults requiring additional assistance in the event of an emergency.
- If an emergency occurs that requires emergency services to be contacted it is important service management/educators be prepared for the information that may be asked. (Refer to sample checklist for contacting emergency services in Resource documents folder)
- In addition the service management/responsible person should advise the emergency services of the actions taken and procedures followed as part of their emergency plan
- Emergency services will provide guidance and direction which needs to be followed to ensure safety.
- In either event that an emergency arises and children need to evacuate or stay inside a sign should be displayed on the front door advising that an emergency invacuation or evacuation is in progress. (Refer to sample template of door signs in Resource documents folder)

- During any emergency measures need to be in place to ensure that children are actively supervised so they do not come into direct contact with unauthorised persons during an evacuation/invacuation.

Service educators/staff may be exposed to media enquiries or media presence during or after an emergency situation involving the service. Educators /staff must seek advice from service management before responding to any media enquiries. All educators/staff must act in a manner that protects the privacy, rights and dignity of children, families and educators/staff.

AFTER AN EMERGENCY SITUATION

- After an emergency evacuation or invacuation has concluded the service management will formally advise parents/guardians that there was an emergency situation at the service. The information may be shared with parents/guardians via a completed template on the front door and/or electronically. (Refer to sample information to be shared with families in Resource documents folder)
- The approved provider/service management will make a notification of a serious incident to the regulatory authority (within 24 hours) through the NQA IT System that emergency services attended the service in response to an emergency, rather than as a precaution or for any other reason.
- Following the emergency situation, service management or an educator may need to complete an incident record in the event a child is injured, becomes ill or suffers a trauma e.g. Incident, Injury, Trauma and Illness Record. A parent/guardian needs to be notified as soon as practicable, but not later than 24 hours after the occurrence of any incident, injury, illness or trauma.
- After an emergency situation, it is critical to deal with the after effects as carefully as the actual emergency itself. Understanding and recognising the impact that an emergency situation may have on children is imperative.
- The age of the child should guide educators/staff in the strategies they implement to support children in their recovery from an emergency.
- As younger children may find it difficult to fully understand what happened, they need to be provided with opportunities to express their feelings and concerns in a developmentally appropriate manner.
- Older children may require detailed explanation about the emergency and have questions they want answered.
- The after effects of an emergency situation will vary depending on the severity and proximity of the event. While many reactions may be immediate some take longer to become apparent.
- Emergencies situations are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for educators to understand the impact of emergencies and seek help when needed.
- Debriefing support may need to be made available for educators/staff.
- Emergency situations, if managed successfully, are an opportunity to help support and build on children’s coping mechanisms and resilience, which is an integral part of the learning frameworks.

ROLES

Roles	Responsibilities
Approved Provider	<ul style="list-style-type: none"> • ensure the Emergency and evacuation policy and procedures are in place • ensure that the procedures include arrangements with other occupants of a multi-storey building in relation to the evacuation of children • take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures

	<ul style="list-style-type: none"> • ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff and volunteers, and available for inspection • notify families at least 14 days before changing the policy or procedures if the changes will: <ul style="list-style-type: none"> » affect the fees charged or the way they are collected or » significantly impact the service’s education and care of children or » significantly impact the family’s ability to utilise the service • ensure a risk assessment has been undertaken to identify potential emergencies that are relevant to the service • conduct a risk assessment of emergency evacuation routes and assembly points • review the risk assessment at least once every 12 months and as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from a service, family day care residence or venue located in a multi-storey building with other occupants • ensure that a copy of the emergency and evacuation floor plans and instructions are displayed in a prominent position near each exit of the service premises, including near each exit that forms part of an evacuation route • ensure emergency equipment is tested within the timeframes recommended by recognised authorities • ensure that designated emergency exits/routes are kept clear at all times to ensure that everyone can exit safely in the event of an evacuation • document rehearsals of the emergency and evacuation procedures • notify the regulatory authority of any serious incidents, change of circumstances and complaints • centre-based service: ensure that the emergency and evacuation procedures are rehearsed every three months by the educators, staff, volunteers, visitors and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal.
<p>Nominated supervisor/ Responsible person</p>	<ul style="list-style-type: none"> • participate in rehearsals of the emergency and evacuation procedures every three months • discuss emergency and evacuation procedures with other occupants of a multi-storey building to ensure the safe evacuation of children • keep a documented record of each rehearsal and reflections that occurred after • collaborate with educators and staff to develop procedures to manage all risks associated with emergency and evacuation situations • ensure the development of an emergency evacuation floor plan • ensure educators and staff have ready access to an operating telephone or similar means of communication and that emergency telephone numbers are displayed near telephones

	<ul style="list-style-type: none"> • ensure that designated emergency exits/routes are kept clear at all times to ensure that everyone can exit safely in the event of an evacuation • ensure educators and staff have ready access to emergency equipment such as fire extinguishers and fire blankets, and that staff are adequately trained in their use • ensure that emergency equipment is tested within the timeframes recommended by recognised authorities • ensure that up-to-date portable emergency contact lists are held in each room within the service and that evacuation procedures state who will carry this list during evacuation • ensure that emergency and evacuation risk assessments are carried out and reviewed regularly and any necessary updates provided to the approved provider • ensure the emergency and evacuation instructions and floor plan are displayed in a prominent position near each exit of the service premises, including near exits that forms part of the evacuation route and that all staff and educators are aware of these • ensure that all educators and staff are trained in the emergency and evacuation procedures and aware of their roles and responsibilities in an emergency or evacuation • ensure that all educators and staff are aware of emergency evacuation points • ensure that families are regularly reminded of the emergency procedures in place at the service • ensure procedures consider collecting children’s medication and managing children’s medical conditions.
Educators	<ul style="list-style-type: none"> •rehearsing emergency and evacuation procedures with everyone who is present at the service at least every three months and that the rehearsal is documented • communicating with parents about emergency procedures
Families	<ul style="list-style-type: none"> • ensure they have the service’s up-to-date contact details • ensure they complete the attendance record on delivery and collection of their child • provide emergency contact details on their child’s enrolment form and ensure this is kept up to-date • ensure they are aware of the service’s Emergency and evacuation policy and procedures • ask them to reinforce the service’s emergency and evacuation procedures with their child • if present at the service at the time, ensure that they follow the directions of educators and staff in the event of an emergency or when rehearsing emergency and evacuation procedures

INDUCTION AND ONGOING TRAINING

Educators will cover all policies and procedures in their induction training. On going training will be provided at staff meetings. Regular rehearsals will be conducted with staff. Review of rehearsals will be conducted at staff meetings.

SOURCES

Australian Children’s Education & Care Quality Authority. (2014).
Key NQF changes for centre-based services from 2023 ACECQA. (2023).
Policy and procedure guidelines, emergency and evacuation. ACECQA. (2023).
Education and Care Services National Regulations. (Amended 2023)
Guide to the National Quality Framework. (Amended 2023).
CESA Emergency and Critical Guidelines
Risk Assessment for Emergencies
Our Lady of Hope – Disaster Recovery Plan

RECORD HISTORY

Approved by:
Principal, Our Lady of Hope School
Approved date:
Review date:
Revision record

This policy and procedure are approved and in place until the review date, unless during that time the Principal of Our Lady of Hope School instructs a revision. In this case, parents of children enrolled at the service will be notified at least 14 days before any change to this policy or procedure comes into effect. Less time of advice before a change will only happen if SACCs has reason to believe the safety, health or wellbeing of any child enrolled at the service is at risk if a change is not immediately made. [Regulation 172]