

Emergency and Evacuation

(Quality Area 2 – Children’s health and safety)

Yarriambiack Shire Council encourages a working environment which promotes gender equality and models non-violent and respectful relationships.

1 Objective

This policy will provide a framework for:

- *the development of specific emergency and evacuation procedures, practices and guidelines at Yarriambiack Shire Council*
- *being informed by a risk assessment that identifies potential emergencies at Yarriambiack Shire Council*
- *raising the awareness of everyone attending Yarriambiack Shire Council about potential emergency situations and appropriate responses.*

2 Policy Statement and Scope

VALUES

Yarriambiack Shire Council is committed to:

- *providing a safe environment for all children, staff and persons participating in programs at Yarriambiack Shire Council*
- *having a plan to manage emergency situations in a way that reduces risk to those present on the premises,*
- *ensuring effective procedures are in place to manage emergency incidents at the service,*
- *ensuring an appropriate response during and following emergency incidents to meet the needs of the children, their families, staff and others at the service,*
- *informing parents/guardians how communication will be provided in a case of emergency.*

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Yarriambiack Shire Council.

3 Responsibility

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in charge day-to-day	Early childhood teachers, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					

Ensuring the Emergency and Evacuation Policy and procedures are in place (Regulations 168) and available to all stakeholders (Regulations 171)	R	√			
Taking reasonable steps to ensure that nominated supervisors, early childhood teachers, educators, staff and volunteers follow the policy and procedures and are aware of their responsibilities (Regulations 170)	R	√			
Completing the DET Emergency Management Plan (refer to Definitions) (refer to Attachment), and attaching a copy to this policy	R	√	√		
Ensuring the service's emergency management contact details are up to date on NQA ITS online portal	R	√			
Identifying if the service is on the BARR (refer to Definitions)	R	√			
Conducting a risk assessment (refer to Definitions) (at least once a year) to identify potential emergencies that the service may encounter (Regulation 97(2)) (refer to Attachment)	R	√	√		
Conducting a risk assessment (refer to Definitions) of emergency evacuation routes and assembly points	R	√	√		
Developing instructions for what must be done in the event of an emergency (Regulation 97(1)(a)) (refer to Attachment)	R	√	√		
Appointing an Incident Management Team (IMT) to oversee safety at the service in the event of an emergency (refer to Attachment)	R				
Developing an emergency and evacuation floor plan (refer to Definitions) (Regulation 97(1)(b)) (refer to Attachment)	R	√			
Ensuring that a copy of the emergency and evacuation floor plan (refer to Definitions) and instructions are displayed in a prominent position near each exit at the service premises, and near each exit that forms part of the evacuation route out of the service (Regulation 97(4))	R	√	√		
Ensuring that the emergency and evacuation drills (refer to Definitions) are rehearsed and documented at least once every 3 months by everyone attending the service. If it has been identified both a lock down and evacuation response procedure in the risk assessments, and incorporated them in the emergency plan, they will both need to rehearse every three months (Regulation 97(3)(a)) (refer to Attachment)	R	√	√		
Ensuring that all staff, students, volunteers and visitors are aware of emergency evacuation points	R	√	√		
Ensuring up-to-date portable emergency contact lists are held in each room within the service and	R	√	√		

that evacuation procedures state who will carry this list during evacuation					
Developing procedures that consider collecting children’s medication and managing children’s medical conditions	R	√	√		
Providing feedback regarding the effectiveness of emergency and evacuation procedures to inform policy, procedures and manuals etc.	√	√	√	√	√
Testing alarms and communication systems regularly, such as on a monthly basis	R	√			
Ensuring that those working at, or attending the service, have access to a phone (or similar means) for immediate communication with parents/guardians and emergency services (Regulation 98), and that phone numbers of emergency services are displayed	R	√			
Identifying potential onsite hazards and taking action to manage and minimise risks (refer to Attachment)	R	√	√		√
Ensuring all infrastructure and service equipment are regularly checked for condition and maintenance, including emergency exit lighting	R	√			
Ensuring the location of first aid kits, fire extinguishers and other emergency equipment are clearly signposted	R	√			
Ensuring all emergency equipment is maintained on a regular basis in accordance with requirements specified by regulations, such as the Australian Standards Building Code e.g. fire extinguishers, smoke detectors, evacuation kits, sprinkler systems and alarm or duress systems	R	√			
Providing a fully equipped portable first aid kit (refer to Administration of First Aid Policy)	R	√			
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	R	√	√		√
Keeping lock-down (refer to Definitions) areas in a state of readiness so they are safe for children, staff and visitors to use	√	√	√		√
Attending regular training to ensure that they are able to deal with emergency situations e.g., first aid (Regulation 136), emergency management and OHS training	R	R	√		√
Regularly reviewing, evaluating and updating emergency management plans, manuals and procedures (at least annually or following an emergency incident)	R	√	√		√
Developing procedures to debrief staff following emergency incidents	√	√			

Providing support to children before, during and after emergencies		√	√		√
Conducting checks of documentation and practices to ensure all requirements of this policy are being complied with	R	√	√		√
Informing the nominated supervisor or persons in day-to-day charge or, in their absence, the approved provider or person with management and control, about any serious incidents or notifiable incidents (refer to Definitions) at the service			√		√
Notifying DET in writing within 24 hours of a serious incident, change of circumstances and/or complaints (refer to Definitions)	R	√			
Completing the Incident, Injury, Trauma and Illness Record (refer to Definitions) where required	R	√	√		√
Notifying DET within 7 days of an incident that required the service to be closed, or a circumstance that posed a significant risk to the health, safety or wellbeing of a child attending the service (National Law: Section 174(2)(c); Regulations: 175(2)(b) & (c), 176)	R	√			
Reporting notifiable incidents (refer to Definitions) in the workplace to WorkSafe Victoria (refer to Definitions)	R	√			
Where possible engaging with Fire Rescue Victoria and/or Country Fire Authority (refer to Definitions) regarding fire safety awareness and training for the service, including demonstrations of fire equipment, basic fire safety, smoke alarm, fire blankets and escape plans	√	√	√		
Identifying staff and children requiring additional assistance in the event of an emergency (refer to Attachment)	√	√	√		√
Ensuring that emergency contact details are provided on each child's enrolment form and that these are kept up to date	R	R	√	√	
Ensuring that an attendance record (refer to Definitions) is completed and maintained to account for all children attending the service (Regulation 158)	R	R	R	R	
Keeping a written record of all visitors to the service, including time of arrival and departure	R	R	√		
Ensuring all staff, parents/guardians, children, volunteers and students on placement understand the procedures to follow in the event of an emergency	R	R	√	√	√
Ensuring there are induction procedures in place to inform new staff, including casual or relief staff, of the emergency and evacuation policy and procedures	R	√			

Ensuring all staff, parents/guardians, children, volunteers, students on placement and others attending the service are accounted for in the event of an evacuation	R	√			
Developing procedures to deal with loss of critical functions, such as power/water shut off.	R	√			
Ensuring that children are adequately supervised at all times and protected from hazards and harm (refer to Supervision of Children Policy)	R	R	R		
Raising children's awareness about potential emergency situations and appropriate responses.		√	√		√

4 References

SOURCES

- *Community Early Learning Australia – CELA's Simple Guide to bushfire advice for children's services:* cela.org.au/2020/12/04/bushfire-advice-2020
- *Department of Education, Bushfire At-Risk Register:* <https://www.education.vic.gov.au/about/programs/health/pages/bushfirerisk.aspx>
- *Department of Education, Emergency Management Requirements:* www.education.vic.gov.au/childhood/providers/regulation/Pages/emergencymanagementrequirements.aspx
- *Fire Rescue Victoria:* www.frv.vic.gov.au
- *Country Fire Authority:* www.cfa.vic.gov.au
- *State Emergency Service:* www.ses.vic.gov.au
- *WorkSafe Victoria:* www.worksafe.vic.gov.au

RELATED POLICIES

- *Administration of First Aid*
- *Administration of Medication*
- *Child Safe Environment and Wellbeing*
- *Enrolment and Orientation*
- *Excursions and Service Events*
- *Delivery and Collection of Children*
- *Incident, Injury, Trauma and Illness*
- *Occupational Health and Safety*
- *Staffing*
- *Supervision of Children*

5 Definitions

Country Fire Authority (CFA):	CFA respond to a variety of fire and emergency incidents. They are also involved in a range of other activities including <ul style="list-style-type: none"> • <i>fire safety building inspections</i> • <i>delivering community awareness, education and safety programs</i>
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	<ul style="list-style-type: none"> • <i>post incident analysis and fire investigation</i> • <i>fire prevention planning and land use planning at a municipal level</i>
Bushfire at Risk Register (BARR):	<i>Kindergartens and childcare facilities assessed to be at the highest risk of fire are placed on the department's BARR. Inclusion on this register is a trigger for the kindergarten or childcare facility to pre-emptively close on days determined Catastrophic in their Bureau of Meteorology district, as well as other pre-emptive and preparedness actions in line with their fire risk category</i>
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 Management Plan (EMP):	<i>A written set of instructions for the service to prepare for and respond to emergencies. A guide to preparing an emergency plan and an Emergency Management Plan templates are available on the DET website (refer to Sources)</i>
Emergency services:	Includes ambulance, fire brigade, police and state emergency services
Evacuation floor plan:	<i>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'</i>
Evacuation route:	<i>Continuous path of travel (including exits, public corridors and the like) from any part of a building to a safe place</i>
Fire Rescue Victoria (FRV):	<p><i>(Previously know as Metropolitan Fire Brigade) respond to fires, complex rescues, road crashes, emergency medical calls and hazardous chemical spills. The FRV aims to reduce the incidence and impact of fire and other emergencies on the community. This is achieved through the delivery of educational strategies that assist the community to become more self-reliant, including:</i></p> <ul style="list-style-type: none"> • <i>delivering expert fire and rescue services to the community they serve</i> • <i>driving systemic change to the built environment through reforms to building design, regulations and legislation, and</i> • <i>educating the community through fire prevention programs that improve community safety and build resilience</i>
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.
Hazard:	A source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the environment or a combination of these
Incident Management Team (IMT):	<i>Is the group of incident management personnel comprising of the incident controller and other personnel appointed to be responsible for the functions of operations, planning, and logistics</i>

Lock down:	<i>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.</i>
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
Planned closure:	<i>Services identified as being at high fire risk and on the DE's Bushfire At-Risk Register will close on days determined to have a fire danger rating of Code Red by the Emergency Management Commissioner. Where possible, four to seven days' notice of a planned closure will be provided. Services not on the Department's Bushfire At-Risk Register will remain open, unless directly threatened by fire or another emergency</i>
Risk assessment:	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking and determining suitable mitigations.
Risk management:	<i>A structured approach to managing uncertainty related to a threat; a sequence of activities including the identification, assessment and prioritisation of risks followed by co-ordinated and economical application of resources to minimise, monitor and control the probability and/or impact of those risks.</i>
WorkSafe Victoria:	<i>The manager of Victoria's workplace safety system.</i>

6 Policy Review

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- *review the policy to determine whether it adequately addresses a range of potential emergency situations*
- *regularly seek feedback from everyone affected by the policy regarding its effectiveness particularly following an emergency*
- *review procedures, including evacuation procedures, to determine their effectiveness, including timing and processes*
 - *use information gained from checks on documentation and practices and the Incident, Injury, Trauma and Illness Record to inform proposed changes to this policy*
 - *revise the policy and procedures as part of the service's policy review cycle, or as required by legislation, research, policy and best practice*
 - *consult with emergency services such as the FRV and CFA, to ensure the policy and procedures meet current best practices*
 - *notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (Regulation 172 (2)).*

7 Legislative Context

BACKGROUND

The Education and Care Services National Regulation 2011 define an emergency in relation to an education and care service as any situation or event that poses an imminent or severe risk to the persons at the service premises e.g., flood, fire or a situation that requires the service premises to be locked down.

Comprehensive emergency management includes prevention, preparedness, response and recovery. Services are required to have policies and procedures in place detailing what needs to be done in an emergency, including an emergency and evacuation floor plan. These policies and procedures must be based on a risk assessment that identifies potential emergencies relevant to the service (*Regulation 97*).

Policy and procedures should account for various emergency scenarios. These emergencies can encompass fires, smoke, personal injuries, threats, bomb threats, suspicious mail, biohazards, chemical spills, gas leaks, floods, and other natural disasters. In such situations, it may be necessary to evacuate or implement a lockdown. The policy and procedures must include comprehensive information to effectively handle all potential emergency situations within each specific service environment. Various emergency scenarios can entail varying levels of risk and demand different responses, depending on the location of the service. It is crucial to address these distinctions adequately in the policy and procedures. Every service is different, so it is not sufficient to apply generic policies and procedures to multiple services. You will need to contextualise your policies and procedures to your service's operations and its unique context.

In addition to the *Education and Care Services National Law and National Regulations*, service jurisdiction may have legislation regulating building facility requirements, such as workplace, health and safety legislation, which should also be considered.

Early childhood services have a duty of care to all attending the facility including the children, staff, volunteers, students, visitors, and contractors. It is also a requirement under the *Occupational Health and Safety Act 2004* that employers provide a healthy and safe environment for all persons who access the service's facilities and/or programs.

All services in Victoria are required to have an Emergency Management Plan (EMP) (*refer to Definitions*) as part of their everyday operations and are required to regularly rehearse their emergency and evacuation procedures (*Regulation 97*). They must:

- Rehearse the procedures every 3 months and document it,
- Involve everyone present at the service at the time of the rehearsal. This includes all staff members, volunteers, children, and the responsible person who is present at the time of the rehearsal.


A copy of the service's emergency and evacuation policy and procedures must be available for inspection at the service premises at all times or on request.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011 including Regulations 97, 98, 168(2)(e)*
- *National Quality Standard, including Quality Area 2: Children's Health and Safety*
- *Occupational Health and Safety Act 2004*

8 CEO Approved Policy

Adopted:	CEO Approved Date	CEO Name	CEO Signature
Reviewed:	14/08/2023	Tammy Smith	
	16/01/2025	Tammy Smith	