

EMERGENCY EVACUATION AND LOCKDOWN POLICY



Emergency and evacuation and lockdown situations may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency situation arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Ensuring that educators and children know what to do in an emergency situation requires vigilant planning and practice. Regularly practicing the drills for emergency situations also provides an opportunity to help support and build on children’s coping mechanisms and resilience.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY | | |
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| 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, practiced and implemented. |
| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
| 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. |

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
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| 12(d) | Meaning of a serious incident- any emergency for which emergency services attended |
| 97 | Policies and procedures in relation to emergency and evacuation |
| 98 | Emergency and evacuation procedures |

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| 136 | First aid qualifications |
| 168 | Telephone or other communication equipment |
| 170 | Policies and procedures are to be followed |
| 85 | Incident, injury, trauma and illness policies and procedures |
| 97 | Emergency and evacuation procedure |

RELATED POLICIES

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| Acceptance and Refusal Authorisation Policy Administration of First Aid Policy Arrival and Departure Policy Bush Fire Policy Child Safe Environment Policy Emergency Evacuation Policy Family Communication Policy | Health and Safety Policy Incident, Injury, Trauma and Illness Policy Retention of Records Policy Supervision Policy |
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PURPOSE

Our Service has a duty of care to maintain the safety and wellbeing of each child, educator, and all using or visiting the OSHC Service during an emergency or evacuation situation. We are committed to identifying risks and potential hazards of emergency and evacuation situations by conducting thorough risk assessments on an annual basis and continually plan for further risk minimisation and improvement to our policy and procedures.

We aim to minimise the risk of harm, ensuring the safety of children, educators, families and visitors of the OSHC Service in the event of a threatening situation.

SCOPE

This policy applies to children, families, staff, management and visitors of the OSHC Service.

IMPLEMENTATION OF EMERGENCY EVACUATION

We define an emergency as an unplanned, sudden or unexpected event or situation that requires 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 health and safety. It is important that services identify potential emergencies that may be specific to their location and environment.

An emergency is any event, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of children at the service. (Guide to the NQF)

Circumstances under which an emergency evacuation will occur may include:

- Fire within the building or playground

- Fire in the surrounding area where the Service may be in danger
- Flood
- Cyclone, severe storm or dust storm or other natural weather event
- dangerous animal, insect or reptile
- Terrorist threat
- Other circumstances may include:
 - gas explosion, traffic accident, or any event which could render the building unsafe (eg: earthquake).
 - Chlorine or pool related incidents

To ensure compliance with National Regulations and National Law, our OSHC Service will ensure that:

- emergency and evacuation policies and procedures are available for inspection at the Service's premises at all times
- the Shire of Augusta Margaret River conduct risk assessments to identify potential emergencies that are relevant to the recreation centre
- relevant stakeholders/authorities are consulted for advice and guidance to improve risk mitigation strategies as part of our emergency and evacuation plan (School Principal, police, fire, parents/families)
- consideration is made to evacuate non-ambulant children evacuating the premises resulting in enhanced ratios
- emergency evacuation plans are displayed in prominent positions near each exit at the Service premises including both the indoor and outdoor learning areas
- the plan includes a floor plan for ease of reference with clearly defined assembly points and clearly marked exit routes from all locations
- all exits have exit signs clearly visible
- there are no obstructions in hallways, stairways or emergency exits
- all educators, including casual/relief educators and staff members, are familiar with our *Emergency Evacuation Policy*, procedures and regulatory requirements
- new staff, volunteers and students are provided with information and training about our *Emergency Evacuation Policy* and procedures during induction
- all staff are aware of their roles and responsibilities in event of an emergency situation
- Emergency evacuation rehearsals (drills) will be practiced **every three months** by the responsible person, all staff members, volunteers, and children present on the day

- National Regulations state that evacuation rehearsals are to be practiced every 3 months: However, to ensure best practice our Service will conduct emergency evacuation drills in a **weekly block once a term** so that all children and staff experience an evacuation on a regular basis.
- spontaneous rehearsals also take place during the year to assist in refining risk management procedures and evacuation procedures
- each time a planned or spontaneous emergency evacuation drill is performed it is to be timed and documented in the *Emergency Evacuation Rehearsal Record*.
- after reflection, notes on any areas that need improving or revising are to be documented in the *Emergency Evacuation Rehearsal Record*. Educators will discuss and implement strategies to make continuous improvement to procedures which will be documented in the Service's Staff Meeting minutes and Quality Improvement Plan (QIP).
- in the event of limited educators (e.g. early morning or late afternoon), staff members are to work together to perform the duties as per the evacuation plan (the roster must include a Responsible Person being on the premises at all times to take responsibility and delegate duties). This scenario will be discussed and documented in the Service's Staff Meeting Minutes (WHS).
- regular communication with families includes information about emergency and evacuation procedures
- families are informed when a rehearsal or drill has occurred
- at least one staff member or one Nominated Supervisor who holds current ACEQCA approved first aid qualifications, approved anaphylaxis management and emergency asthma management training is in attendance at all times
- *Emergency Evacuation Black Folder and First Aid Kit* located in the pigeon holes in the Kids Club Office
- *Emergency Evacuation Folder and First Aid Kit* regularly audited and restocked as required
- an up-to-date register of emergency telephone numbers for children is maintained. A copy of the current list will always be available in the *Emergency Evacuation Bag*
- Medical Management Plans for children are able to be accessed easily
- children's medication is collected during an evacuation
- all fire extinguishers, fire blankets, fire hoses, and other emergency equipment located throughout the Service will be inspected and tested at six monthly intervals by an authorised company as per the Australian Safety Standard AS 1851-2012: *Maintenance of Fire Protection Systems and Equipment*.
- extinguishers will be emptied, pressure tested, and refilled every five years
- all tests performed on emergency equipment and the date on which it was tested will be recorded on a label or metal tag attached to the unit. Certificates to verify testing will be filed.
- ensure smoke detectors are regularly tested and batteries replaced annually

- staff and educators have access to an operating telephone or other means of communication at all times (mobile phone)
- emergency telephone numbers will be displayed prominently throughout the Service in the kitchen, office, staff room and each area where children are educated and cared for
- Our emergency telephone list (located next to the telephone) includes the numbers for:
 - Police
 - Local fire station
 - Rural Fire Service
 - State Emergency Services (SES)

Emergency and Evacuation Procedure Guidelines

- the Nominated Supervisor in Conjunction with Chief Warden will make the final call to whether to evacuate the premises due to an emergency situation
- contact 000 for local emergencies-
 - provide your name,
 - address and nearest cross street: MR Rec Centre, 51 Wallcliffe Rd, nearest crossroads Farrelly St
 - reason for evacuation, phone contact number, number of children and adults evacuating
- move all children and visitors to identified evacuation/emergency assembly area as indicated on the *Emergency and Evacuation Plan* (to be decided upon by duty manager)
- Head count out the door, check toilets/outside/kitchen
- Take Kids Club Mobile Phones
- collect Emergency Evacuation Folder, Medical Management Plans and associated children's medication(i.e. asthma and epi pen)
- collect First Aid Kit
- once children are safely evacuated, administer first aid if required
- check daily attendance record and visitor record – on mobile app
- remain calm and reassure children
- once emergency services arrive, contact parents/emergency contacts
- await instructions from relevant emergency services for re-entering premises or alternative evacuation procedure

Important:

Following the emergency evacuation, the educator will complete an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record*. The approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency, rather than as a precaution or for any other reason.

IMPLEMENTATION OF LOCKDOWNS

Our OSHC Service has set procedures to follow in the event of any emergency requiring evacuation or lockdown. These procedures comply with regulatory requirements and are consistent with recommendations by recognised authorities. They are designed to ensure an efficient, safe, and calm procedure for all children, staff, families, and visitors.

Whilst many emergency situations will require staff and children to evacuate from the OSHC Service premises, there are potential situations that will require the Service to go into 'lockdown'.

Within early childhood services and school settings, there are three types of lockdown that may be required:

- **'External threat'** - indicating that there is a potential threat outside that you wish to prevent from entering the building. For example:
 - Unidentified dangerous animal or insects.
- **'Shelter-in-place'** - generally will be required when there is a real or perceived threat to health or safety. For example:
 - Severe storms
 - Extreme smoke from a local or distant bushfire
 - Chemical or hazardous substance spill
 - Gas leak / atmospheric hazardous substance
 - Flood
- **'Full lockdown'** - for situations that involve serious threats such as:
 - Potentially dangerous unwanted or uninvited intruder
 - Potentially dangerous person due to intoxication or substance abuse
 - Receiving an emergency services warning about a reported incident or civil disturbance

Lockdown means that all windows and external doors are locked, and where possible internal doors are locked and blinds closed.

For a *'Shelter-in-place'* or *'External threat'* lockdown, children are able to participate in the usual experiences and activities. However, for a *'Full lockdown'* children and adults must be moved to a room/position that does not allow them to be viewed.

Where possible, access should be maintained to a bathroom and enough space should be available for children to be comfortably involved in quiet activities. It is therefore vital that appropriate spaces have been identified and displayed on an **Emergency Lockdown Procedure**. This information can be displayed on the back of the Evacuation Plan, which can then be quickly taken from the wall when required. This act will ensure that in a situation involving unwanted visitors, *or* previous visitors that have now returned with malicious intent, that the plan is not visible or available.

MANAGEMENT/NOMINATED SUPERVISOR WILL:

- develop, and review, a risk assessment to identify potential emergencies that may require the service to go into lockdown
- engage relevant stakeholders/authorities to improve risk mitigation strategies for lockdown situations as part of our Emergency Management Plan (police, fire, school principal, parents/families)
- ensure capacity to lock internal doors within the OSHC premises
- consider procedures for non-ambulant children and staff implications in the event of a lockdown
- ensure new staff, volunteers and students are provided with information and training about lockdown procedures upon induction
- ensure emergency evacuation plans and procedures are displayed in prominent positions near each exit and in the indoor and outdoor learning environments (Lockdown information should be displayed on the back of this plan)
- nominate the person/people with authority to manage the lockdown
- determine communication channels- ensure all educators and staff have access to an operating telephone or means of communication- consider use of communication apps for silent group communication among staff members (Messenger)
- determine how the different type of lockdown alert signal will be given
- contact emergency services as soon as practicable- provide essential information to police depending on the type of lockdown- (eg: description of the intruder, threat, weapons)
- design a movement and wellbeing plan to follow if not in the classroom/indoor learning area
- develop an effective strategy for checking the roll and communicating with children, educators, families, and visitors of the Service
- document roles and responsibilities of staff and educators
- plan to maintain children's safety and wellbeing
- ensure all children, staff, families, and visitors of the OSHC Service remain inside
- ensure lockdown drills are practiced every three months at different times to ensure all staff and children have the opportunity to participate

- document lockdown rehearsals and the responsible person who is present at the time of the rehearsal
- ensure lockdown drills are reviewed and reflected upon each time they occur and are adequately documented including any improvements
- communicate with families about lockdown procedures and drills
- complete a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children

IN THE EVENT OF A LOCKDOWN, EDUCATORS WILL:

- direct children to shelter in place indoors, where doors can be locked or barricaded securely (as per plan)
- ensure all children are accounted for (check daily sign on app)
- immediately lock doors and windows
- ensure all children remain inside the classroom
- ensure children remain inside and keep calm by continuing play
- ensure children to remain calm: except for *'full lockdown'*, arrange activities to engage them
- remain in lockdown until the all-clear signal is given
- ensure all families are notified of the incident as soon as practicable after the lockdown has ended

ADDITIONALLY, DURING A SHELTER-IN-PLACE LOCKDOWN, THE EDUCATORS WILL:

- use any available linen to block gaps around doors or window to minimise the entry of smoke/hazardous chemicals

ADDITIONALLY, DURING A FULL LOCKDOWN, MANAGEMENT, NOMINATED SUPERVISORS and EDUCATORS WILL:

- implement lockdown procedure
- alert staff using agreed code word for immediate lockdown:
- contact emergency services (000) for assistance
- remove the evacuation plan from the walls of the Service
- move children to the kitchen to be seated at the tables
- turn off all lights
- clear any room/hallway that cannot be secured
- ensure all children remain low away from doors and windows
- encourage all children to remain quiet: Have activities ready on the tables to assist with engaging them during the lockdown
- ensure all children and persons in the room remain out of sight as much as is possible of external windows and glass doors, and internal viewing windows

- ensure all families are notified of the incident as soon as practicable after the lockdown has ended
- complete a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- provide opportunities for debriefing and counselling to families and children

DEALING WITH TRAUMA

Emergencies, natural disasters and lockdowns 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 disasters and seek help when needed.

The Approved Provider/Nominated Supervisor will support educators to provide information to parents and families following any emergency or natural disaster including:

- will the service be open in the days and weeks ahead?
- how to find alternative care and education
- how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

[Emerging Minds](#)

BeYou- [Trauma informed practice](#)